

SPECIAL EDUCATION

Colstrip Public Schools



Updated July 2017

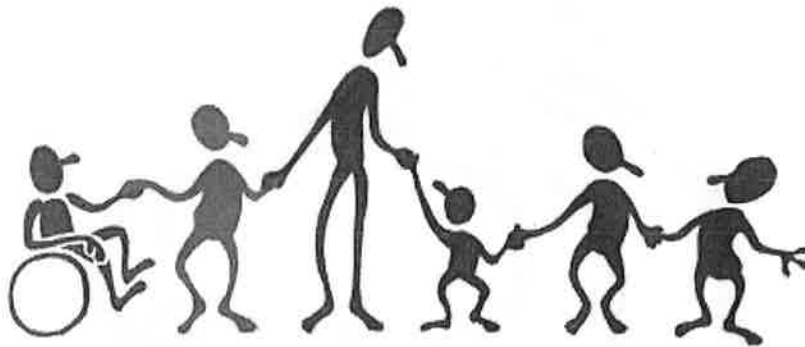
SPECIAL EDUCATION HANDBOOK

Vision

Our Vision is to provide a world-class education while preparing our students for life, college and career readiness.

Mission

The core purpose of Colstrip Public Schools is to provide a safe, healthy and secure environment in which to educate and prepare students for the demands of the future by engaging children in lifelong learning.



FREE AND APPROPRIATE PUBLIC EDUCATION

Special education should be considered a component of the regular education program. Services provided through special education can supplement or supplant the regular education program, depending on the student's individual needs. Equal opportunity to an education does not mean identical programs for all individuals: rather, it means the use of special methodologies and strategies to develop the educational potential of an individual with a disability. The disabled student may need special education and related services that are designed to meet individual educational needs to develop his/her potential and to be assured a free and appropriate public education.

The Board of Trustees will provide and maintain Special Education services for every child with a disability needing such between the ages of 3 and 18 when:

- a. The child turns three after June 1 and before September 10, he/she is eligible to receive preschool Special Education at the beginning of the coming school year.
- b. The child's third birthday falls during the school year, (after September 10) he/she becomes eligible for Special Education services upon their third birthday.
- c. The child is disabled and three, four or five years of age; he/she is eligible for Preschool Special Education upon recommendations of the IEP team.
- d. The child is disabled and six years old prior to September 10, but not yet 19; he/she is eligible for Special Education services.

A continuum of alternative placements is available which consists of instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who do not have disabilities. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only when 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. (See Attachment #1 – Continuum of Program Options)

CHILD FIND

The Individuals with Disabilities Education Act (IDEA) states that each state and local education agency must develop policies and procedures to insure that children in need of Special Education services are identified and evaluated. The Colstrip School District has developed programs for evaluating and identifying children with possible developmental delays or disabilities who reside within the District's boundaries including: children who are homeless, children who are wards of the State and children who are home schooled or attending a private school, and are between the ages of birth through 21.

Notification for Child Find will include the school calendar, patron newsletters, local newspaper, DEAP personnel, local daycare providers and churches as well as ongoing communication and cooperation with private and public agencies which routinely serve families and individuals with possible disabilities. These

efforts are overseen by the Special Education Director and implemented by administrators and teachers specific to the targeted age group and medium used. Questions regarding the Child Find process can be directed to Debi Smith, Special Education Director, at 748-4699 ext 4086.

1. Infant and Toddlers (Birth to age 3)

Colstrip School District along with our local Part C provider, DEAP, collaborates in Child Find activities, referral, evaluation and the transition of children between service providers. When a child, age birth through 2 years, who exhibits characteristics of a disability, comes to our attention, we provide the parent(s) with contact information to reach the Part C provider and/or we acquire the parent(s) permission to contact the Part C provider ourselves and have them contact the family.

2. Preschool (Age 3 through age 5)

It is the purpose of the Child Find/Preschool Screening to identify and define the disabled preschool population so as to assist the District in planning and budgeting for future services, as well as assist in the early educational intervention of these children with disabilities. Local publicity campaigns provide the specific date and location for the screening to the appropriate newspapers, radio and television stations as well as the District's Patron Newsletter. Notices and pamphlets are posted with local day care services, churches and businesses throughout the Colstrip community.

Children birth to age 5 years old will be screened for gross and fine-motor, cognitive, personal/social, adaptive, speech and language, vision, and hearing difficulties. Children ages 6-21 may receive individual screenings upon request.

If a referral for a comprehensive evaluation results from Child Find/Preschool screening and the student is determined to be a resident of Colstrip School District the appropriate steps will be taken as outlined below:

Follow-up Procedures for Referral and Evaluation:

Parents voluntarily bring their children to the Child Find/Preschool Screening. An explanation of the procedures and an exit interview regarding each child's performance is conducted with the parents, and they are given a copy of the summary statements from each testing station. The parents of any child whose screening indicates possible concerns are given suggestions of activities and interventions to work on at home. If the child shows significant delay(s) 1.5 standard deviations below in 2 or more developmental areas or 2 standard deviations below in one area a referral meeting is scheduled and the referral process is followed. Parents will be notified if a referral for hearing and/or vision is necessary so that parents can follow up with the appropriate professionals.

*When appropriate, parents are also referred to DEAP (Developmental Educational Assistance Program) the regional Part C agency.

Procedures for Responding to Individual Referrals:

Individuals wishing to refer a preschool age child for possible evaluation would be assisted with the completion of the same referral process used for students who are referred through our screening events or an outside agency. If the parent is unsure if the child needs or qualifies for such services, they are asked to consult with the Director of Special Education. Once a clear

understanding of the nature of the concern is established, the parent can work with the local school personnel to pursue the proper services.

Transition from Early Intervention

Children involved in early intervention services or the Developmental Education Assistance Program (DEAP) are referred for special education services to Colstrip Public Schools at least 90 days prior to a their third birthday. The family support specialist (DEAP) will schedule an Individual Family Support Plan (IFSP) meeting to help with the transition from early intervention services (Part C) to special education service (Part B).

With the family's consent, the Special Education Director and family support specialist will complete and sign the district's *Referral* to begin the special education process. A smooth transition for an eligible child with disabilities (as determined by the Evaluation Report meeting) will result with the development of an Individualized Education Program (IEP) on or before the child's third birthday. The actual special education and related services in the IEP will begin on the dates of service set by the team developing the IEP. Children with disabilities, whose third birthday falls during the summer months, may not receive special education and related services when school is not in session. It is the decision of the team developing the IEP to evaluate the child's need for extended school year services based on a regression/recoupment analysis.

Transition from early intervention services (IDEA Part C) to Special Education services (Part B) shall follow the office of Public Instruction's guidelines *The Evaluation Report: A Special Educator's Guide to the Evaluation Report Process*

3. In School (Age 6 through age 18)

In-school child find is a continuous, systematic process of reviewing the school age population for learning difficulties. Colstrip School District is responsible for insuring that all children with disabilities are identified, located, and evaluated, including children in private agencies including our home-school population. Notice of the Districts compliance with federal law regarding services to and nondiscrimination towards persons with disabilities is noted within the District's policy manual(s) and handbooks.

The pre-referral process is based on Student Teacher Assistance Teams (STAT) and best practices methodology. The District has designed a pre-referral process to meet individual needs of our students. Regular Education teachers, Title 1 teachers, Special Education teachers and administrators are all involved in this process.

District staff is required to demonstrate pre-referral interventions prior to processing a referral. If a parent or other source wishes to refer a child, school personnel will explain our desire to see remedies attempted through the pre-referral process and the need for documented interventions prior to moving into a special education referral.

Screening

Colstrip School District will conduct annual screenings to help identify children with special needs. The screenings will be conducted as follows:

- **Speech** - Kindergarten, 1st, 2nd, and all students from out of state, annual rechecks and/or teacher referrals.
- **Vision** - Kdg, 1, 3, 5, 7, and annual rechecks teacher referrals.
- **Hearing** - Kdg, 1, 3, 5, 7, 9, all new students, annual rechecks and teacher referrals.
- **Academic**- Criterion-Referenced Test (CRT) MontCAS grades 3, 4, 5, 6, 7, 8, 10; Measure of Academic Progress (MAP) grades 2–10; Dynamic Indicators of Basic Early Literacy Skills (DIBELS NEXT) grades K-5; Curriculum Based Measures (CBM) grades 6-12; STAR Reading grades 3-12; STAR Math grades 3-12, Kindergarten Readiness Test (KRT), School Readiness Test (SRT), Intervention Program Assessments, Progress Monitoring and Reading, Math and Science Core Program Assessments

4. Post School (Age 19 through 21)

Colstrip School District relies largely on the referrals of outside agencies through ongoing communication and coordination of services. Individual/family referrals are handled in the same manner as those of school age students. Some of the agencies involved with this age group are Department of Health and Human Services (DPHHS), Parent Let Unite for Kids (PLUK), Vocational Rehabilitation Services (VRS), AWARE Inc. and our County Mental Health office.

5. Private Schools

Each private school and Home School registered with the County Superintendent of Schools is notified of the availability of Child Find/Preschool Screenings, public school programs, including special education, and asked to respond to the notice(s) indicating an interest in participation in these programs. Families, who believe that a child is in need of an evaluation for special education services, are provided the same opportunities for evaluation and identification as children who are enrolled in the public school. All procedures in the process are identical to public school students from referral through identification via the Evaluation Report.

Colstrip Public School relies upon all Child Find and Preschool Screening efforts, community agencies, parent support groups, and parent networks to prompt parents to contact the schools for potential special education services.

If the Child Find activities locate a child who resides in another district and that child is suspected of having a disability, the Special Education Director will:

- Inform the child's school district that a child residing in their district may have a disability and may need special education services;
- Send the student's records, including the screening results, to the district school; and, when appropriate,
- Assist both the neighborhood school and private school to develop a *Referral and Evaluation Plan* for a comprehensive educational evaluation conducted by the district of residence.

The methods for collecting, maintaining and reporting data on child identification are consistent throughout the age levels. Records are established and maintained in confidential manner in compliance with Sections

300.560 - 300.577. Data is reported both through the October 1st Child Count Format, Achievement in Montana (AIM) as well as summaries included in the appropriate project narratives.

PRE-REFERRAL PROCESS

When a concern about a student is expressed by a teacher, parent, administrator, the student himself, or any other person, that person should complete a Student Concern form and submit it to the building principal.

STUDENT/TEACHER ASSISTANCE TEAM (STAT)

The building administrator or his/her designee will schedule a STAT meeting to discuss the student concerns. People involved at the screening meeting MAY include:

1. Persons completing form
2. Building administrator
3. Counselor
4. Regular education teacher(s)
5. Special education teacher(s)
6. School Psychologist
7. Title I/Tutorial teacher if applicable
8. Speech and Language Pathologist
9. Parents, guardians, or adult student
10. Other interested individuals

The screening team will develop interventions to help the student become more successful in the regular classroom. Results of the interventions will be documented. If unsuccessful, the team may proceed to a special education referral. (See attachment #2 – Special Education Referral form)

INTERVENTIONS

Pre-referral interventions may involve other qualified personnel assisting the regular classroom teacher. The interventions attempt to deal effectively with the child's needs in the classroom without going through a lengthy referral/evaluation procedure. They also help clarify the nature and extent of the problem, (for example, by discriminating between moderate disciplinary problems and more severe learning or behavior problems). In addition, documenting pre-referral interventions will expedite the completion of an evaluation within a reasonable time.

Formal pre-referral interventions are essential for the evaluation of the emotionally disturbed condition. These strategies provide valuable information about the student and the degree of the problem. The interventions must be comprehensive, with documented behavioral goals and implemented strategies, and they must be tried for a reasonable length of time. Formal pre-referral intervention is not formal unless it continuously monitors progress. Ideally parents are involved at the formal pre-referral level. Their input may offer valuable insight into the effectiveness of the intervention.

See attachment #3 Intervention Suggestions.

REFERRAL

The referral will come about as the result of the STAT meeting. After the referral is completed and signed by the referring person; the building principal will be informed of the referral. It is then given to the Special Education teacher. All referrals must be made in writing.

Referrals can be made at any time. However, it is recommended that referrals be made prior to the end of the third quarter, unless there are extenuating circumstances. It should be noted that referrals made during the spring of the year (April and May) take longer to process than normal and according to IDEA 2004, the Evaluation Report must determine if the student is a child with a disability within 60 calendar days of receiving parental consent for an initial evaluation.

EVALUATION PROCEDURES

If the referral is found to be appropriate for a Special Education evaluation, it should be passed on to the special education teacher to begin the process. The Evaluation Plan should not be signed by the parents before a determination is made by those involved in the child's education whether such an evaluation is appropriate.

1. Specific diagnostic duties are decided upon by all the Special Education personnel involved with a referral. It is the responsibility of the Special Education teacher to see that all testing and observations are completed before any Evaluation Report meeting takes place.
2. The classroom teacher that made the referral (or other designated personnel, i.e., principal, Speech and Language Pathologist, counselor) will call the student's parents to explain the reason why the referral was made and the need for evaluation indicated. The parent's consent for evaluation will be sent via certified mail or obtained through personal conference and due process/procedural safeguards will be given/sent to them at this time.

The tests used for a comprehensive evaluation shall be administered according to the publisher's expressed guidelines as stated in the test manual. Tests will be selected so as to ensure appropriateness for the age and/or grade level of the student being evaluated and for the intended purpose of the evaluation. The examiner(s) shall meet the criteria for administering individual tests when such is specified in the manual.

Test selection and personnel involved in a comprehensive evaluation shall provide for a multi-disciplinary assessment (i.e. no single test and/or one person will determine whether a student is identified as being disabled).

EVALUATION PLAN

1. Initial Evaluations- Parental permission MUST be obtained BEFORE individualized testing can be done with a student.
2. Reevaluations- Reevaluations must occur at least once every three years unless the parent and the District agree that a reevaluation is unnecessary. It is a team decision if an evaluation is necessary. If testing is determined to be necessary, an evaluation plan must be developed by the IEP team prior to the re-evaluation. Written parental permission to evaluate is required prior to testing. The Evaluation Plan shall:

- a. Include a copy of the *Procedural Safeguards in Special Education under IDEA* brochure.
- b. Clearly indicate in all types of procedures and testing that will be conducted such as achievement testing, individual ability testing (I.Q.), behavioral, observations, etc.
- c. Inform parents that they have the right to refuse consent for any of the individualized testing with their child by notifying the school. If consent is not revoked by "X" date (at least 10 days from sending the letter), then testing will proceed.

EVALUATION REPORT MEETING

After the evaluation has been completed, an Evaluation Report meeting will be scheduled at a time that is mutually agreeable for parents and school personnel to attend. The Evaluation meeting shall be conducted according to the "Evaluation Report meeting checklist" (Attachment #4). At least two documented attempts should be made to involve the parents. If they refuse, or choose not to attend this meeting, copies of the proceedings of the meeting, along with all pertinent forms will be sent by certified mail or hand-delivered for signature(s).

The Evaluation Report team will adhere to the guidelines specified in *The Evaluation Report; A Special Educator's Guide to the Evaluation Report Process* Montana Office of Public Instruction.

INDIVIDUAL EDUCATION PLAN

Colstrip School District has adopted the technical assistance manual *The Individualized Education Program: A Special Educator's Guide to the Individualized Education Plan Process* published by the Office of Public Instruction as the policy and procedures manual for the development of individualized education programs (IEP) for children with disabilities.

TRANSFER STUDENTS

When a special education student transfers into the district, efforts should be made to immediately obtain special education records. Upon receipt of special education records, a meeting will be held to review and accept or modify the receiving Evaluation Report and/or Individualized Education Plan (IEP). Reference, *The Evaluation Report - A Special Educators Guide to the Evaluation Report Process*, Office of Public Instruction, for information on transfer students.

CONFIDENTIALITY OF PERSONALLY IDENTIFIABLE INFORMATION

Definitions

"Special Education Records" means all personally identifiable information which is directly related to a student and is collected and maintained by the local educational agency or by a person acting for such agency or program for the purpose of implementing IDEA.

For the purposes of this handbook, "education records" **does** include records, files, documents and other materials such as handwritten notes, computer printouts, audio and video tape, film, or microfiche which are personally identifiable.

For the purposes of this handbook, “education records” **does not** include:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those persons are kept in the sole possession of the maker of the records are not accessible or revealed to any other person except a substitute for the maker of the record
- b. Records related to an individual who is employed by the district
- c. Records identified by the district as directory information

NOTICE TO PARENTS

The district shall provide adequate notice to parents before any major identification, location, or evaluation activity.

Access Rights

Parents are permitted to inspect and review any education records relating to their children that are collected, maintained, or used by the district. The district shall comply with a request without unnecessary delay and before any meeting regarding an IEP or any hearing relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child, and in no case more than 45 days after the request has been made.

Record of Access

The District shall keep a record of parties obtaining access to education records collected, maintained, or used under this part (except access by parents and authorized employees of the district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. (See attachment #5 – Access Log form)

Records on More than One Child

If any education record includes information on more than one child, the parents of those children shall have the right to inspect and review only the information relating to their child or to be informed of that specific information.

List of Types and Locations of Information

The district shall provide parents, on request, a list of the types and locations of educational records collected, maintained, or used by the district. This information shall be recorded in the cumulative folder of each student. (See attachment #5 – Access Log form)

Destruction of Information

At termination of services or upon graduation, a destruction of data form will be completed informing the parents and students age 18 or older that after five (5) years, the District’s copy of special education records may be destroyed. At that time, the parents and/or student age 18 or older may request the file. (See attachment #6- Destruction of Data form).

Upon graduation, the parent and/or student will be given his/her complete special education file. The District will maintain a copy of the student’s most current Evaluation Report and Individualized Education Plan (IEP) for five (5) years at which time it will be destroyed. Prior to the destruction of any Special Education records the District will attempt to notify parents and/or students. Flyers and advertisements announcing the destruction

of the special education records will be in place for a minimum of two weeks. Former students and/or guardians may contact the director of special education within sixty days of this notice if they wish to review or obtain the file. The data to be destroyed shall include information collected for identification, location, evaluation, and other items directly related to special education services that the student had received. The information to be destroyed shall not include data collected on a routine basis that is maintained on all school children (such as the student's name, address, telephone number, grade level completed and year completed.)

DISCIPLINE OF SPECIAL EDUCATION STUDENTS

Discipline of Special Education Students shall follow the Office of Public Instruction guidelines found in *Disciplinary Removals in Special Education: A Guide for Parents and School District Personnel*.

AVERSIVE TREATMENT PROCEDURE

Colstrip Public Schools does not advocate the use of aversive procedures to address behaviors exhibited by students with disabilities. Individual programs involving the use of aversive stimuli (e.g., restraints or seclusion) shall follow the guidelines established by Administrative Rule and explained in *Aversive Treatment Procedures: A Special Educator's Guide to the Use of Aversive Treatment Procedures*, Office of Public Instruction.

EXTENDED SCHOOL YEAR

An extended year program consists of those instructional sessions which provide a pupil with special education service in excess of the regular school year. An extended year program will be considered for disabled students who require concentrated assistance to prevent skill regression. It will focus on the maintenance of skills and not be considered as an ongoing developmental program.

Definition of *Regression*: Regression is the loss of mastery level skills obtained in the measurement of met goals and/or short term objectives in an Individual Education Program.

Definition of *Recoupment*: Recoupment in a general school population normally occurs by the end of the first quarter of school, therefore, a recoupment time greater than this would be a significant loss.

For more information, reference *Extended School Year Services*, Office of Public Instruction.

CONTINUUM OF PROGRAM OPTIONS

Full Time
Residential
School

Full Time
Special Day
School

Full Time
Special Education

Regular Class With
Special Education Services
(i.e. more than 50% of day)

Regular Class With
Special Education Services
(i.e. less than 50% of day)

Regular Class with Supplementary Aides

Regular Classroom

REFERRAL FOR COMPREHENSIVE EDUCATIONAL EVALUATION

Student Information

Student's Name	Initials	Birthdate	Age	Sex	Grade	Today's Date
Parent/Guardian	Parent/Guardian Address			Home Phone:		
				Work Phone:		
Primary language of the student's home: English Other:	School District			School:		
				Teacher:		

Current Education Program

- | | | |
|--|--|---|
| <input type="checkbox"/> General Education | <input type="checkbox"/> Early Intervention Services | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Title 1 for: | <input type="checkbox"/> School Counseling | <input type="checkbox"/> Private School |
| <input type="checkbox"/> Limited English Proficiency | <input type="checkbox"/> Gifted/Talented Program | <input type="checkbox"/> None |
- Other:

IDEA PART C EARLY INTERVENTION (IF STUDENT RECEIVES OR HAS RECEIVED PART C SERVICES)

Date School Staff Met with Family: _____
 School Staff Attending: _____
 Agency: _____ Family Support Specialist: _____
 Results: _____

PRESCHOOL SCREENING INFORMATION (FOR STUDENTS AGES 3-6 ONLY)

Screening Date: _____ Test Name: _____ Location: _____
 Results: _____

STUDENT PERFORMANCE ON STANDARDIZED GROUP ACHIEVEMENT TESTS:

Test Date: _____ Test Name: _____ School: _____
 Results: _____

Student Classroom Performance Summary

- | | | |
|--------------------------|--------------------------|---|
| Yes | No | |
| <input type="checkbox"/> | <input type="checkbox"/> | Student receives passing grades in all subject areas. If no, the student is currently failing in subject areas: |
| <input type="checkbox"/> | <input type="checkbox"/> | Student has been retained. If yes, student was retained in grade(s): |
| <input type="checkbox"/> | <input type="checkbox"/> | Student has received disciplinary action for inappropriate behavior. If yes, please explain or attach record: |
| <input type="checkbox"/> | <input type="checkbox"/> | Student's absences have affected classroom performance. If yes, please explain. |

General Education / Other Interventions

Dates	Implemented By	Intervention	Results of Intervention

Specific Reasons for Referral for Evaluation

Why is the student being referred for a comprehensive educational evaluation?

The student may have a disability which adversely affects the student's educational performance to the degree which requires special education and related services. The areas of concern that need further evaluation are:

- | | | |
|--|--|--|
| <input type="checkbox"/> Academic | <input type="checkbox"/> Assistive Technology/Services | <input type="checkbox"/> Behavioral |
| <input type="checkbox"/> Communication | <input type="checkbox"/> Developmental | <input type="checkbox"/> Limited English Proficiency |
| <input type="checkbox"/> Physical | <input type="checkbox"/> Psychological | <input type="checkbox"/> Social/Emotional |
| <input type="checkbox"/> Other: | | |

Signature of person making referral: _____

Date:

Attachment #3

EVALUATION REPORT PROCEDURAL CHECKLIST

1. Positive beginning and introductions

2. Give reasons for the meeting and what is to be accomplished
 - . Review educational history
4. Nurse report
5. Classroom teacher report(s)
6. Chapter I teacher/tutoring report
7. Resource room teacher report
8. Classroom observation report
9. Counselor, home-school coordinator, etc. report
10. Speech and language pathologist report
11. Psychologist report
12. Parent input
13. Summarize student's strengths and weaknesses and state the implications for instructional planning.
14. Determine if student is disabled, eligible, and in need of special education according to state and federal rules and regulations
15. Principal, psychologist, speech pathologist, or special education teacher summarize disabling condition and basis for such.
 5. Determine recommendations for consideration by the IEP team
17. Explain parent rights
 - a) review records
 - b) independent evaluation
 - c) dissenting opinion
18. Obtain signatures and parent approval or disapproval. Each signature requires a date.
19. Initiate IEP meeting (if applicable)
 - a) Annual goals and/or short term objectives
 - b) Related services
 - c) Initiation of program and anticipated duration of services
 - d) Identify placement(s) in the least restrictive site and setting
 - e) Parent approval and team signature

Attachment #4

COLSTRIP PUBLIC SCHOOLS

216 Olive Drive P.O. Box 159
Colstrip, MT 59323-0159

ACCESS RIGHTS

List of people by title who have access rights:

Superintendent of Schools	Coordinator of Special Services
Building Principals	Special Education Teachers
Psychologist	Classroom Teacher(s)
School Counselor	Special Services Secretary
Others Working Directly with Student with Administrative Approval	
State and Federal Monitors	

ACCESS LOG

DATE	NAME	TITLE/ORGANIZATION	PURPOSE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

TYPES & LOCATIONS OF OTHER RECORDS

TYPES	LOCATION
Permanent Record	Main Office - Vault
Cumulative Folder	Main Office
Health	Nurses Office
Special Education	Resource Room
CST, IEP, Psychological Evaluation	Special Services Office
Psychological	Psychologist's Office
Speech	Speech Pathologist's Office



**Colstrip Public Schools
Special Education Department**

Special Education Records Release Form

As determined by the exiting from special education or graduation of said student, Colstrip Public Schools has released all special education records to:

_____ on _____
(Name of Student or Guardian) (Date)

_____ understands that Colstrip School District 19 will only retain one **copy** of the most
(Name of Student or Guardian)

current Evaluation Plan report and the most current Individualized Education Plan (IEP) for five (5) years, at which time those documents will be destroyed. The data to be destroyed shall include information collected for identification, location, evaluation, and other items directly related to special education services that the student had received.

The Special Education file you are taking ownership of also contains this information and should be kept in a secure location. Colstrip School District 19 - Special Services reminds students and parents that these records are often needed when attempting to obtain social security benefits as well as accommodations at post-secondary school under the Americans with Disabilities Act.

Signature _____ Date _____
(Parent/Guardian or Student- if 18 or older)

Mailing Address _____

City/State/Zip _____

Phone Number(s) _____

Date of Termination of Services _____

Date file may be destroyed _____

(To be completed prior to destruction of records)

Date(s) of parent contact _____ Type of contact _____

Date of parents' screening & accepting of records _____

Date of destruction of data _____

CST and IEP are scheduled to be destroyed: _____
(School Year)

Original- Place in front of student's file

Copy- Place in destruction file

