

CHAPTER I

FULL EDUCATIONAL OPPORTUNITY GOAL

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

CHAPTER 2

CHILD IDENTIFICATION

- I. The Coosa County School District is a public agency that ensures that all children residing within the jurisdiction of the public education agency, birth to 21, regardless of the severity of their disability and who need special education and related services, are identified, located, and evaluated. Child Find applies to children who attend private schools, including children attending religious schools within the public education agency's jurisdiction, highly mobile children with disabilities (i.e., migrant and homeless children), and children who are suspected of having a disability and are in need of special education even though they are advancing from grade to grade. Child Find also includes a practical method of determining that eligible children with disabilities are receiving needed special education and related services. Child Find activities will be conducted on a continuous basis as described below:

A. Procedure used to identify and locate children:

The Coosa County School System utilizes on-going public notice of the services available including:

- local newspaper articles/notices
- flyers/posters in local schools and communities
- flyers/posters in central office
- website postings on school website
- community announcements at workshops, parental involvement activities, and parent/teacher organizations

The LEA also has a team member on the Multi-needs team.

The Coosa County School System also makes phone calls, sends emails as appropriate, and sends letters to contact individuals and agencies that provide services to children with disabilities. The agency also meets with these agencies as appropriate to determine which children with disabilities, ages 3-21, within the public education agency's jurisdiction are currently receiving needed special education and related services. The following agencies are within our service area:

- Children's Rehabilitation Services
- Department of Human Resources
- Department of Mental Health-Cheaha
- Department of Public Health
- HeadStart in Goodwater

- Medical personnel including local and surrounding areas:
Dr. Sellers (Rockford)
Pediatric Associates (Dr. Sellers/Dr. Tyler, Dr. McLeod
in Alex City)
Sylacauga Pediatrics (Dr. Gray in Sylacauga)
- Speech and Hearing Centers (Auburn University, Dr. McLeod in
Alex City)
- Daycare Centers
- Preschool Programs (Moving 4-Ward – Kay Jennings @ TCRC in
Talladega)

We currently have no private schools in Coosa County.

B. Procedure used to determine which children with disabilities, ages 3 – 21, within the public education agency’s jurisdiction are currently receiving needed special education and related services.

- Coosa County Schools utilizes SETSWeb tracking process to ensure compliance with timelines for initial referral to IEP development.
- Coosa County Schools uses SETSWeb for tracking to ensure completion of the three-year re-evaluations within the required timeline.
- Coosa County Schools uses SETSWeb to generate reports in order to monitor and ensure compliance with AAC requirements.
- The Coosa County Eligibility Team (consisting of a team of special ed teachers and the Special Ed Coordinator) closely monitors SETS reports to monitor timelines to ensure completion of the three year re-evaluations within the required timeline. The Special Education Coordinator personally follows up with special education teachers to ensure timelines are being insured and completed.
- This LEA utilizes SETSWeb electronic student information system to collect and analyze data and to run reports. Once data is analyzed the Special Ed Coordinator follows up with special ed teachers/principals as needed.

The LEA utilizes SETS to ensure that IEP’s are tracked, to monitor and intervene on overdue re-evaluations, and to track timelines through SETSWeb reports. This process helps to insure full compliance with initial and re-evaluation timelines as required by state and federal guidelines.

The Special Ed Coordinator communicates frequently with the special ed teachers to review compliance. The IEP compliance dates are reviewed monthly by the LEA Special Ed Coordinator.

The LEA randomly pulls IEP's monthly to monitor for compliance issues.

C. The following procedure is used to determine which children with disabilities housed in jail/detention centers/boot camps within our jurisdiction that were eligible to receive special education services from the public education agency.

- Coosa County Schools and the Coosa County Sheriff's Department utilize the following procedures in regard to special education students who are in jail.
 - When the school system becomes aware of an eligible inmate, through notification by the sheriff's department, through the police report in the local newspaper, or other means, the Special Ed Coordinator or designee contacts the student (if age 19 or older) or the parent of the student to inform them of the availability of services. Attempts to establish a more formalized agreement with our method of notification from the local detention facility have not been successful.
 - If the student did not attend Coosa County Schools prior to incarceration, the LEA will request special education records from the student's previous school. If the student (or the parent) indicates that he/she wants special education services, the LEA will assign a case manager for the student. The case manager will send out a NPM and will initiate the IEP process. The IEP meeting will take place at the jail in a timely manner.
 - The student will inform the special education teacher/case manager when the student is about to be transferred or, upon arriving at the detention facility to provide services, the teacher will be informed by detention staff that the student has been transferred to another facility. The Special Ed Coordinator will transfer records as requested to the appropriate correctional facility or the receiving public agency.

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

Currently, Coosa County has no private schools within the county. The following procedures will be followed in the event that a private school is located in Coosa County.

- The LEA Special Ed Coordinator schedules the annual meeting in the late summer/early fall each school year.
- The headmasters of private schools that may become located within Coosa County School District are invited, as are parents of eligible private-school students. If the umbrella organization for the home-school is located within our LEA, a representative of that home-school organization, as well as parents of eligible home-schooled students, are invited.

At a minimum, the following areas are discussed:

- Which students will receive services
- What services will be provided
- How, where, and by who the services will be provided
- If a headmaster or home-school representative does not attend the meeting, a follow-up letter, along with a copy of the Private School agreement will be sent to him/her. The headmaster/home-school representative is asked to sign and return the agreement. The headmaster/home-school representative is also asked to contact the coordinator with any input/suggestions/recommendations for the agreement.

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

- The EI agency makes referrals to the LEA Special Ed Coordinator or designated contact person prior to the child's third birthday.
- The LEA preschool coordinator or designated contact person is responsible for the intake of the referral.
- The preschool coordinator is responsible for tracking the referral through the eligibility process

and IEP development to ensure timelines are adhered to.

- The preschool coordinator monitors the transition timelines.
- The preschool coordinator or designated contact person contacts the EI agency to set up/confirm the date of the transition meeting. A designated person from the LEA attends the transition meeting. Preschool coordinator and monitors the transition timelines. The LEA Special Ed Coordinator and preschool coordinator encourages frequent communication between the EI agency and the LEA personnel.

- II. Special Education Coordinator, PO Box 37, Rockford, Alabama 35136, 256-377-4913, is responsible for the Child Find activities.
- III. Procedure to ensure that a tracking system is in place to ensure that identification, evaluation, eligibility, and Individualized Education Plan (IEP) development are completed within the time frames allowed by state and federal regulations.
 - SETSWeb reports and SETSWeb queries are used to track timelines.
 - The case manager for each student is responsible for entering the data and monitoring the timelines.
 - The Special Ed coordinator or designee reviews the system monthly to determine timeline compliance.
 - The special education coordinator contacts the appropriate case manager to resolve/correct discrepancies.
- IV. The Coosa County School District ensures its commitment to implement the *Alabama Administrative Code* (AAC) 290-8-9-.01 and 34 CFR §300.111; 34 CFR §300.124; 34 CFR § 300.101-102; 34 CFR § 300.130-131, and 34 CFR § 300.201.
- V. This Coosa County School District ensures its commitment to implement the AAC 290-8-9-.10(7) and 34 CFR § 300.130-144.

CHAPTER 3

EVALUATION

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

Coosa County will:

1. Provide evaluations for any referred or identified child, birth to twenty-one, who may need special education and related services, utilizing qualified personnel and appropriate assessment instruments as outlined by state standards.
 - To ensure required evaluations are completed on a child, 0-2 who did not participate in EI. If the child is 30 months of age or older the child is assigned a case manager, and the referral process is begun through our LEA. The IEP team will select the appropriate evaluations for the suspected areas of disability according to the AAC. Special Education Coordinator or designee will monitor to ensure that all required evaluations according to the AAC have been administered.
 - To ensure required evaluations are completed on a child 0 – 2 who did participate in EI, at age 30 months or when the LEA is made aware of the child, the child will be referred to the preschool coordinator/case manager and the referral process will begin through our LEA. The IEP team will select the appropriate evaluations for the suspected areas of disability according to the AAC. The preschool coordinator or designee will monitor to ensure that all required evaluations according to the AAC have been administered.
 - To ensure required evaluations are completed on a child (3-21) who has been referred for special education services, the child is referred to the preschool coordinator. The IEP team will select the appropriate evaluations for the suspected areas of disability according to the AAC. The preschool coordinator will monitor to ensure that all required evaluations according to the AAC have been administered.
 - To ensure required evaluations have been completed for a child who required a re-evaluation, the IEP team will determine if additional data is needed, and if so, will select the appropriate evaluations for the suspected areas of

disability according to the AAC. The Special Education Coordinator or designee will monitor to ensure that all required evaluations according to the AAC have been administered.

2. Contract and/or arrange for evaluations needed by the children which are not available within the LEA.
3. Work with other agencies in the area that serve children with disabilities to share evaluation information (Children's Rehabilitation Services, HeadStart, Mental Health, university projects, etc.)
4. Consider all evaluations including those done by other agencies or arranged by parents.

II. List the persons and/or agencies that can provide independent educational evaluations.

Drs. Burkhardt and Kelley
Clinical Psychologists
248 E. Glenn Avenue
Auburn, AL 36830
334-821-3350

Glenwood Mental Health
150 Glenwood Lane
Birmingham, AL 35242
205-969-2880

Dr. Michelle King
703 E. Glenn Ave
Auburn, AL 36830
334-821-1822

Dr. Rebecca Dossett
UAB Sparks Center
CH 19 Suite 307
1520 3rd Ave
Birmingham, AL 35294
205-934-5471

Dr. Steve Shapiro
Auburn University Psychological Services
1122 Haley Center
Auburn University, AL 36849
334-844-4889

Dr. Robert Simpson
Department of Rehabilitation and Special Education
1228 Haley Center
Auburn University, AL 36849
334-844-2106

Mary Jean Sanspree
UAB Vision
Science Research Center
924 18th St South
Birmingham, AL 35294-4390
205-975-5351

Dr. Lee Stutts
2127 Executive Park Drive
Opelika, AL 36801
334-742-9555

Glen Vollenweider, Ph.D.
Psychological Associates, LLC
1915 Professional Circle
Auburn, AL 36830
334-826-1699

- III. The Coosa County School District ensures its commitment to implement the AAC 290-8-9-.02 and 34 CFR § 300.121-122; 34 CFR 300.131; 34 CFR §201; 34 CFR § 300.300-301; and 34 CFR § 300.303-305.
- IV. The Coosa County School District ensures its commitment to implement the AAC 290-8-9.03 and 34 CFR § 300.8; 34 CFR §300.15; 34 CFR §300.201; 34 CFR §00.301; and 34 CFR §300.303-305.

CHAPTER 4

ELIGIBILITY

- I. Procedures used in determining a student eligibility for special education:
 - Coosa County Schools uses the IEP team to determine eligibility during the school year. During the summer, the Coosa County Schools may use an eligibility team comprised of qualified professionals (per the AAC) to determine eligibility.
 - The case manager has the responsibility of sending out the Notice of Proposed meeting. It is the case manager's responsibility to invite all required participants. The NPM to the parent may be mailed or sent by the student. A minimum of two attempts (written or verbal) is made to contact the parent. At least one attempt must be the written NPM. Required participants from the school are invited verbally or in writing. Other agency representatives are invited either verbally or through a written NPM. Agencies involved with providing transition services are invited by the case manager once parental consent (or student consent, if the student is 19 or older) is obtained. Alternate methods of participation by the parent may be arranged, such as telephone conferences, prior written input, or interview.
 - The Special Ed Coordinator meets with special ed teachers at least annually to provide training on using state compliance verification forms as well as updates on pertinent assessments required for each disability area. In addition, the Coordinator provides each teacher with the AAC that contains the minimum evaluative components for each disability area. The Special Ed Coordinator also provides/utilizes an assessment checklist for each disability area.
 - Training to ensure special education teachers, general education teachers and administrators as well as testing personnel are familiar with the required assessments required for each disability area is provided annually by the Coosa County School System. The Special Ed Coordinator is responsible to see that all participants are training and monitors correct implementation of eligibility code.

- II. The Coosa County School District ensures its commitment to implement the AAC 290-8-9-.03-.04 and 34 CFR §300.8; 34 CFR §300.201; and 34 CFR §300.306-308.

CHAPTER 5

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

- I. Procedure utilized in developing IEPs.
- In the event a private school becomes located in Coosa County and FAPE is an issue in developing the IEP, the following procedure would apply:
 - The case manager and other contributing special ed teachers gather and review pertinent information, which may include, but is not limited to, formal and/or informal assessments; work samples; curriculum based assessments; state assessments; classroom teacher input; behavioral reports; progress toward previous IEP goals, if applicable; progress toward state standards; and parent input, etc., to develop a draft IEP. The draft IEP is presented to the IEP team for review, suggestions, and open discussion. Procedures are utilized for ensuring parental involvement in IEP meetings.
 - The IEP team reviews information or data to determine if the child has experienced significant regression in critical skills which has not recouped within a reasonable amount of time, or has other factors which would require extended school year services to be provided.
 - For the initial IEP for students placed in private programs where FAPE is an issue, Coosa County

Schools convenes the IEP team, including the parents, reviews the data, and develop and IEP. The IEP team makes the LRE decision. The LEA ensures that a representative from the private school or facility attends or otherwise participates in the meeting. The multi-needs team may be used as a resource for program options. Coosa County Schools must be invited by the private program to any future IEP meetings that the private program or parent initiates.

- The Special Ed Coordinator ensures the provision of training on IEP development writing. Training includes, but is not limited to, how to: complete IEP team meeting notices, write standards-based IEP goals, write benchmarks, (when appropriate), address transition needs, complete the Alabama Student Assessment Forms, and write defensible LRE justifications.
- For students with disabilities served in public schools, the IEP team first considers providing special education and related services within the regular education environment, with the necessary supplementary aids, services, and supports. If FAPE for the student cannot be provided in this environment, then the team considers providing services outside the regular education environment. The team will consider the full continuum of services in order to provide the least restrictive environment. For students with disabilities served in a public institution, the IEP determines the student's least restrictive environment. For students with disabilities attending private institutions, Coosa County would provide services in accordance with the Alabama Administrative Code.

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

- The notice of Proposed Meeting is sent out by the case manager either by mail or by the student. At least a minimum of two attempts, written, phone, or verbal, are utilized to ensure opportunity for parental involvement. One of the attempts must be the written NPM.

- If parents are unable to attend, alternative methods of participation may be arranged for the parents such as phone conferences, prior written input, interview of parent by special ed teacher, or sending a copy of the draft IEP home to the parent for review and input.
- Minor changes to the IEP may be made without holding an IEP, as per guidelines in the AAC. The Special Ed Coordinator must be made aware of, and must approve, the proposed changes prior to the changes being made. The case manager is responsible for securing the parent's written agreement to the changes and informing the IEP team of the changes. It is the case manager's responsibility to send the parents a copy of the amended IEP and a Notice of Intent regarding Special Education Services form, explaining the changes.

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

- Special education managers and teachers provide clear information to parents to enable them to participate in the child's IEP meeting. Case managers frequently contact the parent, prior to sending out an NPM, to allow the parent input on convenient meeting times and dates. NPMs are typically sent out at least 10 days in advance of a proposed IEP meeting.
- When appropriate, teachers send drafts of student profiles and suggested goals prior to the IEP meetings. Many parents find this helpful. Input is obtained through phone conversations/ and/or parent input forms. Parents are asked to give their input during the meeting.
- Parents of students with disabilities are given the opportunity to participate in school district activities, workshops, and programs designed for all students regarding educational issues. Parents are informed by the Special Ed Office of state meetings and other district and regional opportunities, designed to enhance their understanding of the IEP process.

IV. Procedure to ensure that hearing aids used by children with disabilities are functioning properly:

The child's personal hearing aids and external components are checked by the teacher. This is a two-part inspection of visual and auditory. The visual inspection includes checks for damages to the case, tubing, and ear mold, as well as proper fitting.

The auditory inspection may be performed with a listening stethoscope. Problems such as static, distortion and internal feedback can be detected at this time. This information is logged on a designated form and if there are problems, referrals can be made to Children's Rehabilitation or Auburn University Speech and Hearing Clinic.

In addition, teachers with children who have hearing aids will be provided training by the SLP as needed to insure the proper checking of hearing devices. The SLP will work closely with the teacher and provide hands-on assistance as needed.

- A Hearing Check chart may be used by the student's teacher(s). For younger or lower functioning students, the teacher checks the functioning of the hearing aid or external component of the auditory trainer by listening with a plastic stethoscope (placed on the ear mold). If the device is not functioning properly, it is indicated on the Hearing Check chart and the case manager/SLP is notified. In the case of older children who are able to let a teacher know if the device is not functioning properly, the student notifies the teacher of improper functioning, and then the teacher marks the chart and notifies the case manager. The case manager tries to identify the problem or contacts the SLP, and then takes the necessary corrective action (e.g., inserting new batteries, sending equipment in for service, etc.). If there are specific problems, referrals can be made to Children's Rehabilitation or Auburn University Speech and Hearing Clinic. Classroom and special education teachers are provided annual training as needed by the SLP at the beginning of each school year (or semester, for the high schools) on the proper functioning and operation of hearing aids and cochlear implants.
- The special ed case manager, special ed teacher, classroom teacher or SLP will check the child's personal hearing aids and/or external components of the cochlear implant on a weekly basis.

V. Procedures to ensure transition services for secondary students are addressed:

- The case manager or special ed teacher will complete a transition assessment on every secondary or rising secondary student who will be 16 or older during the implementation of the IEP and will gather information which may include previous work, experience, volunteer experience, career goals, progress/participation in career-technical courses, acquisition of driver's license, transportation needs, money-management skills, readiness for independent living, etc., in order to develop needed transition services and to evaluate services previously provided. It will be the responsibility of the case manager to ensure the needed transition services are provided. Coosa County Schools will provide opportunities for students to practice and acquire needed transition skills, including

transportation when necessary. During the IEP meeting for all students who will be in the ninth grade or higher during the implementation of the IEP, diploma options and program credits will be discussed and determined.

- The information mentioned above, including the information from the transition assessment, will be reviewed by the IEP team and will be used to develop appropriate post-secondary goals in the areas of post-secondary education/employment and community living. The information may be gathered by interviewing the student and/or the parent, written input from the student and/or parent, observation by the case manager and/or special ed teacher/transition aide, or evaluations of student performance in school or community-based settings.
- During the IEP meeting prior to the student moving up to ninth grade, parents are given the diploma options. The options are reviewed with the parent(s) and student. The form *Selecting the Highest Most Appropriate Diploma Option* is also reviewed with the parent and student, and is signed by the parent, if possible. Exit options are reviewed annually.
- An open discussion is held in the annual IEP meeting, and throughout the year when appropriate, to discuss transition goals and interests. Parents and students are involved in these discussions. Students are always invited to any IEP meeting in which transition services/diploma options are being discussed.
- The Special Ed Coordinator provides annual training to special ed teachers and staff (grades 7-12) regarding transition issues. Participation in state sponsored or recommended transition training is encouraged.
- Upon receiving parental consent, transition agencies, such as Vocational Rehabilitation Services, are invited to participate in the student's IEP. Case managers maintain on-going contact with the VR counselors and help to facilitate VR's involvement.

VI. This Coosa County School District ensures its commitments to implement the AAC 290-8-9-.05-.07 and 34 CFR §300.5-.6; 34 CFR §300.34; 34 CFR § 300.101-102; 34 CFR § 300.104-108; 34 CFR §300.110; 34 CFR § 300.114-118; 34 CFR § 300.201; 34 CFR §300.320-325; and 34 CFR §300.327-328.

CHAPTER 6

PROCEDURAL SAFEGUARDS

- I. Confidentiality procedure for:
 - A. **Access to Records:** Parents are given the opportunity to inspect and review all of their child's education records relating to identification, evaluation and educational placement and the provision of FAPE that are collected, maintained or used by Coosa County Schools. Parents are given an opportunity to review their child's educational records not more than 45 days after the request has been made and before any meeting regarding the IEP or before a dues process hearing, or resolution session is conducted. When requested, Coosa County Schools provides parents with copies of their child's records, if failure to do so would effectively prevent the parents from exercising their right to inspect and review records. Upon a reasonable request from the parents, Coosa County Schools provides an explanation and interpretation of the child's records to the parents. Parents may have a representative inspect and review their child's records. Coosa County Schools presumes that parents have the authority to inspect and review the records of their child unless our LEA has been advised that authority has been removed under state laws governing such matters as guardianship, separation, and divorce.
 - B. **Records on More Than One Student:** When a record contains information on more than one child, the parent may inspect and review the data only on their child. If data on their child cannot be isolated for review, Coosa county Schools may inform the parent regarding that portion of data that pertains to their child.
 - C. **List of Types and Locations of Information:** When requested by parents, Coosa County Schools will provide parents with a list of the types and locations of educational records collected, maintained, or used by Coosa County Schools.
 - D. **Fees for Copying:** Coosa County Schools may charge parents a reasonable fee for copies of educational records, but not in an amount that would effectively prevent them from exercising their right to inspect and review the

records. The fee may not include a charge for the search or retrieval of the educational records.

E. Disclosure Procedures Pertaining to Special Education Records: Coosa County Schools will maintain for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information. This list is distributed annually to all schools and central office locations. Coosa County Schools secures parental consent before personally identifiable information is disclosed to parties other than officials of participating agencies. Parental consent is not required before personally identifiable information is released to:

- Officials of participating agencies for the purpose of meeting a requirement of Part B of the IDEA. However, the child's parents of eligible child who has reached the age of majority (age 19) must be given prior notice of the transfer of records as required by the *Family Educational Rights and Privacy Act (FERPA)*.
- Authorized state or federal officials in conjunction with monitoring or enforcement of legal requirements that relate to the special education program.
- Law enforcement and judicial authorities to the extent permitted by FERPA when the child with a disability has committed a crime.

Coosa County Schools obtains parental consent, or the consent of an eligible child who has reached the age of majority (age 19), before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, Coosa County Schools obtains parental consent before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

F. Transfer of Records: To facilitate the transition for a child who has transferred to Coosa County Schools from another public agency in Alabama or from another state, Coosa County Schools will take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the previous public agency in which the child was enrolled, pursuant to FERPA; and the previous public agency in which the child was enrolled must take reasonable steps to promptly respond to such request from the new public agency (i.e., Coosa County Schools).

Parental consent is not required as a condition for transfer of special education records from one public agency to another. However, FERPA required notices to be provided to the child's parents or the student who has

reached age 18.

- G. **Amendment of Records at Parent's Request:** A parent who believes that the information in the education records collected, maintained, or used are inaccurate or misleading or violate the privacy or other rights of the child may request that Coosa County Schools amend the information. Coosa County Schools must decide on the matter within a reasonable period of time from receipt of request. If Coosa County Schools decides not to amend the information in accordance with the request, written notice must be provided to the parent. The notice must advise the parent of the right to a local hearing before the agency.
- H. **Opportunity for a hearing:** Coosa County Schools will, 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.
- I. **Result of Hearing:** If, as a result of the hearing, Coosa County Schools decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, we will amend the information accordingly and inform the parent in writing. If, as a result of the hearing, Coosa County Schools decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, we will inform the parent of the right to place in the records, a statement commenting on the information or setting forth reasons for disagreeing with the decision of the agency. Any explanation placed in the records will be maintained as part of the records as long as the records or contested portion of the records is maintained by Coosa County Schools.

If the records of the child or the contested portion are disclosed by Coosa County Schools to any party, the explanation will also be disclosed to the party.

- J. **Hearing Procedures:** The hearing will be conducted according to the procedures set forth in FERPA.
- K. **Consent:** Coosa County Schools secures parental consent before personally identifiable information is disclosed to parties other than officials of participating agencies. Parental consent is not required before personally identifiable information is released to:
- Officials of participating agencies for the purposes of meeting a requirement of Part B of the IDEA. However, the child's parents of eligible child who has reached the age of majority (age 19) must be given prior notice of the transfer of records as required by the *Family Educational Rights and Privacy Act (FERPA)*.

- Authorized state or federal officials in conjunction with monitoring or enforcement of legal requirements that relate to the special education program.
- Law enforcement and judicial authorities to the extent permitted by FERPA when the child with a disability has committed a crime.

Coosa County Schools obtains parental consent, or the consent of an eligible child who has reached the age of majority (age 19), before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If a child is enrolled, or is going to enroll in a private school that is not located in the LEA of the parent's residence, Coosa County Schools obtains parental consent before any personally identifiable information about the child is released between officials in the LEA where the private school is located and officials in the LEA of the parent's residence.

- L. **Destruction of Information:** Coosa County Schools retains a copy of the education records containing personally identifiable information for a period of at least five (5) years after the termination of the special education program for which they were used. The information will be destroyed at the request of the parents. However, a permanent education record that contains the child's name, address, telephone number, his or her grades, record of attendance for special education services, classes attended, grade level completed, and year completed may be maintained without time limitation.

At the end of the five-year retention period, Coosa County Schools informs the parents when personally identifiable information collected, maintained, or used is no longer needed, via announcements in the newspaper. Information is destroyed in a manner whereby confidentiality of the information is maintained generally through shredding.

- M. **Disciplinary Information:** Coosa County Schools may include in the records of a child with a disability, a statement of any current or previous disciplinary action that has been taken against the child and transmit the statement to the same extent that the disciplinary information is included in, and transmitted with, the student records of non-disabled children. The statement may include a description of any behavior engaged in by the child that required disciplinary action, a description of the disciplinary action taken, and any other information that is relevant to the safety of the child and other individuals involved with the child. If the child transfers from one school to another, the transmission of any of the child's records will include both the child's current IEP and any statement of current or previous disciplinary action that has been taken against the child to the same extent that disciplinary information is transmitted with the records of nondisabled children.

N. **Rights of Children:** Coosa County Schools will afford to the child, rights of privacy similar to those afforded to parents regarding records taking into consideration the age of the child and type and severity of the disability. Although the rights of parents under the IDEA transfer to the student at the age of majority (age 19), the rights of parents regarding educational records under FERPA transfer to the student at age 18.

O. **Parental Notice and Consent:** Coosa County Schools will provide notice to parents and obtain consent prior to specific actions.

1. Parental Consent

(a) Coosa County will obtain informed written consent prior to an initial evaluation; prior to the initial provision of special education and related services; and prior to any re-evaluation that requires additional data to be obtained. Consent for initial evaluation will not be construed as consent for the initial provision of services. If the parent of the child with a disability refuses or fails to respond to a request to provide consent for initial evaluation or a re-evaluation that required evaluation of the child, Coosa County Schools may, but is not required to, pursue consent by using mediation and/or due process procedures. Coosa County Schools does not violate its obligation under Child Find requirements if it declines to pursue an initial evaluation or re-evaluation.

(b) Coosa County Schools will make reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of the child refuses to consent to the initial provision of special education and related services or the parent fails to respond to a request to provide such consent, Coosa county Schools will not use mediation or due process procedures in order to obtain agreement or a ruling that services may be provided to the child. However, Coosa County Schools will not be in violation of the requirement to make available FAPE to the child for the failure to provide the child with special education and related services for which Coosa County Schools requests consent and Coosa County Schools is not required to convene an IEP meeting or develop an IEP for the child for the special education and related services for which the public agency requests such consent.

(c) Coosa County Schools will not use a parent's refusal of informed written consent to deny the parent or child any other service, benefit, or activity of the public agency, except as described in paragraphs (a) and (b) above.

(d) Informed written consent is not required:

- i. For re-evaluation, if Coosa County Schools can demonstrate that it has made reasonable efforts, (at least two attempts) to obtain that consent and the child's parent has failed to respond.
- ii. Before reviewing existing evaluation data as part of an evaluation or re-evaluation or administering a test or other evaluation that is administered to all children, unless, before administration of that test or evaluation, consent is required of parents of all children.
- iii. For the type of evaluations listed on the IEP to evaluate the mastery of annual goal(s).
- iv. For initial evaluations only, if the child is a ward of the State and is not residing with the child's parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child; the rights of the parents of the child have been terminated in accordance with State law; or the rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

(e) If a parent of a child who is home-schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the re-evaluation, or the parent fails to respond to a request to provide consent, Coosa County Schools will not use the consent override procedures of mediation or due process and Coosa County Schools is not required to consider the child as eligible for services under these rules.

(f) To meet the reasonable efforts requirement regarding consent for initial evaluation, re-evaluation and initial provision of services, Coosa county Schools will document its attempts to obtain parental consent using the procedures under these rules.

2. Parental Notice.

- (a) Written notice will be given to parents a reasonable time before Coosa county Schools proposes or refuses to initiate or change the identification, evaluation, educational placement, or the provision of FAPE to a child. Written notice will be given when a child

graduates from high school with a regular diploma or exits because the child has exceeded the age of eligibility for FAPE.

- (b) The parental notice will include a description of the action proposed or refused by the agency, the reason for the proposed or refused action, a description of other options Coosa County Schools considered and why those options were rejected, a description of each evaluation procedure, assessment, record, or report Coosa County Schools used as a basis for the proposal or refusal and description of any other factors that are relevant to the proposal or refusal. The notice will also include a statement that the parents of the child have protection under the Special Education Rights and if this notice is not an initial referral for evaluation, the means by which a copy of the rights can be obtained, and sources for parents to contact to obtain assistance in understanding the provisions of the notice. To ensure that parents understand the content of each notice, Coosa County Schools will provide written notice in language understandable to the general public, provide notice in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible to do so, and take the necessary steps to ensure, that when the native language or other mode of communication of the parent is not a written language, that the notice is translated orally by other means to the parent in his/her native language or other mode of communication. Coosa County Schools will ensure that parents understand the content of the notice and maintain written evidence that the notice requirements have been met. Parents may request to receive notices by electronic mail if the public agency provides notices by electronic mail.

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

Special Education Coordinator
73 Nixburg Rd (physical address)
PO Box 37 (mailing address)
Rockford, AL 35136
256-377-4913

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

- A hard copy of each special education student's file is kept at each student's school in a locked file cabinet in the case manager's classroom.
- Archived files are kept at a central location storage unit near the Central Office.

- All records kept since the inception of SETSWeb are maintained through the SETSWeb system.

IV. Procedure for:

- A. **Identification of children in need of a surrogate parent:** If a child has been referred for a special education evaluation or the child is receiving special education services, the special ed teacher or principal will inform the Special Ed Coordinator when: no parent can be identified; Coosa County Schools, after reasonable efforts, cannot locate a parent; or the child is a ward of the State. In the case of a child who is a ward of the State, a surrogate may alternatively be appointed by the judge overseeing the child's case, provided that the surrogate meets the criteria. In the case of an unaccompanied homeless youth as defined in section 725(6) of the *McKinney-Vento Homeless Assistance Act* [42 U.S.C. 11434a (6)], Coosa County Schools will appoint a surrogate. Coosa County Schools will also consider written requests for the need of a surrogate parent from anyone who believes that an appropriate person is not available to represent the student in special education decisions. The Special Ed Coordinator makes the final determination of the need for a surrogate parent and will send out written notification of the decision to the parties involved.
- B. **Appointment of a Surrogate Parent:** The Special Ed Coordinator will appoint the surrogate parent. Coosa County Schools will ensure that the person selected as a surrogate parent:
- (i) Is not an employee of the SEA, LEA, or any other agency that is involved in the education or care of the child;
 - (ii) Has no personal or professional interest that conflicts with the interest of the child he/she represents; and
 - (iii) Has knowledge and skills that ensure adequate representation of the child.

In the case of a child who is 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 without regard to any of the above provisions, until a surrogate parent can be appointed that meets the criteria for selection of a surrogate parent. Coosa County Schools may select as a temporary surrogate, a person who is an employee of a nonpublic agency that only provides non-educational care for the child and who meets the surrogate parent criteria.

The Special Ed Coordinator will send written notification of the appointment to the surrogate parent and the person/agency who made the request for the appointment.

C. Training Surrogate Parents:

- Training is completed annually by the Special Ed Coordinator.
- Training includes information on the special education process, procedural safeguards, the Alabama Administrative Code, and the Surrogate Parent Manual.

D. Rescission of a Surrogate Parent: Rescission shall occur when:

- A surrogate parent sends written notice to the education agency of their resignation; or
- A surrogate parent has been unable or unwilling to perform assigned responsibilities; or
- A student no longer requires a surrogate parent,
- The Special Ed Coordinator will provide verbal/written notification of the rescission to the parties involved.

E. Tracking Requirements:

- A tracking system of students who were considered for or who were appointed a surrogate parent will be maintained by the Special Ed Coordinator.
- Copies of letters and other data relative to the student's consideration for surrogate parent services will be maintained by the Special Ed Coordinator.
- Documentation of surrogate parent training will be maintained by the Special Ed Coordinator.

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

- Special Ed Coordinator is responsible for monitoring and ensuring the implementation of complaint resolution, mediation agreements, and due process hearing decisions. The Special Ed Coordinator will inform those who have a need to know of the pertinent information.
- The Special Ed Coordinator is responsible for ensuring the implementation and submission of documentation to the State Department of Education, if needed. The Special Ed Coordinator will ensure the confidentiality of all personally identifiable information.

VI. This Coosa County School District ensures its commitment to implement the AAC 290-8-9-.08 and 34 CFR §300.32; 34 CFR §300.121; 34 CFR §300.123; 34 CFR §300.150-153; 34 CFR §300.229; 34 CFR §300.300; 34

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

CHAPTER 7

SYSTEM OF PERSONNEL DEVELOPMENT

I. Qualified Personnel:

A. The Coosa County School District ensures that qualified personnel will be provided to implement special education services.

B. Procedure to recruit and retain qualified Personnel:

- Coosa County Schools actively advertise and recruit highly qualified special education teachers and may use the Teach in Alabama website (state sponsored employment search website), post job openings at all school sites, postings as appropriate on system website and in state and local newspapers as well as college and university interview days and job fairs.
- Coosa County Schools provides ongoing professional development activities, a strong mentoring program, reasonable caseloads, adequate materials and supplies, administrative support, help from paraprofessionals and respect for the expertise that they provide for the total program.

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

- a. Coosa County Schools does not limit the continuum of placements as mandated by LRE. We offer a full spectrum of placements as required and recommended by the IEP team. Training is provided on alternative placement availability and awareness of options is monitored by the Special Ed Coordinator.
- b. Coosa County Schools utilizes a wide variety of training for general education teachers, special education teachers and administrators on their responsibility to implement least restrictive environment requirements. This includes ongoing professional development and training activities such as trainer

of trainers, annual teacher meetings, small group focused presentations, policy and procedure manuals, postings to websites, emails, handouts, as well as frequent reminders to teachers and administrators.

- c. The Coosa County School District utilizes a wide variety of activities to fully inform general education teachers. The Special Ed Coordinator provides annual training to general educators and administrators on their role in the special education process which includes the development and writing of IEP's. General education teachers and administrators will also have opportunities to attend state professional development trainings.
- d. Trainings include, but are not limited to how to complete IEP Team Meeting Notices, write standards based IEP goals, benchmarks (when appropriate), address transition needs, complete the "Alabama Student Assessment Forms" and write defensible LRE justification.

- III. Coosa County Schools ensures its commitment to implement the AAC 290-8-9-.01-.07; and 34 CFR §300.119; 34 CFR §300.119.156, and 34 CFR §300.704 (iv) (4).

CHAPTER 8

DISCIPLINARY PROCEDURES

- I. Procedures for the suspension and expulsion of children with disabilities:
 - Coosa County Schools have a Board Policy that follows the disciplinary procedures of the most recent reauthorization of IDEA.
 - Suspension/expulsion of children with disabilities is monitored in the individual schools by the local administrators in coordination with the student's special education case manager. The Special Ed Coordinator is kept closely informed and involved.
 - The Coosa County Schools utilizes the flow charts provided by the State Department of Education that follows:

- IDEA Student: Violates Code of Conduct (removal constitutes a change of placement, removal does not constitute a change of placement)
- IDEA Student: Possess Weapons/Uses Illegal Drugs
- IDEA Student: Removal Due to Dangerous Behavior
- Protections for Student Not Yet Eligible for IDEA: Violates Code of Conduct

Manifestation Determination:

- Within ten 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 LEA, the parent and relevant members of the child's IEP team (as determined by the parent and Coosa County School System) will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the LEA's failure to implement the IEP. Parents will be provided a copy of Special Education Rights if the disciplinary removal constitutes a change of placement.
 - The conduct must be determined to be a manifestation of the child's disability if the Coosa County Schools, the parent, and relevant members of the child's IEP team determine that either condition in paragraph one is met.
 - If the Coosa County Schools, the parent, and relevant members of the child's IEP team determine that there was a failure to implement the IEP, the Coosa County Schools will take immediate steps to remedy those deficiencies.
- II. Coosa County ensures its commitment to implement the AAC 290-8-9-.09 and 34 CFR §300.520 and 34 CFR §300.530-537.

CHAPTER 9

FINANCIAL REQUIREMENTS

- I. Coosa County school District will use funds provided under Part B only for costs that exceed the amount computed under 34 CFR §300.184 and that are directly attributable to the education of children with disabilities.
- II. Coosa County School District will use funds provided under Part B to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities, but in no case to supplant those state and local funds.
- III. Coosa County School District will not use Part B funds for services for children with disabilities unless state and/or local funds are first used to provide services to those children that, taken as a whole, are at least comparable to services provided to other children with disabilities.
- IV. Coosa County School District will describe how it will use Part B funds by completing the annual budget application data requirement and submitting it to the Alabama Department of Education for approval prior to the receipt of funds.
- V. Coosa County School District ensures its commitment to implement 34 CFR §76.650-662 and 34 CFR §300.16; 34 CFR §300.200; 34 CFR §300.202; 34 CFR §300.220; 34 CFR §300.224; 34 CFR §300.226, and 34 CFR §300.228.
- VI. Coosa County School District will use funds under Part B of this Act to carryout school wide programs under Section 1114 of the *Elementary Secondary Education Act (ESEA)*, not to exceed the amount received by the public education agency under Part B or this Act for that fiscal year. 34 CFR §300.206.

CHAPTER 10

- I. The Coosa County School District ensures its commitment to utilize any required state forms.
- II. The Coosa County School District ensures that it will provide information necessary to enable the Alabama Department of Education to carry out its duties under Part B of the Act, including with respect to 34 CFR §300.157, information relating to the performance of children with disabilities participating in programs carried out under Part B of the Act. 34 CFR §300.211.
- III. The Coosa County School District ensures that it will maintain records that verify the correctness of information submitted. 34 CFR §76.772; 730; 731.
- IV. The Coosa County School District agency ensures that it will afford the Alabama Department of Education access to records that verify correctness of information. 34 CFR §76.772; 730; 731; 740.
- V. The Coosa County School District ensures that it will implement the *Alabama State Plan for Special Education*, the AAC, and all state and federal laws and regulations applicable to children with disabilities.
- VI. The Coosa County School District ensures it will provide instructional materials in accessible format to blind persons or other persons with print disabilities. 34 CFR §300.210 (2) (3).
- VII. The Coosa County School District ensures it will make available to parents of children with disabilities and to the general public all documents related to the eligibility of this agency under Part B of the Act. 34 CFR §300.212.
- VIII. The Coosa County School District ensures it will implement Section 1308 of the ESEA to ensure linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the states, health and educational information regarding those children. 34 CFR §300.213.
- IX. The Coosa County School District ensures that children attending charter schools that are public schools of the public agency will serve those children with disabilities in the same manner as the public education serves children with disabilities in its other schools. 34 CFR §300.209.