

Secure Care Special Education Policies and Procedures

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Exceptional Student Services
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SPECIAL EDUCATION POLICIES

(Agency Name), Educational Section, will take appropriate steps to ensure compliance with the following policies. However, nothing contained in these policies are intended to or will limit the authority of this agency of its primary responsibility of secure care, custody and control of (Students/Inmates).

Concerning the issues of Special Education Placement, Individual Education Programs (IEP's), and Least Restrictive Environment (LRE), (Agency Name) may modify the delivery of special education services to eligible students (a child who is convicted as an adult and incarcerated in an adult correctional facility) if (Agency Name) has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated [34 Code of Federal Regulations ("CFR") §300.324(d)(2)].

For the purposes of this document, the term "parent" refers to both the parent of a minor child or an adult inmate student. Furthermore, the term "child" is referred to as any student under the age of 22.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Policy assures that:

- A. The agency ensures that all students with a disability under the age of 22 within its facilities have the right to a free appropriate public education (FAPE) except that a person who is being provided special education services at the time the person reaches twenty-two years of age shall continue to receive special education services until the end of that school year. [34 CFR §300.101, Arizona Revised Statutes ("ARS") §15-764(A)(1)].

CHILD FIND

Policy assures that:

- A. All students with a disability who are in need of special education and related services shall be identified, located, and evaluated [34 CFR §300.111, Arizona Administrative Code ("AAC") R7-2-401]
- B. A practical method shall be developed and implemented to determine which students are currently receiving needed special education and related services [34 CFR §300.111(a)].
- C. This policy applies to children, including highly mobile and migrant students, who are suspected of having a disability under §300.8 and in need of special education, even though they are advancing from grade to grade [34 CFR §300.111(c)].

EVALUATION AND ELIGIBILITY DETERMINATION

Policy assures that:

- A. A full and individual initial evaluation shall be conducted for each student before the initial provision of special education and related services to a student with a disability [34 CFR §300.301].
- B. Procedures shall be established for conducting evaluations in accordance with the requirements described in §§300.300 - 300.311 and ARS §15-766.

The evaluation must consist of procedures:

1. to determine if the student is a "student with a disability" under §§300.8, 300.301 and ARS §15-761.
2. to determine the educational needs of the student.

- C. The student's Individual Evaluation Program (IEP) team and other qualified professionals shall review existing evaluation data and collect additional data, if necessary, and use the results of the evaluation to determine a category of eligibility and the need for special education and related services [34 CFR §§300.8, 300.306, ARS §§15-761 and 15-766].
- D. If a determination is made that a child has a disability and needs special education and related services, the IEP team shall use the results of the evaluation to develop the initial IEP or to review and revise an existing IEP [34 CFR §§300.306, 300.320-324 and ARS §15-761].
- E. A reevaluation of each student shall be conducted every three years in accordance with §§300.300-300.311.

INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

Due to the confinement of students in Secure Care facilities, the IEP Team may need to modify the IEP due to a bona fide security or compelling penological interest that cannot otherwise be accommodated. Any modifications will be documented on the IEP (for a child convicted as an adult and incarcerated in an adult correctional facility) [34 CFR §300.324 (d)(2)].

Policy assures that:

- A. An individualized education program (IEP) shall be in effect for each student with a disability at the beginning of each school year [34 CFR §300.323].
- B. Meetings shall be initiated and conducted for the purpose of developing, reviewing, and revising the IEP of a student with a disability [34 CFR §§300.300, 300.321, 300.324, 300.328 and 300.102].
- C. An IEP shall be developed and implemented for each eligible student served by the agency. [34 CFR §§300.320-325].
- D. A student with a disability will be invited to each IEP meeting and will be afforded the opportunity to participate [34 CFR §§300.321-322].

LEAST RESTRICTIVE ENVIRONMENT (LRE)

LRE placement changes may occur when there is a security or penological interest. The IEP Team will review placement and document any changes [34 CFR §§300.114-300.117, 300.324(d)(2)].

Policy assures that:

- A. To the maximum extent appropriate, students with a disability are educated with students who are not disabled [34 CFR §§300.42, 300.114, 300.117, 300.320].
- B. Special classes, separate schooling, or other removal of students with a disability from the regular environment occurs only when the nature or severity of the disability is such that education in regular classes, even with the use of supplementary aids and services cannot be achieved satisfactorily [34 CFR §300.114(2) and AAC R7-2-401(G)].

PROCEDURAL SAFEGUARDS

Policy assures that:

- A. The agency ensures that students with a disability are guaranteed procedural safeguards with respect to the provision of a free appropriate public education [34 CFR §§300.500-300.536].

- B. The parents of a student with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE [34 CFR §300.501(a)].
- C. The agency ensures that the parents of a student, with a disability are members of any group that makes decisions on the educational placement [34 CFR §300.501(b)-(c)].
- D. Parents of a student with a disability have the right to obtain an independent educational evaluation [34 CFR §300.502].
- E. A copy of the procedural safeguards notice shall be given to the parents of a student with a disability, at least one time a year and also upon initial referral for evaluation or request for evaluation, receipt of a request for due process under §300.507, in accordance with discipline procedures resulting in change of placement according to §300.530(h), and upon request [34 CFR §300.504].
- F. The consent of a student and parent of a minor student shall be obtained if after a review of existing information, additional data is needed for an initial evaluation or reevaluation, and before initial provision of special education and related services [34 CFR §§300.300(a)-(c)].
- G. A student, parent, or the agency may initiate a due process hearing on any of the matters described in §300.503(a)(1) and relating to the identification, evaluation, educational placement of a student with a disability, and provision of FAPE [34 CFR §300.507(a)].

CONFIDENTIALITY OF INFORMATION

Policy assures that:

- A. Parents may inspect and review any educational records relating to their child that are collected, maintained or used by the agency. Without unnecessary delay, the agency shall comply with the parent's request and in no case more than 45 days after the request has been made [34 CFR §300.613].
- B. Procedures shall be established and implemented to protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages [34 CFR §300.610].
- C. Students may request an amendment of records if they believe information in the records is inaccurate, misleading or violates privacy or other rights [34 CFR §300.618].

EXTENDED SCHOOL YEAR (ESY) SERVICES

Even though this agency provides educational services year around, ESY is determined on an individual basis [34 CFR §300.106].

PUPIL-TEACHER RATIOS

The agency establishes the following policy regarding allowable pupil-teacher ratios as one teacher to _____ students [ARS §15-764 (A)(5)].

GRADUATION

The agency shall provide FAPE to all eligible students until termination of eligibility due to graduation from secondary school with a regular high school diploma, or until the end of the school year in which a student receiving special education reaches 22 years of age, in accordance with §300.102 and ARS §§15-701.01(A)-(B), 15-764(A)(1), 15-913.01, and 15-1372. A GED shall not be considered a regular high school diploma [34 CFR §300.102(3)(iv)].

DISCIPLINE

Policy assures that:

- A. If a change in educational placement for disciplinary removal occurs for a student with a disability, the agency shall provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP [34 CFR §300.530(d)].
- B. When a student with a disability is removed from his or her current educational placement, a change of placement occurs if:
 1. the removal is for more than 10 consecutive school days; or
 2. the series of removals constitute a pattern because they cumulate to more than 10 school days in a school year, because of such factors as length of each removal, total amount of time, or proximity of the removal to one another [34 CFR §300.536].
- C. When the removal of a student with a disability constitutes a change of placement, a review of the placement shall be conducted regarding the relationship between the student's disability and the behavior subject to the disciplinary action [34 CFR §300.530(e)].
- D. A student who has not been determined eligible for special education and who engages in behavior that violates any rules or code of conduct may assert any of the protections of a student with a disability pursuant to §300.534(a).

SPECIAL EDUCATION PROCEDURES

(Agency Name), Educational Section, will take appropriate steps to ensure compliance with the following procedures. However, nothing contained in these procedures are intended to or will limit the authority of this agency of its primary responsibility of care, custody and control of (Students/Inmates).

Concerning the issues of Special Education placement, Individual Education Programs (IEP's), and Least Restrictive Placements (LRE), (Agency Name) may modify the delivery of special education services to eligible students (a child with a disability who is convicted as an adult and incarcerated in an adult correctional facility) if (Agency Name) has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated [34 Code of Federal Regulations ("CFR") §300.324(d)].

For the purposes of this document, the term "parent" refers to both the parent of a minor child or an adult inmate student. Furthermore, the term "child" is referred to as any student under the age of 22.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

The term "free appropriate public education" or FAPE means special education and related services [34 CFR §300.17] that:

- a. are provided at public expense, under public supervision and direction, and without charge;
- b. meet the standards of the Arizona Department of Education;
- c. include elementary school or secondary school education; and
- d. are provided in conformity with an individualized education program (IEP) that meets the requirements of §§300.320-300.324.

Procedures include:

FREE APPROPRIATE PUBLIC EDUCATION (FAPE) [34 CFR §300.101]

1. FAPE will be made available to each student with disabilities who is in need of special education and related services, even though the student has not failed or been retained in a course or grade, and is advancing from grade to grade [34 CFR §300.101(c)(1)]. The determination that a student is eligible for special education must be made on an individual basis by the group responsible within the agency for making those determinations [§300.101(c)(2)].
2. Services in accordance with §300.101(a) will be made available for a student with a disability who has been removed from his or her current educational placement for disciplinary reasons for more than 10 school days [34 CFR §300.530(d)].
3. The agency will refer any children aged 3-5 who are suspected of having a disability to the appropriate Unified or Elementary District for evaluation, and if appropriate, for services [34 CFR §300.101(c)].

EXCEPTION TO FAPE FOR CERTAIN AGES [34 CFR §300.102]

General. The obligation to make FAPE available to all children with disabilities does not apply with respect to the following:

1. Children ages 3, 4, 5, 18, 19, 20, 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the provision of public education to children in one or more of those ages.

2. Students aged 18 through 21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility –
 - a. were not actually identified as being a child with a disability under 34 CFR §300.8; and
 - b. did not have an IEP under Part B of the Act.
3. The exception in number (2) of this section does not apply to students with disabilities, aged 18 through 21, who –
 - a. had been identified as a child with disability and had received services in accordance with an IEP, but who left school prior to their incarceration; or
 - b. did not have an IEP in their last educational setting, but who had actually been identified as a child with a disability under §300.8.
4. Students with disabilities who have graduated from high school with a regular high school diploma.
 - a. The exception in number (4) of this section does not apply to students who have graduated but have not been awarded a regular high school diploma.
 - b. Graduation from high school with a regular high school diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.
 - c. As used in numbers (4)(a) through (4)(c) of this section, the term regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or general educational developmental credential (GED) [34 CFR §300.102(3)(iv)].

ASSISTIVE TECHNOLOGY [34 CFR §300.105]

1. The agency will ensure that assistive technology devices or services, or both, will be available to a child with a disability if required as part of:
 - a. Special education;
 - b. Related services; or
 - c. Supplementary aids and services.
2. On a case-by-case basis, the agency will ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP Team determines that the child needs access to those devices in order to receive FAPE.

NONACADEMIC SERVICES [34 CFR §300.107]

1. The agency will afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.
2. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the agency and assistance in making outside employment available.

PHYSICAL EDUCATION [34 CFR §300.108]

1. The agency will make regular physical education services available to children with disabilities to the same extent that the agency provides those services to children without disabilities, unless the child needs specially designed physical education as prescribed in the child's IEP.
2. If special education is prescribed in a child's IEP, the agency will provide for those services, either directly or through other public or private programs.

PROGRAM OPTIONS [34 CFR §110]

1. The agency will ensure that children with disabilities have available to them the variety of education programs and services that are available to nondisabled children including art, music, industrial arts, consumer and homemaking education, and vocational education.

ROUTINE CHECKING OF HEARING AIDES AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL SERVICES [34 CFR §300.113]

1. The agency will ensure that the hearing aids worn in school by children with hearing impairments are functioning properly; and
2. The external components of surgically implanted medical devices (e.g. cochlear implants) are functioning properly, except that the agency will not be responsible for any post-surgical maintenance, programming or replacement of any component, external or internal, of the medical device.

METHODS OF ENSURING SERVICES [34 CFR §154]

1. The agency may use the Medicaid or other public benefits or insurance programs in which a child participates to provide or pay for services required under the IDEA, as permitted under the public benefits or insurance program, except the agency:
 - a. Will not require parents to sign up for or enroll in public benefits or insurance programs to receive FAPE;
 - b. Will not require parents to incur out-of-pocket expenses such as payment of a deductible or co-pay for services required by IDEA, but may pay the cost that parents otherwise would be required to pay;
 - c. Will not use a child's public benefit if that use would:
 - i. decrease lifetime benefits;
 - ii. result in the family paying for non-school services that would otherwise be paid for by public benefits;
 - iii. increase premiums or lead to discontinuation of benefits; or
 - iv. risk loss of eligibility.
2. The agency will notify parents that their refusal to allow access to their public benefits does not relieve the agency of its responsibility to provide all required IDEA services.
3. The agency will obtain parent consent prior to accessing a child's or parent's public benefits or insurance for the first time.
4. The agency will provide a written notification to the child's parents before accessing the child's or parent's public benefits or insurance for the first time and prior to obtaining the onetime parental consent and annually thereafter.

CHILD FIND

Procedures include:

CHILD FIND [34 CFR §300.311]

1. The agency will identify, locate, and evaluate all children with a disability within their population served who are in need of special education and related services, even though:
 - a. they are advancing from grade to grade; and
 - b. are highly mobile.
2. The agency will maintain a record of children who are receiving special education and related services

PUBLIC AWARENESS [AAC R7-2-401.C]

1. The agency shall inform inmates and parents within its boundaries of its responsibility to provide special education services for students aged 3 through 21 years and how to access those services, including information regarding early intervention services for children aged birth through 2 years.

IDENTIFICATION AND REFERRAL [AAC R7-2-401.D]

1. The agency shall establish, implement and disseminate written procedures for the identification and referral of all children with disabilities, birth through 21 years.
2. The agency will require all school based staff to review the written procedures related to child identification and referral on an annual basis, and maintain documentation of the staff review.
3. Identification (screening for possible disabilities) shall be completed within 45 calendar days after:
 - a. Entry of any student enrolling without appropriate records or screening, evaluation, and progress in school; or
 - b. Parent notification of developmental or educational concerns.
4. Screening procedures shall include vision and hearing status and consideration of the following areas:
 - a. Cognitive or academic;
 - b. Communication;
 - c. Motor;
 - d. Social or behavioral; and
 - e. Adaptive development.
5. For a student transferring into a school, the agency shall review enrollment data and educational performance in the prior school. If there is a history of special education for a student not currently eligible for special education or poor progress, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services
6. If a concern about a student is identified through screening procedures or review of records, the parents of the student shall be notified of the concern within 10 school days and informed of the agency's procedures to follow-up on the student's needs.
7. The agency shall maintain documentation of the identification procedures utilized, the dates of entry into school, notification by parents of a concern and the dates of screening. The dates shall be maintained in the student's permanent records.
8. If the screening indicates a possible disability, the name of the student shall be submitted to the administrator for consideration of the need for a referral for a full and individual evaluation or other services. A parent or a student may request an evaluation of the student.
9. If, after consultation with the parent, the agency determines that a full and individual evaluation is not warranted, the agency shall provide prior written notice and procedural safeguards notice to the parent in a timely manner.

EVALUATION AND ELIGIBILITY DETERMINATION

PROCEDURES FOR INITIAL EVALUATION AND REEVALUATION AND ELIGIBILITY DETERMINATION

Procedures include:

Parental Consent [34 CFR §300.300]

1. The agency proposing to conduct an initial evaluation to determine if a child qualifies as a child with a disability, after reviewing existing data with the parents and providing prior written notice, will obtain informed consent from the parent of the child before collecting any additional data.
 - a. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
 - b. The agency must make reasonable efforts to obtain the informed consent from the parent for initial evaluation.
2. For initial evaluations only, if the child is a ward of the state, is not residing with the child's parent, the agency is not required to obtain consent from the parent if:
 - a. Despite reasonable efforts to do so, the agency cannot discover the whereabouts of the parents of the child;
 - b. The rights of the parents of the child have been terminated by the court;
 - c. The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.
3. The agency may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the agency refuses consent for an initial evaluation.
4. The agency must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and must make reasonable efforts to obtain consent.
5. If a parent refuses consent for the initial provision of special education and related services, the agency may not seek consent through due process hearing procedures. The agency:
 - a. Will not be considered to be in violation to provide FAPE;
 - b. Is not required to convene an IEP Team meeting or develop an IEP for the child.
6. If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public education agency:
 - a. May not continue to provide special education and related services to the child, but shall provide prior written notice before ceasing the provision of special education and related services;
 - b. May not use the mediation procedures or the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
 - c. Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
 - d. Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services.
7. The agency must obtain informed consent prior to conducting any reevaluation of a child with a disability.
 - a. If the parent refuses consent, the agency may utilize due process hearing procedures to seek consent, but does not violate its obligation if it declines to pursue the evaluation or reevaluation.
 - b. The informed parental consent for reevaluation need not be obtained if the agency can demonstrate that:
 1. it made reasonable efforts to obtain such consent and has documented those attempts;
 2. the child's parent has failed to respond

8. Parental consent is not required before:
 - a. Reviewing existing data as part of an evaluation or reevaluation; or
 - b. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.
9. The agency may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the agency, except as required by this part.

INITIAL EVALUATION [34 CFR §300.301]

1. Consistent with consent requirements of §300.300, either a parent of a child or the agency may initiate a request for an initial evaluation to determine if a child is a child with a disability.
2. The initial evaluation must:
 - a. Be completed within 60 days of receiving parental consent for the evaluation, unless;
 - i. The parents and the agency agree that it is in the best interest of the child to extend the timeline to complete the evaluation for an additional 30 days; or;
 - ii. The child enrolls in the agency from another public agency after the parent has provided consent and before the determination of eligibility by the other agency. In that event, the agency will ensure prompt completion of the evaluation.
 - iii. The parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.
 - b. Consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

REEVALUATIONS [34 CFR §300.303]

1. The agency will conduct a reevaluation of a child with a disability if:
 - a. The agency determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or
 - b. If the child's parents or teacher requests a reevaluation; except
 - c. The agency will not conduct a reevaluation more than once a year unless the parent and agency agree otherwise.
2. The agency will conduct a reevaluation at least once every 3 years, unless the parent and the agency agree that a reevaluation is unnecessary.

EVALUATION PROCEDURES [34 CFR §300.304]

1. The agency will provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that describes the evaluation procedures that the agency proposes to conduct.
2. In conducting an evaluation or reevaluation, the agency will:
 - a. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine;
 - i. whether the child is a child with a disability; and
 - ii. if the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum.
 - b. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

- c. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
3. The agency will ensure that evaluation materials and strategies:
 - a. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
 - b. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - c. Are used for the purposes for which the assessments or measures are valid and reliable;
 - d. Are administered by trained and knowledgeable personnel;
 - e. Are administered in accordance with the instructions provided by the assessment publisher;
 - f. Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).
 - g. Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
 - h. Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.
 - i. Provide relevant information that directly assists in determining the educational needs of the child.
 4. Evaluations of children who transfer to or from another public agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

ADDITIONAL EVALUATION REQUIREMENTS [34 CFR §300.305]

1. As part of an initial evaluation (if appropriate), and as part of any reevaluation, the IEP Team and other qualified professionals, as appropriate, will:
 - a. Review existing evaluation data on the child including:
 - i. evaluations and information provided by the parents;
 - ii. current classroom-based, local and state-wide assessments, and classroom-based observations;
 - iii. observations by teachers, and related services providers.
 - b. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:
 - i. the child is or continues to be a child with a disability, and, if so, the educational needs of the child
 - ii. the present levels of academic achievement and related developmental needs of the child
 - iii. whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum
 - c. The IEP Team may conduct the review without a meeting.
2. If additional data are needed, the agency will administer the assessments required to obtain the additional data.
3. If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the agency will notify the parents of:
 - a. The determination and the reasons for the determination; and

- b. The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.
4. The agency will evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or the child reaching age 22.
- a. When the child's eligibility terminates because of graduation or reaching age 22, the agency will provide a summary of the child's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

DETERMINATION OF ELIGIBILITY [34 CFR §300.306]

1. Upon completion of the evaluation process, the agency will ensure that:
 - a. A group of qualified professionals and the parent of the child determine:
 - i. if the child is a child with a disability under the Individuals with Disabilities Education Act and the Arizona State Statutes; and
 - ii. if so, the educational needs of the child.
 - b. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.
2. A child will not be determined to be a child with a disability if the primary factor for the determination is:
 - a. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA) ;
 - b. Lack of appropriate instruction in math; or
 - c. Limited English proficiency.
3. The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §§300.320 through 300.324.

ADDITIONAL PROCEDURES FOR IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES [34 CFR §300.307]

Option 1

1. The education agency will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §§300.307-311.

Option 2

2. The education agency will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §§300.307-311.

Option 3

3. The education agency will determine, on an individual child basis, the criteria for determining whether a child has a specific learning disability using one of the following criteria in conformity with §§300.307-311:
 - a. The state-adopted criteria based on a child's response to scientific, research-based intervention;
 - b. The identification of a severe discrepancy between intellectual ability and achievement.

ADDITIONAL GROUP MEMBERS [34 CFR §300.308]

1. The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include:
 - a. The child's regular teacher; or
 - b. If the child does not have a regular teacher, then a regular teacher qualified to teach children of that age;
 - c. For a child of less than school age, an individual qualified by the State to teach children of his/her age;
 - d. At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY [34 CFR §300.309]

1. A child may be determined to have a specific learning disability if:
 - a. The child does not achieve adequately for the child's age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards:
 - i. oral expression
 - ii. listening comprehension
 - iii. written expression
 - iv. basic reading skill
 - v. reading fluency skills
 - vi. reading comprehension
 - vii. mathematics calculation
 - viii. mathematics problem solving
 - b. The child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas in (1)(a) when using a process based on the child's response to scientific, research-based intervention; or
 - c. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.
2. The findings of this section are not primarily the result of:
 - a. A visual, hearing or motor disability;
 - b. Mental retardation;
 - c. Emotional disturbance;
 - d. Cultural factors;
 - e. Environmental or economic disadvantage; or
 - f. Limited English proficiency.
3. The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and consider:
 - a. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
 - b. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.
4. The agency must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction described in (3)(a) and (b).

OBSERVATION [34 CFR §300.310]

1. The agency must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
2. In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

SPECIFIC DOCUMENTATION FOR THE ELIGIBILITY DETERMINATION [34 CFR §300.311]

1. For a child suspected of having a specific learning disability, the eligibility determination must contain a statement of:
 - a. Whether the child has a specific learning disability;
 - b. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
 - c. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
 - d. The educationally relevant medical findings, if any;
 - e. Whether the child does not achieve adequately for his/her age or to meet State-approved grade level standards consistent with (1)(a); and does not make sufficient progress to meet age or State-approved grade level standards consistent with (1)(b); or
 - f. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards or intellectual development consistent with (1)(c).
 - g. The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level.
2. If the child participated in a process that assessed the child's response to scientific, research-based intervention:
 - a. The instructional strategies used and the student-centered data collected; and
 - b. The documentation that the child's parents were notified about the State's policies regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
 - c. Strategies for increasing the rate of learning; and
 - d. The parent's right to request an evaluation.
3. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not, the group member must submit a separate statement presenting the member's conclusions.

INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

PROCEDURES FOR DEVELOPMENT AND IMPLEMENTATION OF THE IEP

Due to the confinement of students, the IEP Team may need to modify the IEP due to a bona fide security or compelling penological interest that cannot otherwise be accommodated. Any modifications will be documented on the IEP (for a child convicted as an adult and incarcerated in an adult correctional facility) [34 CFR §300.324(d)].

CONTENTS OF THE IEP [34 CFR §300.320]

1. The contents of each IEP will include a statement of:
 - a. The child's present levels of academic achievement and functional performance, including:

- i. how the child's disability affects the child's involvement and progress in the general curriculum
- b. Measurable annual goals, including academic and functional goals designed to:
 - i. meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 - ii. meet each of the child's other educational needs that result from the child's disability;
 - iii. for children with disabilities who take alternate assessments (AIMS A) aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- c. How the child's progress toward meeting the IEP goals will be measured and when periodic reports on the child's progress toward the goals will be provided;
- d. The special education and related services to be provided to the child, the supplementary aids and services to be provided to the child or on behalf of the child, the program modifications or supports for school personnel that will be provided to enable the child:
 - i. to advance appropriately toward attaining the annual goals;
 - ii. to be involved in and progress in the general education curriculum and to participate in extracurricular and other nonacademic activities with other children with disabilities and nondisabled children.
- e. The extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities;
- f. Any individual accommodations that are needed to measure the academic achievement and functional performance of the child on State and district-wide assessments;
- g. If the IEP team determines that the child must take an alternate assessment instead of a particular regular State or district-wide assessment of student achievement, a statement of why:
 - i. the child cannot participate in the regular assessment; and
 - ii. the particular alternate assessment selected is appropriate for the child;
- h. The projected date for the beginning of the services and modifications and the anticipated frequency, location, and duration of those services and modifications.
- i. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, the IEP will also include a statement of
 - i. appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate independent living skills;
 - ii. transition services (including courses of study) needed to assist the child in reaching those goals.
- j. Beginning not later than one year before a student reaches the age of 18, the IEP will include a statement that the parents and the student have been informed of the rights under Part B, if any, that will transfer to the student on reaching the age of 18.

THE IEP TEAM [34 CFR §300.321]

1. The IEP team for each child with a disability will include:
 - a. The parents of the child;
 - b. Not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - c. Not less than one special education teacher of the child, or where appropriate, not less than one special education provider of the child;
 - d. A representative of the agency who:
 - i. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - ii. is knowledgeable about the general education curriculum; and
 - iii. is knowledgeable about the availability of resources of the agency;

- iv. may be a agency team member described in (b) through (f) if the above criteria are met.
 - e. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in (b) through (f).
 - f. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - g. Whenever appropriate, the child with a disability.
 - h. A child of any age if the purpose of the meeting is to consider postsecondary goals and transition services needed to assist the child in reaching the IEP goals;
 - i. if the student does not attend the IEP meeting, the agency will take other steps to ensure that the student's preferences and interests are considered.
 - i. To the extent appropriate and with consent of the parents or the adult child, the public;
 - i. agency will invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services
 - ii. for a child who is transitioning from AzEIP, representatives from AzEIP must be invited to the initial IEP if the parent requests.
2. A member of the IEP team described in (1)(b) through (1)(e) is not required to attend the IEP meeting if the parent and the school agree in writing prior to the meeting that attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed in the meeting.
 3. A member of the IEP team described in (1)(b) through (1)(e) may be excused from attending the IEP meeting in whole or part when the meeting involves a modification to or discussion of the member's area of the curriculum or related services if the parent, in writing and the agency consent to the excusal, and the member submits, in writing to the IEP team, input into the development of the IEP prior to the meeting.

PARENT PARTICIPATION [34 CFR §300.322]

1. The agency will take steps to ensure parent(s) of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate by:
 - a. Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - b. Scheduling the meeting at a mutually agreed on time and place.
2. The meeting notice will:
 - a. Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - b. Inform the parents of the provisions relating to the participation of other individuals who have knowledge or special expertise about the child and of representatives of the AzEIP (if the meeting is for an initial IEP of a child transitioning from AzEIP).
3. Beginning not later than the first IEP to be in effect when the child turns 16, the notice will also:
 - a. Indicate that a purpose of the meeting will be the consideration of postsecondary goals and transition services;
 - b. Indicate that the agency will invite the student
 - c. Identify any other agency that will be invited to send a representative.
4. If neither parent can attend, the agency will use other methods to ensure parent participation, including individual or conference telephone calls.
5. A meeting may be conducted without a parent in attendance if the agency is unable to convince the parents that they should attend. In this case, the agency will maintain a record of its attempts to arrange a mutually agreed on time and place, such as:

- a. Detailed records of telephone calls made or attempted and the results of those calls;
 - b. Copies of correspondence sent to the parents' and any responses received; and
 - c. Detailed records of visits made to the parent's home or place of employment and the results of those visits.
6. The agency will take whatever action is necessary to help the parent understand the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
7. The agency will give the parent a copy of the child's IEP at no cost to the parent.

WHEN IEPS MUST BE IN EFFECT [34 CFR §300.323]

1. At the beginning of each school year, the agency must have in effect for each child with a disability in its jurisdiction, an IEP as defined in §300.320.
2. The agency will ensure that:
 - a. A meeting to develop an IEP for an eligible child is conducted within 30 days of a determination of eligibility for special education and related services.
 - b. As soon as possible following the development of the IEP, the services indicated in the IEP are made available to the child. An IEP will be in effect at the beginning of each school year.
3. The agency will ensure that each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for implementing the IEP.
 - a. Each teacher and related service provider will be informed of his or her specific responsibilities in implementing the IEP; and
 - b. The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.
4. For a child with an IEP who transfers into the agency from another public agency in Arizona, the agency, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the agency:
 - a. Reviews and adopts the child's IEP from the previous public agency, or
 - b. Develops, adopts, and implements a new IEP.
5. For a child with an IEP who transfers into the agency from another state, the agency, in consultation with the parents, will provide a free appropriate public education (including services comparable to the services described in the existing IEP) until the agency:
 - a. Conducts an evaluation for eligibility for special education in Arizona, or determines that such an evaluation is unnecessary; and
 - b. Develops, adopts, and implements a new IEP, if appropriate.
6. To facilitate the transition of a child enrolling from another public education agency, either from within or from outside of Arizona, the agency will take reasonable steps to promptly obtain the child's education records, including all records pertaining to special education, from the previous public agency in which the child was enrolled.
7. When a records request is received from another public agency, from either within or outside of Arizona, the agency will promptly respond to the request.

DEVELOPMENT, REVIEW AND REVISION OF AN IEP [34 CFR §300.324]

1. In developing each child's IEP, the IEP team will consider:
 - a. The strengths of the child and the concerns of the parents for enhancing the education of their child;

- b. The results of the initial or most recent evaluation of the child; and
 - c. The academic, developmental, and functional needs of the child.
2. In consideration of special factors, the IEP team must:
 - a. In the case of a child whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies to address that behavior;
 - b. In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - c. In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille) that instruction in Braille or the use of Braille is not appropriate for the child;
 - d. Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communication with peers and professional personnel in the child's language and communication mode, academic level and full range of needs, including opportunities for direct instruction in the child's language and communication mode;
 - e. Consider whether the child requires assistive technology devices and services.
 3. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including the determination of:
 - a. Appropriate positive behavioral interventions and strategies for the child; and
 - b. Supplementary aids and services, program modifications, and/or supports for school personnel that will be provided for the child, consistent with §300.320(a)(4).
 4. In making changes to the IEP after the annual IEP meeting, the parent and the agency may agree to amend the IEP without a meeting for the purpose of making those changes and, instead, develop a written document to amend or modify the child's current IEP. The agency must:
 - a. Inform all members of the child's IEP team of those changes, and
 - b. Upon request, provide the parents with the revised copy of the IEP.
 5. To the extent possible, the agency will encourage the consolidation of evaluation, reevaluation and IEP meetings for a child.
 6. The agency will ensure that the IEP team reviews the child's IEP periodically, but not less than annually, to determine if goals are being achieved, and revise the IEP, when appropriate, to address:
 - a. any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - b. the results of any reevaluation;
 - c. information about the child provided to, or by the parents;
 - d. the child's anticipated needs, or other matters.
 7. If a participating agency other than our agency fails to provide the transition services in an IEP, the agency must reconvene the IEP team to identify alternative strategies to meet the child's transition outcomes.

EDUCATIONAL PLACEMENTS [34 CFR §300.327]

1. The agency must ensure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Changes in placement may occur when there is a bona fide security or penological interest that cannot be accommodated. The IEP Team will review placement and document any changes (For a child convicted as and adult and incarcerated in an adult correctional facility) **[34 CFR §300.324(d)(2)]**.

Supplementary aids and services as used in this section means aids, services, and other supports that are provided in regular education classes or other education-related settings to enable the student with a disability to be educated with non-disabled students to the maximum extent appropriate in accordance with §§300.42, 300.107, 300.114, and 300.117.

Procedures include:

LRE REQUIREMENTS [34 CFR §300.314]

The agency will ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

CONTINUUM OF ALTERNATIVE PLACEMENTS [34 CFR §300.315]

1. The agency will make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.
2. The continuum of alternative placements will include:
 - a. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;
 - b. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

PLACEMENTS [34 CFR §300.316]

1. The placement decision for each child will be:
 - a. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - b. In conformity with the LRE provisions of the IDEA regulations;
 - c. Determined at least annually;
 - d. Based on the child's IEP; and,
 - e. As close as possible to the child's home.
2. Unless the IEP of a child requires some other arrangement, the child will be educated in the school that he or she would attend if not disabled.
3. In selecting the LRE, consideration will be given to any potential harmful effect on the child or on the quality of services that s/he needs.
4. A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

NONACADEMIC SETTINGS [34 CFR §300.317]

1. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

2. The agency will ensure that the supplementary aides and services determined by the IEP Team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.

PROCEDURAL SAFEGUARDS

Procedures include:

OPPORTUNITY TO EXAMINE RECORDS; PARENT PARTICIPATION IN MEETINGS [34 CFR §300.501]

1. The agency will ensure that the parents of a child with a disability shall be given an opportunity to inspect and review all education records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child.
2. The agency will ensure that the parents of a child with a disability shall:
 - a. be given an opportunity to participate in meetings with respect to the identification, evaluation, educational placement and the provision of FAPE to the child.
 - b. be provided notice consistent with §300.322 to ensure they have opportunity to participate in meetings.
 - c. be members of any group that makes decisions on the educational placement of their child
3. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the agency must use other methods to ensure their participation, including individual or conference telephone calls, or video conferencing.
4. A placement decision may be made by a group without the involvement of the parent, if the agency is unable to obtain the parent's participation and has maintained a record of its attempts to ensure their involvement.

INDEPENDENT EDUCATIONAL EVALUATION [34 CFR §300.502]

1. The parents of a child with a disability have the right to obtain an independent educational evaluation of their child. The agency must provide to parents, upon request for an independent educational evaluation:
 - a. Information about where an independent educational evaluation may be obtained; and
 - b. The agency criteria applicable for independent educational evaluations. Agency criteria for the independent educational evaluation must be the same as the criteria the agency uses when it conducts an evaluation, to the extent consistent with the parent's right to an evaluation.
2. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the agency. If a parent requests an independent educational evaluation at public expense, the agency must, without unnecessary delay, either
 - a. File for a due process hearing to show that its evaluation is appropriate; or
 - b. Ensure that an independent educational evaluation is provided at public expense, unless the agency demonstrates in a hearing that the evaluation obtained by the parent did not meet agency criteria.
3. If a due process hearing decision is that the agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation, but not at public expense.
4. If a parent requests an independent educational evaluation, the agency may ask for the parent's reasons for the objections, but may not require the parent to provide an explanation and may not

unreasonably delay either providing the independent educational evaluation at public expense or filing a request for due process to defend its evaluation.

5. A parent is entitled to only one independent educational evaluation at public expense each time the agency conducts an evaluation with which the parent disagrees.
6. The results of any independent educational evaluation which is obtained by or provided to the agency:
 - a. must be considered by the agency, if it meets agency criteria, in any decision with respect to the provision of FAPE to the child; and
 - b. may be presented by any party as evidence in a due process hearing.
7. If a hearing officer requests an independent educational evaluation as part of a due process hearing, the cost of the evaluation must be at public expense.

PRIOR NOTICE BY THE PUBLIC AGENCY; CONTENT OF NOTICE [34 CFR §300.503]

1. Written notice must be given to the parents of a child with a disability a reasonable time before the agency-
 - a. Proposes to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child; or
 - b. Refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of FAPE to the child.
2. The notice must include:
 - a. A description of the action proposed or refused by the agency;
 - b. An explanation of why the agency proposes or refuses to take the action;
 - c. A description of each evaluation procedure, assessment, record or report the agency used as a basis for the proposed or refused action;
 - d. A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
 - e. Sources for parents to contact to obtain assistance in understanding the provisions of this part;
 - f. A description of other options that the IEP Team considered and the reasons why those options were rejected;
 - g. A description of other factors that are relevant to the agency's proposal or refusal
3. The notice must be written in language understandable to the general public, provided in the native language or other mode of communication used by the parent.
4. If the native language or other mode of communication used by the parent is not a written language, the agency must ensure:
 - a. the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - b. That the parent understands the content of the notice;
 - c. That there is written evidence of these requirements.

PROCEDURAL SAFEGUARDS NOTICE [34 CFR §300.504]

1. A copy of the procedural safeguards available to the parent of a child with a disability must be given to the parents only one time a school year, except that a copy also must be given to the parents:
 - a. Upon initial referral or parent request for evaluation;
 - b. Upon receipt of a first complaint to the State or first request for a due process hearing in a school year;

- c. When a disciplinary change of placement /removal has been initiated;
 - d. Upon request by a parent.
2. The procedural safeguards notice must include a full explanation of all the procedural safeguards available under §300.148, §§300.151 through 300.153, §300.300, §§300.502 through 300.503, §§300.505 through 300.515, §300.520, §§300.530 through 536, and §§300.610 through 300.625 relating to:
- a. Independent educational evaluations;
 - b. Prior written notice;
 - c. Parental consent;
 - d. Access to education records;
 - e. Opportunity to present and resolve complaints through the due process hearing and State complaint procedures, including:
 - i. The time period in which to file a complaint;
 - ii. The opportunity for the agency to resolve the complaint;
 - iii. The difference between due process hearing and State complaint procedures, jurisdictions, issues that may be raised, timelines, and relevant procedures.
 - f. The availability of mediation;
 - g. The child's placement during the due process hearing;
 - h. Procedures for students subject to placement in an interim alternative educational setting;
 - i. Requirements for unilateral placements by parents of children in private schools at public expense;
 - j. Due process hearings including requirements for disclosure of evaluation results and recommendations;
 - k. Civil actions, including timelines;
 - l. Attorney fees.
3. This notice must meet the same requirements for understandable language as for the written prior notice described in §300.503.

ELECTRONIC MAIL [34 CFR §300.505]

- 1. The parent of a child with a disability may elect to receive required notices by an electronic mail communication if the agency makes that option available.

MEDIATION [34 CFR §300.506]

- 1. The agency will establish procedures to allow parties to disputes, including those matters arising prior to a request for a due process hearing, to resolve disputes through mediation. Procedures will ensure that the mediation process:
 - a. Is voluntary on the part of the parties;
 - b. Is not used to deny or delay a parent's right to a due process hearing or any other right under the IDEA;
 - c. Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.
- 2. The agency may establish procedures to offer to parents and schools that choose not to use mediation an opportunity to meet, at a time and location convenient to the parties, with a disinterested party:
 - a. Who is under contract with an appropriate alternative dispute resolution entity, or a parent training and information center, or community parent resource center;
 - b. Who would explain the benefits of, and encourage the mediation process to the parents.

FILING A DUE PROCESS COMPLAINT [34 CFR §300.507]

1. A parent or the agency may file a request for a due process hearing relating to the identification, evaluation or educational placement of a child with a disability.
2. The request for a due process hearing must allege a violation that occurred not more than two years before the date the parent or the agency knew or should have known about the alleged violation.
3. The agency must inform the parent of any free or low cost legal and other relevant services available in the area upon parent request.

DUE PROCESS COMPLAINT (HEARING) [34 CFR §300.508]

1. The agency will have procedures that require either party, or the attorney representing a party, to provide to the other party a confidential due process complaint.
2. The party filing the notice for a hearing must forward a copy of the request to the State.
3. The due process hearing complaint must include the following in order for the complaint to be heard:
 - a. The name of the child;
 - b. The residential address of the child;
 - c. The school of attendance;
 - d. A description of the nature of the problem of the child relating to the proposed or refused initiation or change, including facts relating to the problem; and
 - e. A proposed resolution of the problem to the extent known and available to the party at the time.
4. The due process complaint will be deemed sufficient unless the party receiving the complaint notifies the hearing officer and the other party in writing, within 15 days of receipt of the complaint, that it believes the complaint does not meet the content requirements.
5. Within five days of receipt of notice, the hearing officer must determine whether the complaint meets the requirements and notify the parties, in writing, of that determination.
6. A party may amend its due process complaint only if:
 - a. The other party consents in writing and is given an opportunity to resolve the complaint through the resolution process; or
 - b. The hearing officer grants permission, but in no case later than five days before the due process hearing begins.
7. If a party files an amended complaint, the relevant timelines begin again.
8. If the agency has not sent a prior written notice to the parent regarding the subject matter contained in the due process complaint, it must do so within 10 days of receiving the complaint.
9. Within 10 days of receiving the complaint, the receiving party will send to the other party a response that specifically addresses the issues raised in the due process complaint

RESOLUTION PROCESS [34 CFR §300.510]

1. Within 15 days of receiving the notice of the parent's due process complaint, and prior to the initiation of a due process hearing, the agency must convene a meeting with the parent and the relevant members of the IEP Team who have specific knowledge of the facts identified in the complaint that:
 - a. Includes a representative of the agency who has agency decision-making authority;

- b. May not include an attorney of the agency unless the parent is accompanied by an attorney.
2. The purpose of the meeting is for the parent of the child to discuss the due process complaint, and the factual basis of the complaint, so the agency has the opportunity to resolve the dispute.
3. The resolution meeting need not be held if:
 - a. The parent and the agency agree in writing to waive the meeting; or
 - b. The parent and the agency agree to use the mediation process.
4. The parent and the agency determine the relevant IEP Team members to attend the meeting.
5. If the agency has not resolved the complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, the due process hearing may occur. The timeline for issuing a final decision begins at the end of this 30-day period.
6. The failure of the parent to participate in the resolution meeting that has not been mutually agreed to be waived, will delay the timelines for the resolution process and due process hearing until the meeting is held.
7. If the agency is unable to obtain the participation of the parent after reasonable efforts have been made and documented, the agency may, at the conclusion of the 30-day period, request the hearing officer dismiss the parent's due process complaint.
8. If the agency fails to hold the resolution meeting within 15 days of receiving the complaint or fails to participate in the meeting, the parent may request that the hearing officer begin the hearing timeline.
9. The 45-day timeline for the due process hearing starts the day after:
 - a. Both parties agree in writing to waive the resolution meeting; OR
 - b. After either the mediation or resolution meeting starts but before the end of the 30-day resolution period, the parties agree in writing that no agreement is possible; OR
 - c. If both parties agree in writing to continue the mediation at the end of the 30-day resolution period, but later, one party withdraws from the mediation process.
10. If a resolution is reached at the meeting, the parties must execute a legally binding agreement that is:
 - a. Signed by both the parent and agency representative who has authority to legally bind the agency; and
 - b. enforceable in any State court of competent jurisdiction or in a district court of the U.S.
11. Either party may void the agreement within 3 business days of the agreement's execution.

CHILD'S STATUS DURING PROCEEDINGS [34 CFR §300.518]

1. The child involved in the due process hearing complaint must remain in his or her current educational placement:
 - a. Unless a discipline appeal has been filed as provided in §300.533;
 - b. During the pendency of any administrative or judicial proceeding regarding a due process complaint notice requesting a due process hearing under §300.507; or
 - c. Unless the agency and parents of the child agree otherwise
2. If the complaint involves an application for initial admission to public school, the child, with the consent if the parents, must be placed in the public school until the completion of all the proceedings.

3. If the complaint involves an application for initial services for a child who has turned three and transitioning from Part C to Part B, the agency is not required to provide the Part C services the child had been receiving. If the child is found eligible for special education and related services under Part B, and the parent consents to the initial provision of services under §300.300(b), then the agency must provide those services that are not in dispute.
4. If the hearing officer agrees with the child's parents that a change of placement is appropriate, that placement must be treated as an agreement between the State and parent for the purposes of (1)(c) of this section.

SURROGATE PARENTS [34 CFR §300.519]

1. The agency will ensure that the rights of a child are protected by assigning an individual to act as a surrogate for the parents when:
 - a. No parent can be identified;
 - b. After reasonable efforts are made, no parent can be located;
 - c. The child is a ward of the State (with no foster parent);
 - d. The child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act;
2. The agency will have a method for determining when a surrogate parent is needed and for making surrogate parent assignments.
3. The agency will ensure that a person selected as a surrogate parent:
 - a. Is not an employee of the State, the agency, or any other agency that is involved in the education or care of the child
 - b. Has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and
 - c. Has knowledge and skills that ensure adequate representation of the child.
4. In the case of an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all the requirements of this section.

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY [34 CFR §300.520]

1. When a child with a disability reaches age 18, unless that child has been determined to be incompetent:
 - a. The agency will provide any notice required by the IDEA regulations to both the child and the parents; and
 - b. All rights accorded to parents under Part B of the Act transfer to the child
2. When the rights are transferred, the agency will provide notice to the child and parent of the transfer of rights.

CONFIDENTIALITY OF INFORMATION

Procedures include:

ACCESS RIGHTS [34 CFR §300.613]

1. The agency must permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under IDEA. The agency must comply with a request without unnecessary delay and in no case more than 45 days after the request has been made, and before:

- a. Any IEP meeting;
 - b. Any hearing involving a due process complaint or disciplinary hearing;
 - c. Any resolution session
2. The right to inspect and review education records includes:
 - a. The right to a response from the agency to reasonable requests for explanations and interpretations of the records;
 - b. The right to request that the agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - c. The right to have a representative of the parent inspect and review the records.
 3. The agency may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised to the contrary by legal proceeding involving guardianship, separation and divorce.

RECORD OF ACCESS [34 CFR §300.614]

1. The agency will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the agency), including:
 - a. The name of the party;
 - b. The date access was given; and
 - c. The purpose for which the party is authorized to use the records

RECORDS ON MORE THAN ONE CHILD [34 CFR §300.615]

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

LISTS OF TYPES AND LOCATIONS OF INFORMATION [34 CFR §300.616]

1. The agency must provide parents on request a list of the types and locations of education records collected, maintained or used by the agency.

FEES [34 CFR §300.617]

1. The agency may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.
2. The agency may not charge a fee to search for or to retrieve information.

AMENDMENT OF RECORDS AT PARENT'S REQUEST [34 CFR §300.618]

1. A parent who believes that information in the education records collected, maintained or used by the agency is inaccurate or misleading or violates the privacy or other rights of the child, may request the agency to amend the information.
2. The agency must decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request.
3. If the agency refuses to amend the information in accordance with the request, it must inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

OPPORTUNITY FOR A HEARING [34 CFR §300.619]

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

RESULT OF HEARING [34 CFR §300.620]

1. If, as a result of a hearing, the agency decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.
2. If, as a result of a hearing, the agency decides that the information is not inaccurate, is misleading, or otherwise in violation of the privacy or other rights of the child, it must inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the agency's decision.

CONSENT [34 CFR §300.622]

1. Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parent consent under FERPA.
2. Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.

SAFEGUARDS [34 CFR §300.623]

1. The agency must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
2. One official at the agency must assume responsibility for ensuring the confidentiality of any personally identifiable information.
3. All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under §300.123 and FERPA (34 CFR part 99).
4. The agency must maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

DESTRUCTION OF INFORMATION [34 CFR §300.624]

1. The agency must inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child.
2. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

CHILDREN'S RIGHTS [34 CFR §300.625]

1. The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.
2. If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, the agency must provide any notice required under the procedural safeguards provisions.

GRADUATION

ARS §15-701.01(B), AAC R7-2-301(D)(1), and AAC R7-2-302(6)

1. The agency ensures that the governing board shall prescribe graduation criteria for students with disabilities from its high schools, which shall include accomplishment of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district assessment.
2. The agency ensures that the governing board shall develop a course of study and graduation and promotion requirements for all students placed in special education programs in accordance with R7-2-401 et seq.

LIMITATION-EXCEPTION TO FAPE FOR CERTAIN AGES [34 CFR §300.102]

1. The agency will not be obligated to provide FAPE to students with disabilities who have graduated from high school with a regular high school diploma.
2. The exception does not apply to children who have graduated from high school but have not been awarded a regular high school diploma.
3. Graduation from high school with a regular high school diploma constitutes a change of placement requiring prior written notice in accordance with §300.503.

ADDITIONAL REQUIREMENTS FOR EVALUATIONS AND REEVALUATIONS [34 CFR §300.305]

1. An evaluation is not required before the termination of a child's eligibility due to graduation from secondary school with a regular diploma or due to exceeding 21 years of age.
2. For a child no longer eligible due to graduation or exceeding the age of eligibility, the agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's post secondary goals.

HIGH SCHOOL GRADUATION; REQUIREMENTS [ARS §15-701.01(A)(3)]

1. Pupils with disabilities as defined in ARS §15-761 or children who receive special education as defined in §15-763, shall not be required to achieve passing scores on competency tests (AIMS) in order to graduate from high school unless the pupil is learning at a level appropriate for the pupil's grade level in a specific academic area and unless a passing score on a competency test is specifically required in a specific academic area by the pupil's IEP as mutually agreed on by the pupil's parents (or 18 year old student) and IEP Team.

DISCIPLINE

Procedures include:

AUTHORITY OF SCHOOL PERSONNEL [34 CFR §300.530]

1. On a case-by-case basis and in consideration of any unique circumstances, school personnel may remove a child with a disability who violates a student code of conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to children without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement under §300.536.

2. After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the agency must provide services to the extent required to:
 - a. Enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting his/her IEP goals; and
 - b. Receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
3. The agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 days or less in that school year, if it provides services to non-disabled children similarly removed.
4. After a child with a disability has been removed from his or her current placement for 10 school days, and the current removal is for not more than 10 consecutive school days and not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the IEP goals.
5. If the removal is a change in placement, the child's IEP Team determines the appropriate services.
6. Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the agency, parent, and relevant members of the IEP Team must review all relevant information in the student's file, the IEP, teacher observations, and any relevant information to determine:
 - a. if the conduct was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. if the conduct in question was the direct result of the agency's failure to implement the IEP.
7. The conduct must be determined to be a manifestation of the disability if either (6) (a) or (b) occurred, and, if the IEP was not implemented, the agency must take immediate steps to remedy that deficiency.
8. If the agency, parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child's disability, the child must be returned to the placement from which the child was removed, unless the parent and agency agree to a change of placement. The IEP Team must either:
 - a. Conduct a functional behavioral assessment, unless already done, and implement a behavioral intervention plan; or
 - b. If a behavioral intervention plan has already been developed, review the plan and modify it, as necessary, to address the behavior.
9. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to manifestation of disability if the child:
 - a. Carries a weapon to or possesses a weapon at school, on school premises, to or at a school function under the jurisdiction of a state or public education agency;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a state or public education agency.

10. The agency will notify parents and provide notice of procedural safeguard on the day the agency determines the student has violated the code of conduct, and the violation constitutes and change in placement (i.e., interim alternative education setting).

DETERMINATION OF SETTING [34 CFR §300.531]

1. The child's IEP Team determines the interim alternative educational setting for services.

APPEAL [34 CFR §300.532]

1. The parent of a child with a disability who disagrees with any decision regarding placement under §§300.530 and 300.531 or the manifestation determination may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.
2. A agency that believes that maintaining the current placement of the child is substantially likely to cause injury to the child or others may appeal the decision by requesting an expedited due process hearing in conformance with §§300.310 through 300.314 and AAC R7-2-405.I.

PLACEMENT DURING APPEALS [34 CFR §300.533]

1. The student must remain in the interim alternative educational setting pending the decision of the hearing officer or expiration of the interim setting, whichever comes first, unless the parent and agency agree otherwise.

PROTECTIONS FOR CHILDREN NOT DETERMINED ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES [34 CFR §300.534]

1. A non-eligible student who engaged in a behavior that violated a code of student conduct may assert protections if the agency had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred. The agency must be deemed to have such knowledge if:
 - a. The parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
 - b. The parent of the child requested an evaluation of the child pursuant to §§300.300 through 300.311; or
 - c. The teacher of the child, or other personnel of the agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education or to other supervisory personnel of the agency.
2. The agency would not be deemed to have knowledge if the parent of the child:
 - a. Has not allowed an IDEA evaluation of the child;
 - b. Has refused special education services for the child; or
 - c. The child has been evaluated and determined to not be a child with a disability under IDEA.
3. If the agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the child may be disciplined as other children without disabilities who engage in comparable behaviors.
4. If an evaluation is requested during the time in which a child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.
 - a. Until the evaluation is completed, the child remains in the educational placement determined by the agency, which can include suspension or expulsion without educational services.

- b. If the child is determined to be a child with a disability, the agency must provide special education and related services in accordance with this part, including the requirements of §§300.530 through 300.536.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES [34 CFR §300.535]

1. The agency may report a crime committed by a child with a disability to appropriate authorities to enable them to exercise their responsibilities.
2. When reporting a crime committed by a child with a disability the agency will ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the agency reports the crime, but only to the extent permitted by FERPA.

CHANGE OF PLACEMENT BECAUSE OF DISCIPLINARY REMOVALS [34 CFR §300.536]

1. A change of placement occurs if:
 - a. The removal is for more than 10 consecutive school days; or
 - b. The child has been subjected to a series of removals that constitute a pattern
 - i. because the series of removals total more than 10 school days in a school year;
 - ii. because the child's behavior is substantially similar to the behavior in previous incidents that resulted in a series of removals; and
 - iii. because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
2. The agency will determine on a case-by-case basis whether a pattern of removals constitutes a change of placement, and such determinations are subject to review through due process and judicial proceedings.