

Annual SAU #19 Notice of Rights and Policies

SAU 19 has the responsibility to inform parents, students, staff and volunteers each year about a variety of programs and policies outlined below. If you have any questions please contact your building principal or the coordinator below at 497-4818:

Special Education and 504-----Brian Balke
English Language Learners -----MaryClaire Barry
Title IX----- MaryClaire Barry
Homeless Liaison----- Jill Girolimon

POLICIES:

Safe Schools

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The initials at the end of each passage refer to a Goffstown, New Boston or, Dunbarton policy. A complete set of District policies are available at each building’s main office.

For more information regarding special education, please contact Brian Balke, Assistant Superintendent, at 497-4818 extension 236 or visit the New Hampshire Department of Education’s website at <http://www.ed.state.nh.us>

The Safe School Zone Law

The Safe School Zone Law, RSA 193-D prohibits the unlawful possession or sale of any firearm or other dangerous weapons in any safe school zone.

DANGEROUS WEAPONS ON SCHOOL PROPERTY (JICI)

Dangerous weapons, such as, but not limited to firearms, explosive, incendiaries, martial arts weapons (as defined in RSA 159:24), electronic defense weapons (as defined in RSA 159:20), clubs, billies, metallic knuckles or containers containing chemicals such as pepper gas or mace, or the use of any object as a weapon are not permitted on school property, on school vehicles or at school- sponsored activities. Student violations of this policy will result in both school disciplinary action and notification of police. Suspension or expulsion from school could result.

In addition any student who is determined to have brought a firearm (as defined by 18 US 921) to school will be expelled for not less than one year (365) days. This expulsion may be modified by the Superintendent upon review of the specific case in accordance with other applicable law.

Weapons under control of law enforcement personnel are permitted.

All students will receive written notice of this policy at least once each year.

STUDENT DRUG/ALCOHOL ABUSE (JICH)

Legal drugs, over the counter drugs, or those which a student has on prescription and carries onto school property for ingestion as prescribed by a doctor, will be kept and dispensed only by the school nurse or principal's office.

Taking of illegal drugs or alcohol, and/or possession of same, in any form, is not permitted at any time. Parents will be informed immediately if a pupil is in violation of this policy, and the matter will be brought to the attention of the proper authorities.

- A. In case a student appears to be under drug/alcohol influence, the parent will be notified by school authorities to come for the student and remove him/her to his/her home or to medical facilities.
- B. In severe cases, if the parent/guardian or school doctor will not or can not come to school, the principal is authorized to call an ambulance to remove the student to the hospital. Parents will be notified of this action and be responsible for the incurred expenses.
- C. Upon reasonable evidence of the illegal possession and/or use of drugs/alcohol by any student on school property, the student will be suspended from school for at least five days. A conference with the parents, child and principal should be held as soon as possible.
- D. Any student found selling, distributing or giving away illegal drugs or alcohol will be turned over to police authorities immediately and suspended from school at once.
- E. Any student convicted in court of illegally selling drugs on or off school property will be suspended from school.

ALCOHOL USE ON SCHOOL PROPERTY

Controlled drugs are defined to be those drugs prohibited by New Hampshire State Law as defined in RSA Ch. 318-B. Alcohol beverages will not be permitted on school property at any time. Any student in possession of or under the influence of alcohol will be immediately suspended from school for not less than five days.

TOBACCO PRODUCTS BAN (JICG)

No person shall use any tobacco product in any facility maintained by the School District, nor on any grounds of the District.

Tobacco products means cigarettes, cigars, snuff, smokeless tobacco, smokeless cigarettes, products containing tobacco, and tobacco in any other form.

“Facility” is any place which is supported by public funds and which is used for the instruction of students enrolled in preschool programs and in all grades maintained by the District. This definition shall include all administrative buildings and offices and areas within facilities supportive of instruction and subject to educational administration, including, but

not limited to, lounge areas, passageways, rest rooms, laboratories, classrooms, study areas, cafeterias, gymnasiums, maintenance rooms, storage areas and field trips, **school programs, school functions, fields and parking lots.** Signs shall be placed by the District in all buildings, facilities and school vehicles stating that the use of tobacco products is prohibited.

It is the responsibility of the building principal(s), or designee, to initially enforce this policy by requesting that any person who is violating this policy to immediately cease the use of tobacco products. After this request is made, if any person refuses to refrain from using tobacco products in violation of this policy, the principal or designee may call the local police who shall then be responsible for all enforcement proceedings and applicable fines and penalties.

Students - No student shall purchase, attempt to purchase, possess, distribute, or use any tobacco products in any facility, in any school vehicle or anywhere on school grounds maintained by the District.

Enforcement of this prohibition shall initially rest with building principals, or their designees, who may report any violation to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop regulations which cover disciplinary action to be taken for violations of this policy. These regulations will be communicated to students by mean deemed appropriate by the principal. In addition to disciplinary actions taken by the school, criminal penalties or fines may result from violations of this policy.

Employees - No employee shall use any tobacco product in any facility in any school vehicle or anywhere on school grounds maintained by the District.

Initial responsibility for enforcement of this prohibition shall rest with building principals, or their designees. The principal may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

The principal will develop and implement the appropriate means of notifying employees of the possible disciplinary consequences of violating this policy. Any employee(s) who violate(s) this policy is subject to disciplinary action which may include warning, suspension or dismissal. In addition, fines or other penalties may result from enforcement of these prohibitions by other law enforcement officials.

All other persons - No visitor shall at any time use tobacco products in any facility, in any school vehicle, or anywhere on school grounds maintained by the District.

Responsibility for enforcement of this prohibition shall rest with all school District employees who may report violations to the local police department. In accordance with state law, the police department shall be responsible for all proceedings and applicable fines and penalties.

Annual notification and appropriate signage is the responsibility of the school principal.

Student Welfare JL

A complete listing of School Board policies are available at your school office.

Chapter 169C Child Protection Act and Section 169-C:29 Reporting Law require that schools do their very best to ensure that our students are kept safe. The reporting requirements relate to:

- ◆ Harassment (GBAA)
- ◆ Bullying (JICK)
- ◆ Hazing (JICFA)
- ◆ Abuse or Neglect (JLF) JHG(Dunbarton)

Theft, Destruction or Violence

The School District expects any staff member to report any such misconduct immediately to the school principal or designee. Except where otherwise noted, making a verbal report in the first instance is usually sufficient, but a written report must be filed no later than twenty-four (24) hours after receiving knowledge of the reported misconduct to the school principal or his/her designee. In the documentation, staff are urged to provide as many details as possible about the nature and extent of the incident.

Harassment (Please reference Policy GBAA)

State and federal laws that prohibit harassment from taking place in school, including Title VII of the Civil Rights Act of 1964, Title IX, and RSA 354-A. Sexual harassment, in particular, is forbidden. Harassment based on other categories is prohibited as well. These categories include the following: race, color, religion, national origin, age, physical disability, mental disability, veteran's status, pregnancy, marital status, and sexual orientation. That means that verbal, visual, or physical conduct, words or behavior toward another individual that makes that person feel uncomfortable or offended and creates a hostile environment for him or her is against the law and school policy. Several court decisions have emphasized a school's obligation to prevent and remedy any harassment that goes on among faculty members and students. These cases include *Burlington Industries v. Ellerth*, 524 U.S. 742, (1998), *Faragher v. City of Boca Raton*, 524 U.S. 775, (1998), *Gebser v. Lago Vista Independent School District*, 524 U.S. 274 (1998), *Davis v. Monroe County Board of Education*, 526 U.S. 629 (1999), *Marquay v. Eno*, 139 N.H. 708 (1995), and *Schneider v. Plymouth State College*, 744 A.2d 101 (1999). Harassment can take place among staff members, among students, and between staff and students.

The person(s) to whom reports should be made include the following administrators and school personnel (the principal will establish reporting procedures within each school):

- ◆ Assistant Principal
- ◆ Principal
- ◆ Assistant Superintendent
- ◆ Guidance Counselor
- ◆ Nurse

Please refer to the unlawful harassment policy (GBAA) for specific reporting requirements and a discussion about investigations and other school district action.

STUDENT WELFARE

Bullying (Please Refer to Policy JICK)

Under a new law called the Pupil Safety and Violence Prevention Act of 2000 that went into effect on January 1, 2001, schools are required to adopt a student safety and violence prevention policy, which addresses bullying. RSA 193-F. The law states that any school employee or subcontractor who has witnessed first hand or has reliable information that a student has been bullied must report the incident to the Principal or his or her designee. Under the law, bullying is defined as follows: "Insults, taunts, or challenges, whether verbal or physical in nature, which are likely to intimidate or provoke a violent or disorderly response." The Principal has an obligation to report the bullying incident to the Superintendent. Please note that the law provides immunity from civil liability for those employees who report bullying and where a student claims that the District failed to appropriately remedy it.

Hazing (Please refer to Policy JICFA)

New Hampshire has a state law that prohibits hazing and also mandates reporting of it. RSA 631:7. Hazing is defined as follows: "Any act directed toward a student, or any coercion or intimidation of a student to act or participate in or submit to any act, when:

1. Such act is likely or would be perceived by a reasonable person as likely to cause physical or psychological injury to any person; and
2. Such action is a condition of initiation into, admission into, continued membership in or associated with any organization."

An organization means an athletic group, club, social group, and the like that include students. Please note that no student can "consent" to being hazed.

Criminal liability is imposed for students who participate in and know about hazing.

Schools are also subject to criminal liability and can be found guilty of a misdemeanor if the school:

1. Knowingly permits or condones hazing;
2. Knowingly or negligently fails to take reasonable measures within the scope of its authority to prevent hazing; and
3. Fails to report to law enforcement authorities any hazing reported to it by others or of which it otherwise has knowledge.

Accordingly, staff must be mindful of the definition of hazing and understand that it extends to athletic teams and beyond to other organized groups operating at or in conjunction with our school. If any staff member has knowledge of hazing, has reason to know that hazing may be occurring or has occurred, or is otherwise aware of steps needed to prevent hazing, that person should immediately contact the Principal or, in his or her absence, another administrator.

Child Abuse or Neglect (Please refer to Policy JLF)

New Hampshire's Child Protection Act, RSA 169-C, requires reporting of *suspected* instances of child abuse or neglect to provide protection to children whose life, health or welfare is in danger. The law is aimed at protecting the safety of the child, preserving the family unity when possible, providing assistance to parents to deal with and correct problems, and

take other action as may be necessary to prevent child abuse and neglect, including treatment and rehabilitation. The law provides several lengthy definitions as to what constitutes “abuse” and “neglect.” An “abused child” is one who has been sexually abused, intentionally physically injured, physically injured by other than accidental means, or psychologically injured where the child “exhibits symptoms of emotional problems generally recognized to result from consistent mistreatment or neglect.” Sexual abuse is defined as follows: “the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or having a child assist any other person to engage in, any sexual explicit conduct or any simulation of such conduct for the purpose of producing any visual depiction of such conduct; or the rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children,” where the child’s health or welfare is harmed or threatened with harm. A “neglected child” is one (1) who has been abandoned by his or her parents, guardian, or custodian; (2) who is without proper parental care or control, subsistence, education as required by law, or other care or control necessary for his or her physical, mental, or emotional health, when it is established that his or her health has suffered or is very likely to suffer serious impairment; and the deprivation is not due primarily to the lack of financial means of the parents, guardian or custodian; or (3) whose parents, guardian or custodian are unable to discharge their responsibilities to and for the child because of incarceration, hospitalization or other physical or mental incapacity.

If a staff member suspects that a student has been abused or neglected, as those terms are defined under this law, that person must report the abuse or neglect immediately to the school principal, and the principal or designee shall report to the Department of Children, Youth and Family Services in Concord. That number is 271-4714.

Theft, Destruction or Violence

Under the Safe Schools Act, any school employee who has witnessed or has information about an act of theft, destruction or violence within a “safe school zone” must report the act in writing immediately to a supervisor. RSA 193-D. A safe school zone is an area which includes school property, the physical plant and equipment used for “school purposes,” the playgrounds, and school buses. The facilities used for “school purposes” extend to school-sponsored programs such as educational or extra-curricular activities. Acts of theft, destruction or violence refer to criminal activity, such as homicide, assault, sexual assault, criminal mischief, unlawful possession or sale of a firearm or other dangerous weapon, arson, burglary, robbery, theft, or the illegal sale or possession of a controlled drug.

In this District, reporting of any theft, destruction or violence should be made to the Principal or, in his or her absence, another administrator. The Principal or other administrator then must file a report with the local law enforcement authority immediately and he or she must submit a written report within forty-eight (48) hours of any initial report. Under a new law effective January 1, 2001, where the alleged victim of theft, destruction or violence is a student, the Principal must also notify the person responsible for the student’s welfare to advise that local law enforcement was contacted.

All employees new to the district shall receive Regulation JL-R, Student Welfare, and sign a statement of understanding and that they have reviewed such requirements as listed.

NOTIFICATION OF RIGHTS UNDER FERPA (FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974)

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records, as follows:

1. The right to inspect and review the student’s education records within 45 days of the day the district receives a request for access.

Parents or eligible students should submit to the school principal (or appropriate school official) a written request that identifies the records they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate or misleading.

Parents or eligible students may ask SAU 19 to amend a record they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the district decides not to amend the record as requested by the parent or eligible student, the district will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement personnel); a person serving on the School Board; a person or company with whom the district has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist), or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the district discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U. S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA. The name and address of the office that administers FERPA are as follows:

Family Policy Compliance Office
U. S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

5. The School Board has designated the following information as directory information which may be disclosed without prior written consent: the student's name, address, date and place of birth, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received, the most previous educational agency or institution attended by that student, pictures found in yearbooks and pictures of participants in school activities.

Section 9528 of the ESEA, 20 USC 7908, as amended by the NCLB, and 10USC 503, as amended by 544 of the National Defense Authorization Act for Fiscal Year 2002 (Pub. L. No 107-107), require LEAs to:

- Give military recruiters the same access to secondary school students as provided to post secondary institutions or to prospective employers; and
- Provide students' names, addresses, and telephone listings to military recruiters, when requested, unless a parent has opted out of providing such information.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain right regarding our conduct of surveys, collection and use of information for market purposes, and certain physical exams. These include the right to :

- Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED) ~
 1. Political affiliations or beliefs of the student or student's parent;
 2. Mental or psychological problems of the student or student's family;
 3. Sex behavior or attitudes'
 4. Illegal, anti-social, self incriminating, or demeaning behavior;
 5. Critical appraisals of others with whom respondents have close family relationships;
 6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of-

1. Any other protected information survey, regardless of funding;
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use -
 1. Protected information surveys of students;

2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

SAU #19 has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. SAU #19 will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. SAU #19 will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. SAU #19 will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

*Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5901*

Parents Right-to-Know Title I Part A of ESEA – Summarized
(No Child Left Behind Act of 2001)

You as a parent have right to request information about the professional qualifications of your child’s classroom teachers including:

- Whether the teachers have met State qualifications for the grade levels and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other professional status that the State has waived; field of discipline of the certification or degree; and
- Whether your child is provided services by paraprofessionals and if so their qualifications.

You will also receive information on your child’s level of achievement on all state assessments; and timely notice if your child has been assigned or taught four or more consecutive weeks by a teacher who is not highly qualified.

Home Language Survey – English as Second (ESL) Language Policy – Summarized

All schools within SAU #19 have an ESL policy which (1) identifies limited English proficient students; (2) assesses the students’ English proficiency to determine instructional placement; (3) places students in appropriate and sufficient services; (4) provides for equal educational opportunity; and (5) documents the provision of service and its effect on student performance. All new enrollees in the school should receive a Home Language Survey. If your child is new to the School District, but has not filled out the survey or if your child has limited English proficiency, please contact the building for a copy of the ESL Policy and/or survey.

Homelessness- SAU #19 continues to provide outreach to identify homeless children and youth and works with community agencies and shelters to remove barriers to enrollment. The homeless Liaison can be contacted at 603-497-4818 Ext. 233.

Notice of Nondiscrimination

School Administrative Unit #19 and its member districts (Dunbarton, Goffstown and New Boston) do not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its educational programs, activities, and employment practices. The following people have been designated to handle inquiries regarding the nondiscrimination policies: For 504 or IDEA issues, please contact Assistant Superintendent for Student Services, SAU #19, 11 School Street, Goffstown, NH 03045-1908, (603) 497-4818; For Title IX or ESL issues, please contact Assistant Superintendent for Curriculum, SAU #19, 11 School Street, Goffstown, NH 03045-1908; (603) 497-4818. Inquiries concerning the application of the nondiscrimination policies may also be referred to the Regional Director, Office of Civil Rights, U.S. Department of Education, 33 Arch Street, 9th Fl., Boston, MA 02110.

OVERVIEW OF SECTION 504

It is the policy of SAU #19 that no otherwise qualified person shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this SAU. As used in this policy and any implementing regulations, "person with a disability" means a person who has, or had, is regarded or was regarded as having, a physical or mental impairment that substantially limits one or more of a person's major life activities. This term includes all students identified as educationally disabled under IDEA.

GRIEVANCE PROCEDURE FOR ADDRESSING STUDENT/PARENT AND EMPLOYEE COMPLAINTS ALLEGING DISCRIMINATION ON THE BASIS OF RACE, COLOR, NATIONAL ORIGIN, RELIGION, SEX, DISABILITY, OR AGE

Any student or employee (grievant) who believes that the SAU #19 School District has discriminated against her/him because of her/his race, color, national origin, religion, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaint with the appropriate Building Principal, whose contact information appears below. If the Building Principal is the person who is alleged to have caused the discrimination, the complaint may be filed with the Assistant Superintendent of Student Services, SAU #19 School District, 11 School St., Goffstown, New Hampshire 03045, telephone (603) 497-4818. The contacts for each school are:

Principal
SPED Facilitator
Bartlett Elementary School
689 Mast Road
Manchester, NH 03102
(603) 623-8088

Principal
SPED Facilitator
Dunbarton Elementary School
20 Robert Rogers Road
Dunbarton, NH 03046
(603) 774-3181

Principal
SPED Facilitator
Glen Lake School
251 Elm Street
Goffstown, NH 03045
(603) 497-3550

Principal
SPED Facilitator
Goffstown Area High School
27 Wallace Road
Goffstown, NH 03045
(603) 497-4841

Principal
SPED Facilitator
Maple Avenue Elementary School
16 Maple Avenue
Goffstown, NH 03045
(603) 497-3330

Principal
SPED Facilitator
Mountain View Middle School
41 Lauren Lane
Goffstown, NH 03045
(603) 497-8288

Principal
SPED Facilitator
New Boston Central School
15 Central School Road
New Boston, NH 03070
(603) 487-2211

The complaint must be filed within 20 calendar days of the alleged violation. The complaint must be in writing. Any person of the grievant's choosing may assist the grievant with filing the complaint.

The written complaint must include the following information:

1. The name and school (or address and telephone number if not a student or employee) of the grievant.
2. The name (and address and telephone number if not a student or employee) of the grievant's representative, if any.
3. The name of the person(s) alleged to have caused the discrimination (respondent).
4. A description, in as much detail as possible, of the alleged discrimination or related problem.
5. The date(s) of the occurrence(s).
6. The name of all persons who may have knowledge about the alleged discrimination (witnesses).
7. A description, in as much detail as possible, of how the grievant wants the complaint to be resolved.

Within 10 calendar days of receiving the complaint, the Building Principal/alternate will provide a copy of the complaint to the respondent(s). Within 5 calendar days of receiving a copy of the complaint, the respondent(s) may respond, in writing, to the Building Principal/alternate.

Within 10 calendar days of receiving the complaint, the Building Principal/alternate will interview all witnesses identified by the grievant and the respondent(s) and gather other information, if any, related to the complaint.

Within 15 calendar days of receiving the complaint, the Building Principal/alternate will meet with the grievant and/or her/his representative to review the information gathered and to propose a resolution. Within 5 calendar days of the meeting with the grievant and/or representative, the Building Principal/alternate will provide written disposition of the complaint to the grievant and/or representative, to the respondent(s), and to the Superintendent.

If the grievant/representative is not satisfied with the Building Principal's/alternate's disposition of the complaint, the grievant/representative may appeal in writing to the Superintendent, SAU #19 School District, 11 School St., Goffstown, NH 03045, within 5 calendar days of receiving the Building Principal's/alternate's disposition. At a minimum, the written appeal will (a) state that it is an appeal of the Building Principal's/alternate's disposition of the complaint and (b) identify the desired resolution.

Within 10 school days of receiving the appeal, the Superintendent will issue a written response on the appeal to the grievant/representative, to the respondent(s), and to the applicable SAU #19 Board of Education. The written response will include the name and address of the chairperson of the applicable SAU #19 Board of Education.

If the grievant/representative is not satisfied with the Superintendent's response to the appeal, the grievant/representative may appeal in writing to the applicable SAU #19 Board of Education. At a minimum, the written appeal will (a) state that it is an appeal of the Superintendent's disposition of the first level of appeal, (b) identify the desired resolution, and (c) state if the grievant/representative wants the applicable SAU #19 Board of Education to conduct a hearing. If the grievant/representative requests a hearing, the appeal also will state if a public hearing or a closed/confidential hearing is desired.

If the grievant/representative does not request a hearing, the applicable SAU #19 Board of Education will issue a written response on the second level appeal to the grievant/representative and to the Superintendent within 21 calendar days of receiving the appeal. If the grievant/representative requests a hearing, the applicable SAU #19 Board of Education will conduct such hearing and issue a written response within 21 calendar days of receiving the appeal, unless an extension is agreed to in writing by both parties. There is no further level of appeal within SAU #19.

If the applicable SAU #19 Board of Education holds a hearing, all parties will have the right to representation, to present witnesses, and to conduct examinations. At its discretion, the SAU #19 Board of Education may join the second-level appeal with any other proceeding arising out of a common body of facts.

A parent or other person who wishes to request an impartial due process hearing concerning an educational placement or decision under Section 504 of the Rehabilitation Act of 1973 may contact the Assistant Superintendent of Schools, 504 Coordinator, SAU #19 School District, 11 School St., Goffstown, New Hampshire 03045, telephone (603) 497-4818. Within 10 calendar days of receiving the request, the 504 Coordinator will arrange for an impartial due process hearing, as prescribed in the Due process Hearings Procedures (attached).

Generally, a grievant may file a complaint alleging discrimination on the basis of race, color, national origin, sex, disability, or age with the U.S. Department of Education, Office of Civil Rights, 33 Arch Street, 9th Floor, Boston, Massachusetts 02110, telephone (617) 289-0111, Fax (617) 289-0150:

1. within 180 calendar days of alleged discrimination
2. within 60 calendar days of receiving the final disposition on a complaint filed with the applicable SAU #19 Board of Education or,
3. instead of filing a complaint with the applicable SAU #19 School Board.

All the time lines specified above will be implemented, unless the nature of the investigation or exigent circumstances prevent such implementation. In such instance, the matter will be completed as quickly as practicable. If the time lines specified above are not met, the reason(s) for not meeting them must be clearly documented.

1. **The grievance procedure exists to resolve complaints of discrimination on the basis of disability.**
The SAU #19 grievance procedure *shall* be utilized for and must be afforded to parents and students, who file complaints of discrimination. SAU #19 encourages the use of the grievance procedure as the first recommended step in dispute resolution for parent/student issues prior to an impartial due process hearing being initiated. Parents, however, are not required to utilize the grievance procedure as the first step.
2. **Continual notification to the public of the District's Section 504 and ADA responsibilities.**
SAU #19 is responsible to provide notification of their:
 - a. Intent not to discriminate on the basis of physical or mental impairment;
 - b. Commitment to provide equal access, or employment in education, its activities and programs;

- c. Identification of a Section 504/ADA Coordinator, office address, and telephone number; and
 - d. Responsibilities under Section 504 and Title II of the ADA.
- The notification *shall* be made in written form and be inserted in beginning-of-the-school-year mailing to the public (i.e. student/parent handbooks). This *shall* be the procedure every year and shall be directed to students and parents. Notification documents will be collected annually by the SAU-wide 504 Coordinator's office.

3. **Provide public notices of Section 504 and ADA responsibilities.**

SAU #19 is required to provide a public notice for Section 504, and is also required to post a non-discrimination notice relative to employment of individuals with disabilities. As part of the continual notification requirement, this notice is to be included in the following:

- a. Student/parent handbooks
- b. Staff handbooks
- c. Electronic Postings (Webpage)
- d. The "ADA Recruitment, Advertisement, Application, and Employment Notice of Non-Discrimination" should be attached to all job applications.

4. **Develop, implement, and provide parents/guardians, and students procedural safeguards regarding notice of their rights in identification, evaluation, and placement of individuals who are disabled or who are believed to be disabled.**

Procedural safeguards include the right to notice, an opportunity to review relevant records, the right to an impartial due process hearing, and assurances that parent(s)/guardians will be given an opportunity to participate in the identification of individuals with disabilities. SAU #19 will adhere to the timelines for notification, assessment and planning utilized in IDEA/The New Hampshire Rules for the Education of Children with Disabilities.

5. **Identify and locate all individuals with disabilities within the boundaries of the school district.**

SAU #19 will identify students who are eligible for services under IDEA/504 who reside within the boundaries of the SAU. FAPE will be afforded to those individuals as called for under those acts.

DUE PROCESS HEARING PROCEDURE

- (a) If a due process hearing is required the Section 504 Coordinator shall immediately schedule a due process hearing with an impartial hearing officer.
- (b) Within 10 days of the Section 504 Coordinator's request for a hearing the hearing officer shall begin the hearing process by issuing an order of notice which shall:
 - (1) Identify the parties to the hearing, parties at a minimum shall include the child and/or parent;
 - (2) Briefly summarize the subject matter and identify the issues to be resolved;
 - (3) Specify the statutory authority for the hearing and for the proposed action;
 - (4) Specify the date and address for submission of written materials;
 - (5) Direct that a verbatim recording be made available for all parties, and exhibits, and that such verbatim recording be made part of the record for the appeal.
- (c) The order of notice shall be sent to the parties to the hearing be certified mail, return receipt requested, no later than 20 days prior to the first day of oral hearings.
- (d) Any party to the hearing may be represented by counsel at the hearing and any pre-hearings scheduled by the hearing officer.
- (e) Subject to the rules and statutes governing such hearings, the hearing officer shall:
 - (1) Schedule and hold hearings;
 - (2) Regulate and control the course of hearings;
 - (3) Administer oaths or affirmations;
 - (4) Determine the order of proof, the party with the burden of proof shall present its evidence first;
 - (5) Receive relevant evidence;
 - (6) Take official notice of facts which are of common knowledge and notoriety;
 - (7) Dispose of procedural requests, including those of the participants or those made on his own motion;
 - (8) Hold pre-hearing conferences;
 - (9) Examine parties or witnesses;
 - (10) Consider and evaluate facts and evidence in order to make findings of fact or law;
 - (11) Cause a complete record of any proceeding to be made; and
 - (12) Take any other action, consistent with applicable statutes, rules and the interest of justice, necessary to conduct and complete the proceeding in a fair and timely manner.
- (f) The hearing officer shall not, while the hearing is pending, communicate with any party involved in the hearing concerning any issue in the hearing without prior notice to all parties and an opportunity for them to participate.

- (g) Upon request of any party, or upon his own motion and with agreement of all parties, the hearing officer shall schedule one or more pre-hearing conferences prior to the commencement of formal proceedings.
- (h) Matter which may be considered at informal conferences include, but are not limited to the following:
 - (1) Offers of settlement;
 - (2) Stipulation of the issues;
 - (3) Stipulation or admissions as to issues of fact or proof;
 - (4) Limiting the number of witnesses;
 - (5) Setting a schedule for discovery;
 - (6) Recommendations to the hearing officer concerning procedures which may be changed or tailored to suit the needs of particular parties and their circumstances; and
 - (7) Any other matters which may aid in the disposition of the proceeding.
- (i) Upon good cause shown, including but not limited to illness, accident or death of a family member, the hearing officer shall continue the hearing and reschedule it for a date later than that shown in the order of notice but in no case shall the continuance be granted for more than 15 days. Notice of the continuance shall be made in writing to all parties except that if the continuance is granted less than 3 days before the scheduled hearing date, notice shall be made by telephone followed by notice in writing.
- (j) Any party, to whom notice has been served in accordance with this procedure, who fails to appear and fails to obtain a continuance from the hearing officer prior to the scheduled time of the hearing, shall have a decision rendered against him/her if the interests of justice will be served by such action.
- (k) Within a reasonable time, but in any event no less than 5 days before the hearing, the parties shall give notice to the hearing officer and each other of the character of the evidence to be presented at the hearing. Such notice shall state whether or not new evidence, the same evidence, or legal argument will be presented at the hearing.
- (l) Each party may offer such evidence as it desires, but irrelevant, immaterial, or unduly repetitious evidence will be excluded. The hearing officer shall determine the relevance of the evidence offered.
- (m) The hearing officer shall render a decision within 10 days of the hearing. The decision shall list the pertinent facts found by the hearing officer. The decision shall take effect immediately unless an appeal is made. A copy of the decision shall be mailed by certified mail, return receipt requested, to all parties named in the order of notice.

APPEAL -Either party may appeal the decision of the hearing officer to a court of competent jurisdiction within 30 days of the decision.

IMPARTIAL DUE PROCESS HEARING OFFICER

- (a) A hearing may not be conducted:
 - (1) By a person who is an employee of a public agency which is involved in the education or care of the child;
 - (2) By any person having a personal or professional interest which would conflict with his or her objectivity in the hearing.
- (b) A person who otherwise qualifies to conduct a hearing is not an employee of the agency solely because he or she is paid by the agency to serve as a hearing officer.

OVERVIEW OF SPECIAL EDUCATION

TYPES OF SPECIAL EDUCATION PROGRAMS AVAILABLE IN SAU #19

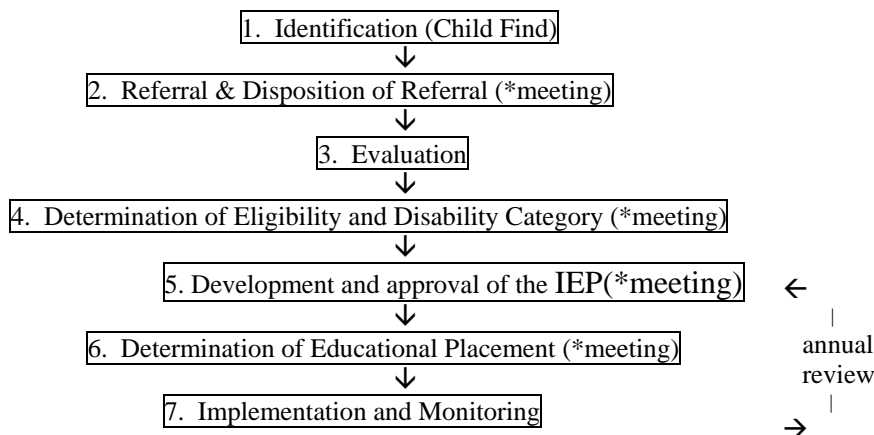
- Integrated preschool program
- Continuum of special education in-district services, from in-class support to substantially separate programs
- Support services, such as speech, occupational and physical therapy
- Itinerant services for the hearing and visually impaired

CHILDFIND ACTIVITIES: The school district is responsible for identifying students with educational disabilities, ages 2.5 through 21, and for providing special education services for those students with educational disabilities, ages 3 through 21 including SAU #19 residents who attend private schools located within the boundaries of the district.

When there is a suspected disability, the student may be referred for evaluation by parents, staff members, or any other interested person. The referral process starts by contacting one of the local school offices.

Overview of the NH Special Education Process

The special education process includes specific steps, each with their own requirements. These requirements are discussed in more detail in the applicable sections of this handbook. Each step in the special education process includes procedures for parents and schools to work together and to resolve any disagreements they may have. The sequence of the special education process is:



**Note: Some of these required meetings may be combined.*

The process includes an annual review of the IEP and placement, which is based on information such as formal and informal evaluations, observations and progress on the current IEP goals and objectives.

1. Identification. Anyone may suspect that a child may have a disability and need special education. Additionally, school districts are required to have formal “Child Find” procedures to locate, evaluate and count children who may have disabilities to ensure that eligible children are found, classified and provided needed services. This includes children in public schools, in private schools located within each school district, children who are wards of the state and homeless children.

2. Referral. When a parent, teacher or other person suspects a child may have a disability and need special education, he/she may make a referral to the school or LEA. It is best if the referral is made in writing, and it explains why you believe the child may have an educational disability. If the referral comes from someone other than the parent, including from the child’s teacher, the parent is immediately notified in writing that a referral has been made. Some children may be referred through the school district’s Child Find efforts.

Within 15 calendar days of receiving the referral, the Team must meet to make a disposition of referral and notify the parents, in writing, of their decision. The Team may decide that there is no indication that the child has a disability and needs special education or special education and related services and that at this time the school can meet the child’s needs through regular educational services. Otherwise, they would determine that there is reason to suspect the child may have a disability and should be evaluated.

3. Evaluation. A child who is being considered for special education must be given a full and individualized evaluation to determine eligibility for special education, as well as to identify educational needs (such as academic, communication, developmental, motor, social/emotional, and vocational needs). Written consent from the child’s parent is required before this testing may be conducted. A team of people, including the parents, will consider any information they already have about the child to determine what additional testing is needed. The testing will then be conducted by trained and knowledgeable, certified or licensed evaluators, and completed within 45 calendar days after the school has received written parental consent for the evaluations (unless the parent and LEA have agreed to an extension). Once the testing is completed, the parents will be given a report of the results. If the parents disagree with the evaluation conducted by the school district, the parents may request the district provide an independent educational evaluation at no cost to the parent.

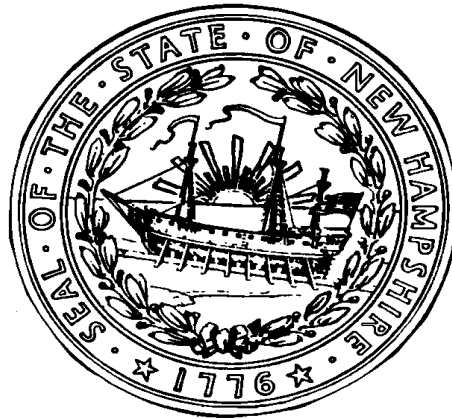
4. Determination of Eligibility and Disability Category. When the evaluations are complete, the Team uses that information to determine whether the child is eligible for special education services. To be eligible, the child must have a disability, and require special education or special education and related services to benefit from education. The child will then be identified (“coded”) with one or more of 14 specific disability classifications listed on page 16. Once a child begins receiving special education, he/she is reevaluated at least once every three years to ensure the Team continues to have current information on which to base their decisions.

5. Development of the IEP. Within 30 days after the child is found eligible for special education, the Team meets to develop an individualized educational program (IEP) for the child. Once a child has an IEP, it is reviewed/revised at least annually, and it must be in place at the start of each school year. The IEP does not become effective until it is agreed upon and signed by the parent(s).

6. Determination of Educational Placement. After the IEP has been developed and agreed to, the Team meets to determine the least restrictive environment in which the child can receive the educational services described in his/her IEP.

7. Implementation and Monitoring. The child begins receiving services once the parents consent in writing to the IEP and placement. Then parents, educators and others involved with the child monitor the child’s progress on an ongoing basis to ensure his/her educational needs are met. If concerns about the child’s progress arise, a meeting of the Team may be requested and scheduled without unnecessary delay.

New Hampshire Special Education Procedural Safeguards Handbook



This handbook is based on the *Individuals with Disabilities Education Act of 2004* and the *NH Rules for the Education of Children with Disabilities effective June 30, 2008*

December 2008

*Developed by
The N.H. State Department of Education, Bureau of Special Education
in collaboration with the Parent Information Center, NH Association of Special Education
Administrators, NH School Administrators Association and NH State Advisory
Committee for the Education of Children and Students with Disabilities*

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Introduction

Children are more likely to succeed when parents and educators work together to develop and achieve educational goals for children with disabilities. Federal and State law provide many opportunities for parents to be involved in the planning and decision making concerning their child's special education needs.

This handbook has been developed to provide parents, adult students with disabilities, educators and others with information about parent/child rights in the special education process. These rights are called "procedural safeguards." Parents are integral members of the IEP Team. The IEP Team is the group that makes most of the major decisions about a child's special education needs and services. Parents are full members of the IEP Team.

The IEP Team determines evaluation, eligibility, the Individualized Education Program (IEP), and educational placement of the child. The formal name of the Team is the IEP Team, but it may be referred to by other names depending on the function or activity being addressed. You are an important member of the IEP Team; your voice needs to be included. The special education process offers parents an opportunity to share their knowledge and expertise about their child with others on their child's Team. The law was established to offer opportunities for parents to participate in the special education process and promote communication between schools and parents on behalf of their child. The special education process is most effective when parents and school personnel are well informed and able to work together.

It is particularly important that parents and others involved in the special education process understand their rights and be aware of the statutes of limitations and other restrictions in order to fully access a free appropriate education at public expense (FAPE).

The Individuals with Disabilities Education Act (IDEA 2004) requires that school districts provide parents a copy of the procedural safeguards (parental rights) only one time a school year. There are additional times when a copy must be given to you: (1) upon initial referral or parent request for evaluation; (2) upon receipt of the first State complaint or the first due process complaint in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request.

Please note that while this handbook meets the requirement under the *Individuals with Disabilities Education Act of 2004* (IDEA 2004) that parents be provided a written document that describes the procedural safeguards to which they are entitled, it does not include the entire text of either the Federal or the State special education laws or regulations. There are instances where the NH Rules for the Education of Children with Disabilities exceed IDEA 2004.

A complete text of the NH Rules for the Education of Children with Disabilities may be found on the NH Department of Education website:

www.ed.state.nh.us/education/doe/organization/instruction/documents/NHRulesBoxesJuly172008.pdf

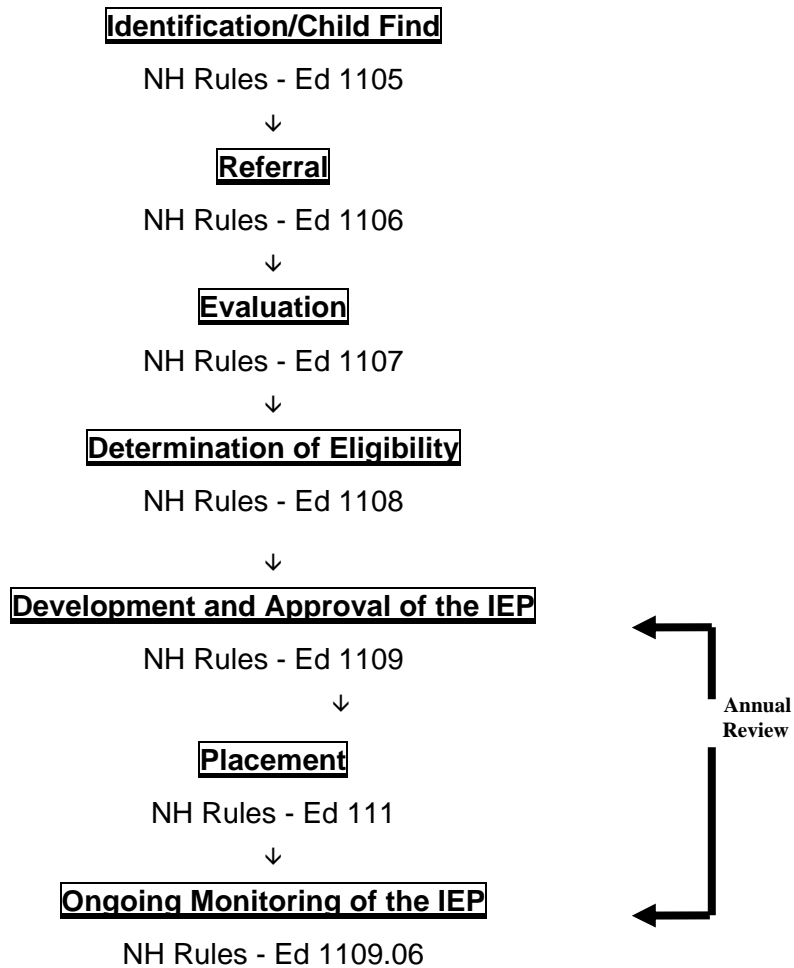
For a free bound copy of the N.H. Rules for the Education of Children with Disabilities (NH Rules) please call the N.H. State Department of Education at 271-3741.

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Overview of the NH Special Education Process

The intent of this section is to give you a concise overview of the special education process as a reference when reading the New Hampshire Procedural Safeguards. There are additional resources in the appendix to help you develop a comprehensive understanding of special education.

The special education process includes specific steps, each with their own requirements. Each step in the special education process includes procedures for you and school districts to work together. The sequence of the special education process is:



The special education process includes an annual review of the IEP and placement, which is based on information about your child such as formal and informal evaluations, observations and progress on the current IEP goals and objectives.

Identification/Child Find Anyone may refer a child if they suspect that he/she may have a disability and need special education. Additionally, all school districts using the special education process, shall find, identify, and evaluate all children suspected to be children with disabilities who are 2.5 years of age or older, but less than 21 years of age, to ensure that eligible children are found, identified, and provided needed services.

Referral and Disposition of Referral When you, a teacher, or other person suspects a child may have a disability and need special education, a referral to the school district may be made. If the referral comes from someone other than you, including from the child's teacher, you are immediately notified, in writing, that a referral has been made. A disposition of referral meeting, to which you will be invited, must be held within 15 calendar days of receiving the referral. This meeting (like all IEP team meetings) must be held at a date, time, and place mutually agreeable to you and the school. The IEP Team may decide that there is no indication that your child has a disability and needs special education or special education and related services and that at this time the school can meet your child's needs through regular educational services. Otherwise, they would determine that there is reason to suspect your child may have a disability and should be evaluated.

The school must give you written notice of the IEP Team's decision. This notice is the "Written Prior Notice" described on page 7 in this booklet. If the IEP Team decides that additional testing is necessary, then the written prior notice will also include a request for parental consent to conduct any individual evaluations needed to determine if your child is a child with a disability.

Evaluation An evaluation is one component of determining if your child is eligible to receive special education. When your child is being considered for special education, your written consent is required before testing may occur. Your school district will arrange testing, at no cost to you, to be conducted by trained and knowledgeable, certified or licensed evaluators. After the school district has received your written consent for the evaluations, testing must be completed within 45 calendar days (unless you and the school district have agreed to a one time extension of not more than 15 days). Once the testing is completed, you will be given a written summary. Upon your written request, the school district must provide access to test results and other relevant educational records 5 days prior to the IEP Team meeting. If you disagree with the evaluation conducted by the school district, you may request the school district provide an independent educational evaluation at no cost to you.

Once your child begins receiving special education, the IEP Team will meet to discuss eligibility at least once every three years to ensure the IEP Team continues to have current information on which to base their decisions. If new concerns arise, you or the school district may request an evaluation.

Determination of Eligibility and Disability Category When the evaluations are complete, the IEP Team uses that information to determine whether or not your child is eligible for special education. To be eligible, your child must have a disability and require special education or special education and related services to benefit from education. Your child will then be identified with one or more of specific disability classifications listed in the NH Rules Ed 1102.01(f).

Development of the Individualized Education Program (IEP) Within 30 days after your child is found eligible for special education, the IEP Team meets to develop an Individualized Education Program (IEP) for your child. The initial IEP does not become effective until it is agreed upon and signed by you. The IEP includes specific required components listed in the NH Rules Ed 1109.01 and 1109.03. If the IEP Team determines that your child needs more than the traditional school day/year, the school district will provide your child with Extended School Year Services (ESY).

Once your child has an IEP, it is reviewed/revised in an IEP team meeting at least annually. Your child must have an agreed upon IEP in place at the start of each school year.

Determination of Educational Placement After the IEP has been developed, the IEP Team meets to determine placement in the least restrictive environment (LRE) in which your child can receive the special education and related services described in his/her IEP. The continuum of educational environments for preschool and school age children with disabilities are listed in NH Rules Ed 1103.

Implementation and Monitoring You, your child's teachers, and others involved with your child's education monitor progress on an ongoing basis to ensure his/her educational needs are met. If concerns about your child's progress arise, a meeting of the IEP Team may be requested. When you request an IEP team meeting in writing, the district must respond within 21 days by either holding the meeting or responding with a written prior notice detailing why the district is refusing to convene a meeting.

Members of the Individualized Educational Program (IEP) Team – Ed 1103.01 The IEP Team is responsible for making all major decisions in the special education process. Members of the IEP Team:

- You, (parent(s), legal guardian or surrogate parent);
- Your child, if he/she is an adult student, when transition services are being discussed or when otherwise appropriate;
- At least one of your child's regular education teachers; (for preschoolers, an individual qualified to teach a child of that child's age);
- At least one of your child's special education teachers or service providers;
- A representative of your school district who is qualified to provide or supervise specially designed instruction and is knowledgeable about the general curriculum and the availability of school district resources;
- Someone who can interpret the instructional implications of evaluation results;
- Other people who have knowledge or special expertise regarding your child, (invited by you or your school district);
- Someone knowledgeable about the vocational education being considered (when a vocational education component is being considered);
- Representatives from adult service agencies who may be either paying for or providing transition services but only with consent from you or the adult student.

When eligibility for special education is being determined, the IEP Team must also include:

- A teacher certified in each area of suspected disability, and
- Someone knowledgeable about your child from having had contact with your child in school, or for preschoolers, in an appropriate setting.

When the IEP Team is making the determination of eligibility for your child suspected of having a learning disability, additional membership must include:

- The child's regular teacher, or if the child does not have a regular teacher, a regular classroom teacher (for school age children) or individual (for preschoolers) qualified to teach a child of his/her age, and
- At least one person qualified to conduct individual diagnostic examinations of children (such as a school psychologist or reading specialist).

For a child who previously received Early Support and Services, upon your request, the program coordinator or other representatives must be invited to the initial IEP meeting.

The State must have procedures to appoint you or another appropriate individual if you are not available, to represent your child's educational interests while the child remains eligible for special education, if after reaching the age of majority, your child has not been determined incompetent but can be determined not to have the ability to provide informed consent in the special education process.

Parent Participation in Individualized Educational Program (IEP) Meetings You must be given an opportunity to participate in any meeting having to do with your child's referral, evaluation, determination of eligibility, and educational placement and the provision of a Free and Appropriate Public Education (FAPE) to your child. This does not apply to school personnel's informal or unscheduled conversations on issues such as teaching methodology, lesson plans, or coordination of service provision or meetings they have to develop a proposal or response to a proposal you make that will be discussed at a later meeting.

You must be given written notice of IEP meetings at least 10 days before the meeting is to be held, except for manifestation determination meetings (for students who are suspended or expelled), which only require 5 days written notice. If you agree that it is necessary, you may agree to have an IEP meeting held sooner than 10 days. The IEP meeting notice (invitation) must include the time and place of the meeting, its purpose, and a list of participants who will be in attendance. The notice will also inform you of your right to invite another person or persons who have special knowledge of or expertise regarding the child to the meeting.

IEP team meetings are to be held at a mutually agreeable time and place. If you are unable to attend an IEP team meeting, you may ask for it to be rescheduled or held in a different location. The school district must offer you an opportunity to participate through other alternative means, such as through an individual or conference telephone call or video conferencing. If you do not attend an IEP meeting to determine placement, the school district must have a record of its attempts to insure your involvement in the meeting.

Excusal for IEP Team Meetings: You and the school district may jointly agree to excuse an IEP team member from all or part of an IEP meeting if:

- You both agree that the individual's attendance is not necessary because that person's area of expertise is not being discussed at the meeting; or
- The meeting does involve that person's area of expertise, but the parent and school district consent to the excusal and the member submits input into the development of the IEP in writing to you and the IEP Team prior to the meeting.

You must agree to the excusal in writing. You or the school district must notify the other party 72 hours before a scheduled meeting or upon learning of the expected absence of a team member, whichever is earlier.

Parental Consent

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1120.04

School districts must request parental consent, in writing, for special education and related services to be provided to a child with a disability, as well as for other activities that are part of the special education process, except in certain circumstances.

Consent means:

- You have been fully informed of all information relevant to the activity for which consent is sought in your native language or other mode of communication;
- You understand and agree, in writing, to the carrying out of the activity for which your consent is sought, and that the consent describes the activity and lists the records (if any) that will be released and to whom; and
- You understand that the granting of consent is voluntary and you may withdraw consent at any time;
 - a) Your withdrawal of consent does not negate (undo) an action that has occurred after you gave your consent and before you withdrew it.

You have 14 days from the date of the school district's request to respond in writing. The 14-day time limit shall be extended if you and the school district mutually agree to an extension.

Parental consent must be in writing and it must be "informed," that is, you must understand what is being proposed, what the consequences (pros and cons) are of the action the school is proposing, and why the IEP Team is proposing the changes for which your consent is requested.

School districts must obtain your informed, written consent before:

- Conducting an initial evaluation;
- Initial provision of special education and related services to a child with a disability;
- Annual renewal of the IEP;
- Placement of a child with a disability;
- Determining or changing the disability classification;
- Changing the nature or extent of the special education or special education and related services;
- Conducting a reevaluation;
- Annual access to public insurance or when changes in services paid by public insurance are made; and
- Each time the school district proposes to access private insurance.

Consent is also required for:

- A one-time extension to the evaluation timeline of up to 15 days (Ed 1107.01(d)).
- Excusal of IEP Team members under certain conditions (Ed 1103.01(a)).

Note: Consent for the initial evaluation cannot be construed as consent for initial placement.

School districts are not required to obtain your consent before:

- Reviewing existing data as part of your child's evaluation or reevaluation; or
- Administering a test or other evaluation that is given to all children, unless consent is required of parents of all children.

Special circumstance: If the school district does not receive your written consent within 14 days and it can demonstrate that it has taken reasonable measures to obtain your consent, the school district can implement the following:

- Annual renewal of the IEP and placement of a child with a disability;

- Determining or changing the disability classification;
- Changing the nature or extent of the special education or special education and related services;
- Conducting a reevaluation.

“Reasonable measures” include detailed records of telephone calls made or attempted and the results of those calls, copies of correspondence sent to you (by certified mail, return receipt requested) and any responses received, and/or detailed records of visits made to your home or workplace and the results of those visits.

For children who are wards of the State, the school district is to make reasonable efforts to obtain informed consent from the parent for an initial evaluation, with exceptions when they cannot locate the parent or the parent’s rights (or right to make educational decisions) have been terminated. If the child is a ward of the State the appointment of a surrogate parent must be explored.

When you are considering consent, it is very important that you ask questions about any aspect of the activity for which you are being asked to consent.

It is important that you **return** the consent form to the **school district within 14 days or the agreed upon timeframe**. The timeframe begins on the date the school district **sent** the consent form to you. Please consider that if the consent form comes to you in the mail, a few days of the 14 days may already have passed by the time you receive the request for your consent. **It is your responsibility to respond.**

There are four ways you may respond to a school’s request for your consent. The **outcomes** for each response that you may choose are:

1. You give consent:

- The proposed changes will happen.

2. You refuse consent:

- The school district **cannot** implement the proposed changes, but the school district has several options for trying to obtain your consent:
 - a. The school district may hold another IEP team meeting to discuss your concerns;
 - b. The school district may ask you to participate in a voluntary Alternative Dispute Resolution process, such as facilitated IEP team meeting, mediation or a neutral conference in order to reach agreement.
 - c. The school district is required for specific proposals to request a due process hearing. Please see the due process section on page 15.

Exceptions: The school district may not use its consent override procedures outlined above if you refuse consent or fail to respond:

- To a request for consent to provide special education and related services for the first time;
- If you have enrolled your child in a private school at your own expense;
- If you are home schooling (home education) your child in accordance with RSA 193-A.

If you refuse consent for your child to receive special education and related services for the first time, the school district is not required to provide those services and is not in violation of the requirement to provide a free appropriate public education (FAPE) to your child and is not required to have an IEP meeting or develop an IEP for your child for those services.

3. You consent to part of any proposal:

- The school district will do the agreed-upon actions. For the actions for which you have not given consent; your refusal to consent to one service, benefit, or activity cannot be used to deny you or your child any other service, benefit, or activity to which they are entitled

under special education laws/regulations.

4. You fail to respond within 14 days or within the mutually agreed upon time extension:

- If the school district can demonstrate that it has taken reasonable measures to obtain your consent, the school district can proceed in accordance with the table below:

<u>Activity for which consent was sought:</u>	<u>Options available to the school district:</u>
Conducting an initial evaluation	<i>The school may pursue the evaluation by using alternative dispute resolution (page 14), or request a due process hearing (page 19).</i>
Initial provision of special education and related services to a child with a disability	<i>The school district may not use the alternative dispute resolution or request a due process hearing.</i>
Annual renewal of the IEP and placement of a child with a disability	<i>The school district shall implement its proposal. You may, however, request an IEP meeting to reconsider the proposal at any time.</i>
Determining or changing the disability classification	
Changing the nature or extent of the special education or special education and related services	
Conducting a reevaluation	
Annual access to public insurance or when changes in services paid by public insurance are made	<i>The school district may not pursue further actions.</i>
Each time the public agency proposes to access private insurance.	

Written Prior Notice

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1120.03

“Written Prior Notice” must be given to you in writing after a decision is made to recommend a change, but before actually making the change. The information contained in a Written Prior Notice (WPN) is the important what and why of an IEP Team’s recommendation to make a change. If you have requested a change in your child’s program and the IEP Team’s decision is to refuse to make the change, then WPN must be given to you to explain the reasons for the refusal.

Your school district must give you WPN, whenever it:

- Proposes to initiate or change the referral, evaluation, determination of eligibility, or educational placement of your child, or the provision of special education and related services (Free Appropriate Public Education [FAPE]) to your child; **or**
- Refuses to initiate or to change the eligibility/identification, evaluation, or educational placement of your child or the provision of FAPE to your child.

WPN tells exactly what the changes are that the IEP Team is proposing, and tells why the IEP Team is proposing this change. You must be notified, in writing, at least 14 calendar days before the IEP Team proposes to make the recommended change.

The Written Prior Notice (WPN) must:

- Describe the action that your school district proposes or refuses to take;
- Explain why your school district is proposing or refusing to take the action;

- Describe each evaluation procedure, assessment, record, or report your school district used in deciding to propose or refuse the action;
- Include a statement that you have protections under the procedural safeguards provisions in IDEA 2004;
- Tell you how you can obtain a description of the procedural safeguards if the action that your school district is proposing or refusing is not an initial referral for evaluation;
- Include resources for you to contact for help in understanding IDEA 2004;
- Describe any other choices that your child's Individualized Education Program (IEP) Team considered and the reasons why those choices were rejected; and
- Provide a description of other reasons why your school district proposed or refused the action.

The WPN must be written in language understandable to the general public; that is, easy to read and understand. WPN must be provided in the native language or other mode of communication (such as sign language) used by the parent (unless it is clearly not possible to do).

If the native language or other mode of communication of the parent is not a written language, the school district must ensure the notice is translated orally or by other means of communication, that the parent understands the content of the notice, and there is written evidence of both the translation and the parent understanding the content.

Independent Educational Evaluations

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1107.03, 1120.07

As the parent of a child with a disability (or a child who has been evaluated for special education consideration), you have the right to get an independent educational evaluation of your child.

An **independent educational evaluation** is an evaluation conducted by a person who is not employed by the school district and who is qualified to do the evaluation.

The school district may provide an independent educational evaluation at public expense if you disagree with the evaluation done by the school district. (The formal term is “at public expense,” meaning the school district either pays the full cost of the evaluation or ensures the evaluation is provided at no cost to the parent.) You are entitled to only one independent educational evaluation at public expense each time the school district conducts an evaluation with which you disagree. If you request an independent educational evaluation, the school district may ask you why you object to the school district’s evaluation. However, you are not required to explain, and this may not result in any delay in the school’s decision about whether to pay for the independent evaluation.

If you request an independent educational evaluation at public expense, the school district must, without unnecessary delay, either:

- Agree to provide the independent educational evaluation at public expense; or
- Initiate a due process hearing to show that the school district’s evaluation is appropriate.

If you request an independent educational evaluation, the school district must inform you about:

- Where an independent educational evaluation may be obtained; and
- The applicable school district criteria for an independent educational evaluation, including:
 - a) The location of the evaluation; and
 - b) The qualifications of the examiner (person doing the testing).

The criteria must be the same as the school district uses when the school district conducts an evaluation. A school district may not have any other restrictions, conditions or timelines related to a parent getting an independent educational evaluation other than location and examiner's qualifications.

You always have the right to obtain an independent educational evaluation at your own expense. You also have the right to bring parent-funded independent evaluations to the IEP Team for use in determining your child's educational needs. You are not obligated to share parent-funded evaluations with the IEP Team. However, the school district may seek to obtain the results of parent-funded evaluations through the discovery process as part of a due process hearing. The IEP Team must consider the results of any independent educational evaluation if the evaluation meets the school district's criteria (explained above) in any decisions about the provision of a free appropriate public education for your child. Also, the results of any independent educational evaluation may be presented as evidence at an impartial due process hearing.

If a Hearing Officer requests an independent educational evaluation as part of a hearing, the school district must pay for the evaluation.

If the Hearing Officer decides the school district's evaluations were appropriate, the school district is not required to pay for the independent educational evaluation or reimburse you.

Electronic Mail

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1102.02

If your school district offers you the choice of receiving documents by e-mail, you may choose to receive the following by e-mail:

1. Written Prior Notice;
2. Procedural Safeguards Notice; **and**
3. Notices related to a due process complaint.

Educational Surrogate Parents

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1115

Sometimes there is no parent to represent a child in the special education process. In those instances, an Educational Surrogate Parent may be appointed "to act as a child's parent in the educational decision-making process." Additional information about the rights and responsibilities of Educational Surrogate Parents may be found in the NH Rules Ed 1115.

Confidentiality of Information

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1119.02

School districts have many types of education records about children for whom they are responsible. **Education records** means records covered under the definition of "education records" in 34 CFR Part 99 (regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g [FERPA]). They may include report cards, progress reports, attendance and health records, videotapes, discipline reports and electronic copies of documents.

Education records that include "**personally identifiable**" information must be protected.

Personally identifiable means information that has:

- Your child's name, your name as the parent, or the name of another family member;
- Your child's address;
- A personal identifier, such as your child's social security number or student number; or
- A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

Notice to Parents The NH State Department of Education or other state agencies may also obtain, maintain, or use some school records. These agencies must follow requirements to protect the confidentiality of any personally identifiable information they have about a child. (See 34 CFR 300.612 for more information.)

Access Rights School districts and other agencies collecting information, maintaining, or using personally identifiable education records must treat personal information as confidential and must provide access for you to inspect and/or review your child's records. The school district must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request. According to Ed 1107.04(d), if your child is being evaluated or reevaluated, the school district must provide you with access to test results and other relevant educational records 5 days prior to the IEP team meeting if you request to inspect and/or review them.

Record of Access School districts must keep a record of who has access to education records collected, maintained, or used under IDEA 2004, except access by you and authorized employees of the school district. The record of access must include the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

Records on More Than One Child If any educational record includes information on more than one child, you have the right to inspect and review only the information relating to your child or to be informed of that specific information.

List of Types of Location of Information The school district must provide you, on request, a list of the types and locations of educational records collected, maintained, or used by the school district.

Your right to inspect and review education records includes:

- Your right to receive a response from the school district to your reasonable requests for explanation and interpretation of information in your child's records;
- Your right to request the school district provide copies of your child's records, if circumstances effectively prevent you from inspecting and reviewing the records unless you receive those copies; and
- Your right to have a representative inspect and review the records.

The school district may presume the parent has authority to inspect and review records relating to their child unless the school district has been advised the parent does not have authority under applicable State law governing such matters as guardianship, separation, and divorce.

Fees The school district may charge a fee for copies of records made for you if the fee does not prevent you from exercising your right to inspect and review those records. The school district may not charge a fee to search for or to retrieve records under IDEA 2004.

Amendment of Records at Parent's Request If you believe information in the education records regarding your child collected, maintained, or used under Part B of the IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the

school district that maintains the information to amend the information. The school district must decide whether to change the information in accordance with your request, and inform you of their decision within a reasonable period of time of receipt of your request.

Opportunity for a Hearing If the school district refuses to change the information in accordance with your request, they must inform you of their refusal and advise you of the right to a hearing for this purpose within a reasonable time.

Hearing Procedures The person conducting the hearing must be someone with no direct interest in the outcome of the hearing. You are entitled to notice of the hearing, to present evidence relevant to the issues, and to be assisted or represented by one or more persons, including an attorney. The hearing decision must be made within a reasonable time, and be based on the evidence presented at the hearing. The decision must include a summary of the evidence and the reasons for the decision. If, as a result of the hearing, the school district decides the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, they must amend the information and inform you in writing.

Result of Hearing If, as a result of the hearing, the school district decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place, in the records it maintains on your child, a statement commenting on the information or providing reasons you disagree with the decision of the school district. That statement must be maintained as part of your child's records as long as the record (or contested portion) is maintained by the school district. If the school district discloses the records (or contested portion) to any party, the explanation must also be disclosed to that party.

Consent for Disclosure of Personally Identifiable Information Unless the information is contained in education records and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of IDEA 2004.

Your consent, or consent of an eligible child who has reached the age of 18, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to attend a private school not located in the school district in which you reside, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

Safeguarding Information Your school district must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at each school district must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under IDEA 2004 and FERPA. Each school district must maintain, for public inspection, a current listing of names and positions of employees within the agency who may have access to personally identifiable information.

Destruction of Information Your school district must inform you when personally identifiable information collected, maintained, or used, is no longer needed to provide educational services to your child. The information must be destroyed at your request. **Destruction** means physical destruction or removal of personal identifiers from information so the information is no longer

personally identifiable. However, the school district must maintain a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed.

Transfer of Rights Under the regulations for FERPA in 34 CFR 99.5(a), the rights of parents regarding education records are transferred to the student at age 18.

Complaint Procedures

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1121

While staff of the State Educational Agency generally must resolve a State complaint within a 60 calendar day timeline, unless the timeline is properly extended, an impartial due process hearing officer must hear a due process complaint (if not resolved through a resolution meeting or through mediation) and issue a written decision within 45 calendar days after the end of the resolution period, as described in this document under the heading *Resolution Process*, unless the hearing officer grants a specific extension of the timeline at your request or the school district's request. The State complaint and due process complaint, resolution and hearing procedures are described more fully below.

Difference between Due Process Hearing and Complaint There are separate procedures for complaints and for due process hearings. You, or an organization or individual, may file a written complaint alleging that the school district has violated your child's special education rights. Only you or a school district may file a due process hearing on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, or the provision of a free appropriate public education (FAPE) to the child.

Filing a Complaint The complaint must include:

- A statement that a school district has violated a requirement of IDEA 2004;
- The facts on which the statement is based;
- The signature and contact information for the person filing the complaint; and
- If alleging violations with respect to a specific child:
 - a) The name and address of the residence of the child;
 - b) The name of the school the child is attending;
 - c) In the case of a homeless child or youth, available contact information for the child, and the name of the school the child is attending;
 - d) A description of the nature of the problem of the child, 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 the complaint is filed.

The complaint must allege a violation that occurred not more than one year prior to the date the complaint is received.

Complaints are mailed to: Commissioner of Education
New Hampshire State Department of Education
101 Pleasant Street
Concord, New Hampshire 03301

The person who files the complaint must forward a copy of the complaint to the school district at the same time the party files the complaint with the New Hampshire State Department of Education. There are exceptions to this rule. If you would like more information about the exceptions, contact the New Hampshire State Department of Education, Special Education Bureau.

Note: If a written complaint is received in which the topic is also the subject of a due process hearing, or contains multiple issues, of which one or more are a part of that hearing, the State must set aside any part of the complaint that is being addressed in the due process hearing, until the hearing is completed. However, any issue in the complaint that is not a part of the due process action must be resolved using the State's complaint time limits and procedures. If an issue raised in a complaint has previously been decided in a due process hearing, the hearing decision is binding; and the N.H. State Department of Education must inform the complainant to that effect. A complaint alleging a school district's failure to implement a due process decision must be resolved by the N.H. State Department of Education.

Complaint Procedures

1. After receiving a complaint filed by a parent, an organization or an individual from another State, the complaint will be reviewed by the Complaints Office of the Bureau of Special Education at the NH State Department of Education.
2. If the issues are appropriate for the complaint procedures, then:
 - a. An independent investigator is assigned to the case to perform an independent investigation, part of which may be conducted in the school district;
 - b. A courtesy telephone call is made to the school district's director of special education stating that a complaint has been filed, telling him/her who filed the complaint, what it is about, and what Federal and/or State regulations are involved; and
 - c. A letter is sent to both the parent and school district giving them the name of the investigator, a copy of the complaint letter, and identifying what Federal and/or State regulations are involved.
3. The person filing the complaint will be given the opportunity to correct any errors made in summarizing the issues, and may submit additional information either orally or in writing.
4. The investigator will review all relevant information, including appropriate educational records, and interview both you and school district officials and staff to determine the facts. When the investigation is complete, the investigator will submit a written report to the NH State Department of Education.
5. The NH State Department of Education Complaints Officer will review the report to determine if any violations occurred. The Complaints Officer will then issue a decision based upon the investigator's findings of fact and the relevant state and federal rules and regulations, including IDEA 2004. The report will outline the reasons for the State's final decision.
6. The Commissioner of Education reviews the decisions and makes a determination of what corrective action, if any, is warranted. The Commissioner signs the decision. The decision will be issued no later than 60 days after the complaint was received by the NH State Department of Education. The timeline may be extended if the Department determines exceptional circumstances exist that delay the decision.
7. The NH State Department of Education must include procedures for effective implementation of the final decision, including technical assistance activities, negotiation, and corrective actions to achieve compliance.
8. If any party is aggrieved by the decision, he/she has 10 days from the date the decision was received to request reconsideration. Within 20 days of receiving a request for reconsideration, the Commissioner will determine whether reconsideration is merited, conduct a reconsideration if appropriate, and issue a final determination. Any party still aggrieved may request a due process hearing or file an appeal in accordance with RSA 541.
9. The NH State Department of Education must disseminate information on complaint procedures to you and other interested individuals, including Parent Training and Information Centers, Protection and Advocacy agencies, Independent Living Centers, and other appropriate entities.
10. When the NH State Department of Education determines there was a failure to provide appropriate services it can award monetary reimbursement or other corrective action appropriate to the needs of the child and to ensure appropriate services are provided to all children with disabilities in the future.

Alternative Dispute Resolution

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1122

Parents and school districts strive to resolve disagreements in the least adversarial manner possible. When you have a concern or disagreement with the school district, the attempts to resolve these should start at the lowest administrative level possible. When those attempts are not possible or successful, the State offers the following alternative dispute resolution methods: facilitated IEP Team Meetings; Mediation; and Neutral Conference. Alternative Dispute Resolution proceedings, while strongly encouraged, are not mandatory for either party. If this option is agreed to by both parties, the department shall, during the 30-day period, schedule and conduct an Alternative Dispute Resolution conference. The conference shall not be used to delay a due process hearing; however, both parties may agree to postpone the hearing pending a resolution.

Alternative Dispute Resolution proceedings shall be confidential and shall not impair the right of the participants to demand a due process hearing. There shall be no record made of any dispute resolution proceedings unless an agreement is made. Evidence that would otherwise be admissible in due process hearing or in a subsequent court hearing shall not be rendered inadmissible as a result of its use in an alternative dispute resolution proceeding.

School District The school district may develop dispute resolution procedures that could be offered to you and your school at the district level. Mediation at the school district level must be voluntary and cannot be used to deny or delay a parent's right to a hearing on the parent's due process complaint or to deny any other rights afforded under Part B of IDEA 2004. The mediation must be conducted by a qualified and impartial mediator who is trained in effective mediation techniques. You may contact the special education director for your district to learn more about the options that may be available at this level as well as alternate dispute resolution options offered in accordance to RSA 186-C:23.

Facilitated IEP Team Meeting To help teams that may be unable to reach an agreement, the NH State Department of Education offers an impartial facilitator to assist parties in conducting the IEP meeting. Both school districts and parents have to mutually agree to have an IEP meeting facilitator. Facilitation is a free service provided by the NH State Department of Education.

Mediation The school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under IDEA 2004 which outlines the special education process, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under IDEA 2004, whether or not you have filed a due process complaint to request a due process hearing. Mediation is offered at not cost to the parent or district through the NH Department of Education. For additional information see page 16.

Neutral Conference A neutral conference is an option available to both you and the school district as an informal opportunity to present case facts and issues to a trained professional. The "neutral" is responsible for reviewing the strengths and weaknesses of a case and issuing a recommendation. The recommendation will include suggested settlements or disposition. If the neutral conference results in agreement, then the conclusions will be written into a binding document. If the conference does not result in agreement, only the date and participants will be recorded. Neutral conferences are a free service provided by the NH State Department of Education. If you would like more information, please call the Office of Legislation and Hearings at (603) 271-2299.

Due Process Complaint Procedures

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1123

General Information regarding Due Process You or the school district may file a due process hearing complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child. The time period for hearing procedures is 45 calendar days, not including a 30-day resolution period. A school district must offer a resolution meeting if a parent has requested the due process hearing.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint. If you are requesting a due process hearing to recover the cost of a unilateral placement, you must file the request within 90 days of the unilateral placement.

The above timeline does not apply to you if you could not file a due process complaint within the timeline because the school district:

- Specifically misrepresented that it had resolved the issues identified in the complaint; **or**
- Withheld information from you that it was required to provide you under IDEA 2004.

The school district must inform you of any free or low-cost legal and other relevant services available in the area if you request the information, **or** if you or the school district file a due process complaint.

Filing a Due Process Complaint In order to request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all the content listed below and must be kept confidential.

You or the school district, whichever one filed the complaint, must also provide the NH State Department of Education a copy of the complaint. A due process hearing may not be held until the due process complaint is filed.

The due process complaint must include:

1. The name of the child;
2. The address of the child's residence;
3. The name of the child's school;
4. If the child is a homeless child or youth, the child's contact information, and the name of the child's school;
5. A description of the nature of the problem relating to the proposed or refused action, including facts relating to the problem; **and**
6. A proposed resolution of the problem to the extent known and available to you or the school district at the time.

Sufficiency of Complaint In order for a due process complaint to go forward, it must be considered sufficient. The due process complaint will be considered sufficient (to have met the content requirements above) unless the party receiving the due process complaint (you or the school district) notifies the hearing officer and the other party, in writing, within 15 calendar days of receiving the complaint, that the receiving party believes the due process complaint does not meet the requirements listed above.

Within 5 calendar days of receiving the notification, the receiving party (you or the school district) considers a due process complaint insufficient, the hearing officer must decide if the due process complaint meets the requirements listed above, and notify you and the school district in writing immediately.

If either party is requesting an expedited hearing, the notice must also state the disciplinary grounds for the request.

Changes to the Complaint You or the school district may make changes to the due process complaint only if:

- The other party approves of the changes in writing and is given the chance to resolve the due process hearing complaint through a resolution meeting described below; **or**
- By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes.

If the complaining party (you or the school district) makes changes to the due process complaint, the timelines for the resolution meeting (within 15 calendar days of receiving the complaint) and the time period for resolution (within 30 calendar days of receiving the complaint) start again on the date the amended complaint is filed.

School District Response to a Due Process Complaint If the school district has not sent a Written Prior Notice (WPN) to you regarding the subject matter contained in your due process complaint, the school district must, within 10 calendar days of receiving the due process complaint, send to you a response that includes:

- An explanation of why the school district proposed or refused to take the action raised in the due process complaint;
- A description of other options that your child's IEP Team
- considered and the reasons those options were rejected;
- A description of each evaluation procedure, assessment, record, or report the school district used as the basis for the proposed or refused action; **and**
- A description of the other factors that are relevant to the school district's proposed or refused action.

Providing the information in the items above does not prevent the school district from asserting that your due process complaint was insufficient.

Parent Response to a Due Process Complaint When you, as the receiving party of a due process complaint filed by the school district and the other party, you must send a response that specifically addresses the issues in the complaint to the school district and the other party within 10 days.

Separate Request for a Due Process Hearing Nothing in the procedural safeguards section of the Federal regulations under Part B of the IDEA 2004 (34 CFR §§300.500 through 300.536) can be interpreted to prevent you from filing a separate due process complaint on an issue separate from a due process complaint already filed.

Model Forms The NH State Department of Education has developed model forms to help you file a due process complaint and a State complaint. These can be obtained by contacting your child's school, the NH State Department of Education, or on the Department of Education's website: www.ed.state.nh.us/education/laws/documents/UserGuidewithIndex.pdf. You are not required to use these model forms. You can use this form or another appropriate model form, so long as it contains the required information for filing a due process complaint or a State complaint.

Mediation The school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under IDEA 2004, including matters arising prior

to the filing of a due process complaint. Thus, mediation is available to resolve disputes under IDEA 2004, whether or not you have filed a due process complaint to request a due process hearing.

Requirements The procedures for mediation must ensure that it:

- Is voluntary on your part and the school district's part;
- Is not used to deny or delay your right to a due process hearing, or to deny any other rights you have under IDEA 2004; **and**
- Is conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

The school district may establish procedures to offer parents and schools that choose not to use the mediation process an opportunity to meet with a disinterested party. This meeting must be at a time and location convenient to you. The disinterested party must be under contract with an appropriate alternative dispute resolution entity, the Parent Information Center on Special Education, or a community parent resource center in the State established under section 671 or 672 of IDEA 2004. The purpose of this meeting would be to explain the benefits of and encourage the use of the mediation process.

The N.H. State Department of Education has a list of people who are qualified mediators and are knowledgeable of laws and regulations relating to the provision of special education and related services. Mediators are selected on a random, rotational, or other impartial basis. The cost of mediation is assumed by the N.H. State Department of Education.

Impartiality of Mediator The Mediator:

- May not be an employee of the State Educational Agency or the school district involved in the education or care of your child; **and**
- Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he or she is paid by the agency or school district to serve as a mediator.

Each meeting in the mediation process must be scheduled in a timely manner and held at a place that is convenient for you and the school district.

If you and the school district resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that:

- States that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; **and**
- Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has authority under State law to hear this type of case) or in a district court of the United States.

The Child's Placement While the Due Process Complaint and Hearing are Pending Your child must remain in his or her current educational placement during the due process timeline, except under the provisions of "interim alternative placement due to a disciplinary removal." If the due process complaint involves an application for initial admission to public school, your child, with your consent, must be placed in the regular public school program until the completion of all such proceedings.

If the due process complaint involves an application for initial services for your child transitioning from Early Supports and Services under Part C of IDEA 2004, or because your child has turned three, the school district is not required to provide the early supports and services your child has been receiving. If your child is found eligible under IDEA 2004 and you consent for your child to receive special education and related services for the first time, then, pending the outcome of the proceedings, the school district must provide those special education and related services that are not in dispute (those you and the school district agree upon).

Resolution Meeting Within 15 calendar days of receiving notice of your due process complaint, and before the due process hearing begins, the school district must convene a resolution meeting with you and the relevant member or members of the IEP Team who have specific knowledge of the facts identified in your due process complaint. The meeting:

- Must include a representative of the school district who has decision making authority on behalf of the school district; **and**
- May not include an attorney of the school district unless you are accompanied by an attorney.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint, so that the school district has the opportunity to resolve the dispute. The resolution meeting is not necessary if:

- You and the school district agree in writing to waive the meeting; **or**
- You and the school district agree to use the mediation process.

Resolution Period If the school district has not resolved the due process complaint to your satisfaction within 30 calendar days of the receipt of the due process hearing complaint (during the time period for the resolution process), the due process hearing may occur.

The 45 calendar day timeline for issuing a final decision begins at the expiration of the 30 calendar day resolution period, with certain exceptions for adjustments made to the 30 calendar day resolution period, as described below. Except where you and the school district have both agreed to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If, after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30 calendar day resolution period, request that a hearing officer dismiss your due process complaint.

Documentation of such efforts must include a record of the school district's attempts to arrange a mutually agreed upon time and place, such as:

- Detailed records of telephone calls made or attempted and the results of those calls;
- Copies of correspondence sent to you and any responses received; and
- Detailed records of visits made to your home or place of employment and the results of those visits.

If the school district fails to hold the resolution meeting within 15 calendar days of receiving notice of your due process complaint **or** fails to participate in the resolution meeting, you may ask a hearing officer to order that the 45 calendar day due process hearing timeline begin.

Adjustments to the 30 Calendar Day Resolution Period If you and the school district agree, in writing, to waive the resolution meeting, then the 45 calendar day timeline for the due process hearing starts the next day.

After the start of mediation or the resolution meeting, and before the end of the 30 calendar day resolution period, if you and the school district agree, in writing, that no agreement is possible, then the 45 calendar day timeline for the due process hearing starts the next day.

If you and the school district agree to use the mediation process, at the end of the 30 calendar day resolution period both parties can agree, in writing, to continue the mediation until an agreement is reached. However, if either you or the school district withdraws from the mediation process, the 45 calendar day timeline for the due process hearing starts the next day.

Written Settlement Agreement If a resolution to the dispute is reached at the resolution meeting, you and the school district must enter into a legally binding agreement that is:

- Signed by you and a representative of the school district who has the authority to bind the school district; **and**
- Enforceable in any State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States or by the State Educational Agency, if your State has another mechanism or procedures that permit parties to seek enforcement of resolution agreements.

Agreement Review Period If you and the school district enter into an agreement as a result of a resolution meeting, either party (you or the school district) may void the agreement within 3 business days of the time both you and the school district signed the agreement.

Impartial Due Process Hearing

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1123

In New Hampshire, the NH State Department is responsible for convening due process hearings and an appeal from a due process hearing decision is directly to a court.

The NH State Department of Education will schedule dates for both a pre-hearing conference and a hearing. The Hearing Officer, for the purpose of clarifying issues to be addressed at the hearing, conducts the pre-hearing conference. The pre-hearing conference is also an opportunity to discuss offers of settlement.

The due process hearing is held no later than 14 days after the conclusion of the prehearing conference. Except for good cause shown, an administrative due process hearing shall be limited to 2 days.

Hearing Rights Any party to a due process hearing (including a hearing relating to disciplinary procedures) has the right to:

- Be accompanied and advised by a lawyer and/or persons with special knowledge or training regarding the problems of children with disabilities;
- Present evidence and confront, cross-examine, and require the attendance of witnesses;
- Prohibit the introduction of any evidence not disclosed at least five business days before the hearing;
- Obtain a written, or, at your option, electronic, word-for-word record of the hearing; **and**
- Obtain written, or, at your option, electronic findings of fact and decisions.

Additional Parental Rights at Hearings You must be given the right to:

- Have your child present;
- Open the hearing to the public; **and**
- Have the record of the hearing, the findings of fact, and decisions provided to you at no cost.

Additional disclosure of information At least five business days prior to a due process hearing, you and the school district must disclose to each other all documentary evidence, list of witnesses, and evaluations, including independent evaluations, completed by that date, and recommendations based on those evaluations you or the school district intend to use at the hearing.

A hearing officer may prevent any party that fails to comply with this requirement from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party.

Subject Matter of Due Process Hearing The party (you or the school district) that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

Impartial Hearing Officer At a minimum, a hearing officer:

- Must not be an employee of the State Educational Agency or the school district involved in the education or care of the child. However, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer;
- Must not have a personal or professional interest that conflicts with the hearing officer's objectivity in the hearing;
- Must be knowledgeable and understand the provisions of the IDEA 2004, Federal and State regulations pertaining to the IDEA 2004, and legal interpretations of the IDEA 2004 by Federal and State courts; **and**
- Must have the knowledge and ability to conduct hearings, make and write decisions, consistent with appropriate, standard legal practice.

Each school district must keep a list of persons who serve as hearing offices along with their qualifications.

Hearing Decisions A hearing officer's decision on whether your child received a free appropriate public education (FAPE) must be based on substantive grounds. In matters alleging a procedural violation, a hearing officer may find your child did not receive FAPE only if the procedural inadequacies:

- Interfered with your child's right to a free appropriate public education (FAPE);
- Significantly interfered with your opportunity to participate in the decision-making process regarding the provision of a free appropriate public education (FAPE) to your child; **or**
- Caused a deprivation of an educational benefit.

Construction Clause None of the provisions described above can be interpreted to prevent a hearing officer from ordering a school district to comply with the requirements in the procedural safeguards section of the Federal regulations under IDEA 2004 (34 CFR §§300.500 through 300.536).

Findings and Decision to Advisory Panel and General Public The NH State Department of Education, after deleting any personally identifiable information, must:

- Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel; **and**
- Make those findings and decisions available to the public.

Finality of Decision A decision made in a due process hearing (including a hearing relating to disciplinary procedures) is final, except that any party involved in the hearing (you or the school district) may appeal the decision by bringing a civil action, as described on page _____ .

Timelines and Convenience of Hearings and Reviews NH State Department of Education must ensure that not later than 45 calendar days after the expiration of the 30 calendar day period for resolution meetings **or**, as described under the sub-heading ***Adjustments to the 30 calendar day resolution period***, not later than 45 calendar days after the expiration of the adjusted time period:

- A final decision is reached in the hearing; **and**
- A copy of the decision is mailed to each of the parties.

A hearing officer may grant specific extensions of time beyond the 45 calendar day time period described above at the request of either party.

Each hearing must be conducted at a time and place reasonably convenient to you and your child.

Civil Actions, Including the Time Period in Which to File Those Actions Any party (you or the school district) who does not agree with the findings and decision in the due process hearing (including a hearing relating to disciplinary procedures) has the right to bring a civil action with respect to the matter that was the subject of the due process hearing. An appeal of a Hearing Officer's final decision must be filed in either State court of competent jurisdiction (a State court that has authority to hear this type of case) or in a district court of the United States within 120 days from the receipt of the final Hearing Officer decision.

Jurisdiction of District Courts The district courts of the United States have authority to rule on actions brought under Part B of IDEA 2004 without regard to the amount in dispute.

Rule of Construction Nothing in Part B of IDEA 2004 restricts or limits the right, procedures, and remedies available under the U.S. Constitution, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973 (Section 504), or other Federal laws protecting the rights of children with disabilities, except that before the filing of a civil action under these laws seeking relief that is also available under part B of IDEA 2004, the due process procedures described above must be exhausted to the same extent as would be required if the party filed the action under Part B of IDEA 2004. This means that you may have remedies available under the other laws that overlap with those available under IDEA 2004, but in general, to obtain relief under those other laws, you must first use the available administrative remedies under IDEA 2004 (i.e., the due process complaint, resolution meeting, and impartial due process hearing procedures) before going directly to court.

Reimbursement Expert Witness Fees Effective January 1, 2009; According to NH RSA 186-C:16(b)(V) An action pursuant to 20 U.S.C. section 1415(i)(3) seeking reimbursement for attorney's fees or seeking reimbursement for expert witness fees shall be commenced within 120 days from receipt of the final decision in accordance with RSA 186-C:16-b, IV. All such decisions shall be sent certified mail, return receipt requested.

The court may award reimbursement to a parent of a child with a disability for expert witness fees incurred as part of a due process complaint at which the parent was the prevailing party and when the court determines that a school has not acted in good faith in developing or implementing a child's individualized education program, including appropriate placement.

The court may deny or reduce reimbursement of expert witness fees if the hearing officer determines:

- The expert witness was not a necessary component to the parent's complaint;
- The expert witness fee exceeds an amount that is reasonable, given the type and location of the service provided and the skill, reputation, and experience of the expert witness;
- The parent, or the parent's attorney, did not provide notice to the school district of their intent to have the expert witness participate in the due process hearing.

Attorneys' Fees

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1123.01

A parent who is the prevailing party (obtains a favorable ruling, or in some cases, a ruling that is primarily favorable) at either the due process hearing or a court appeal of the Hearing Officer's decision, may be entitled to reimbursement of reasonable attorneys' fees. According to RSA 186–C:16(b)(IV) a parent must file the request for reimbursement of attorneys' fees in state or federal court within 120 days of receiving the Hearing Officer's decision. Funds from IDEA 2004 may not be used to pay attorney's fees, expert witness fees or court associated costs.

The amount of reasonable attorneys' fees that can be awarded are based on rates prevailing in the community in which the action or hearing arose for the kind of quality of services furnished. No bonus or multiplier may be used in calculating the fees awarded.

Parents' attorneys' fees will not be reimbursed for attendance at an IEP meeting unless the meeting is held by order of the Hearing Officer or a court order. Attorneys' fees will not be reimbursed for attendance at a resolution session or mediation.

A parent may not be entitled for reimbursement of parent's attorneys' fees and related costs that are earned after a school district has made a written offer to settle the matter.

Parent's attorneys' fees are eligible for consideration of reimbursement when:

- The written offer is made by the school district more than 10 calendar days before the start of the hearing;
- The written offer is not accepted by the parent within 10 calendar days; and
- The relief finally given to the parent is not more than the earlier offer to settle the matter.

The court may order reimbursement for your attorneys' fees if it finds that the parent succeeded at the hearing or in the court appeal and had good reason for not accepting the school district's offer to settle the matter.

The court may reduce the amount of parent's attorneys' fees to be reimbursed if it finds that:

- You or your attorney, during the hearing or court appeal, unreasonably delayed the final resolution of the dispute;
- The amount of attorneys' fees is greater than the hourly rate for attorneys in the community who provide the same type of services and who have similar skills, reputation, and experience;
- The time spent and legal services were excessive considering the type of hearing or court appeal, and the issues addressed; or
- The parent's attorney did not provide to the LEA the appropriate information in the due process request notice.

However, the court may not reduce fees if the court finds that the State or school district unreasonably delayed the final resolution of the action or proceeding or there was a violation under the procedural safeguards provisions of IDEA 2004.

Reasonable attorneys' fees may be awarded to a prevailing State Educational Agency or school district:

- Against the parent's attorney if the due process complaint filed or subsequent cause of action is frivolous, unreasonable, or without foundation; or
- Against the attorney of a parent who continued to litigate after it clearly became frivolous, unreasonable, or without foundation; or
- Against the parent's attorney **or the parent**, if the parent's due process complaint or subsequent cause of action was presented for any improper purpose, such as to harass, or to cause unnecessary delay, or to needlessly increase the cost of litigation.

Procedures When Disciplining Children with Disabilities

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1124

Removals that Constitute a Change in Placement Removal of a student based on discipline issues, *if* it is for more than 10 consecutive school days or a pattern of short-term removals that total 10 school days, constitutes a change in placement. When this happens, you must receive a copy of the procedural safeguards notice. An IEP team meeting must then be held, within ten days of the decision, to remove your child for what amounts to a change in placement, and the IEP Team *must* determine *if* the behavior was a manifestation of your child's disability. A manifestation determination is the IEP Team's decision that your child's behavior is or is not related to his/her disability. In order to do this, the IEP Team must look at two possibilities:

1. The conduct (behavior) was caused by, or had a direct and substantial relationship to your child's disability; or
2. The conduct (behavior) in question was the direct result of the school districts' failure to implement the IEP.

If the IEP Team determines that the behavior **was** a manifestation of your child's disability, **then** the IEP Team must do one of the following:

- Either conduct a functional behavioral assessment (FBA) unless the school district has already done an FBA and developed a behavioral intervention plan; or
- Review the behavioral intervention plan and modify it as necessary.

Manifestation Determination When your child is given a suspension that is a change in placement, as soon as the decision is made to take that action, you must be notified and provided the procedural safeguards notice. Immediately, but not later than 10 school days after the decision is made, the IEP Team and other qualified professionals, such as the school psychologist, must hold a meeting, to make a manifestation determination. If one has not already been done, a FBA would also be conducted and a behavioral intervention plan developed. This may occur at the same meeting as the one in which the manifestation determination is made.

A manifestation determination meeting would be held except when the behavior involved the following special circumstances. If the child:

- Carries a weapon to, or possessed a weapon, at school, on school premises, or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, at school or at a school function; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function."

Removal to an Interim Alternative Educational Setting (IAES) Under special circumstances, (IDEA 2004 allows for a "case-by-case" approach to discipline issues), school personnel may remove a student to an IAES for not more than 45 school days "without regard to whether the behavior was a manifestation of the child's disability, if the child:

- Carries a weapon to, or possessed a weapon, at school or at a school function;
- Knowingly possesses or uses illegal drugs, or is selling or using controlled substances at school or at a school function; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

Additionally, a Hearing Officer may place a student, for the reason of the student posing a significant danger to himself/herself or others in the student's current placement, in an IAES for **up to 45 school days** by conducting an expedited due process hearing.

The IAES is determined by the IEP Team, regardless of who decided to remove the child. The IAES must enable the child to continue to progress in the general curriculum and towards the goals in the child's IEP, although in another setting. Services designed to prevent the behavior from recurring are also to be provided.

During the child's placement in the IAES, the IEP Team must (if one has not already been done) conduct a FBA and develop a positive behavioral intervention plan. A manifestation determination meeting will also need to be conducted. The time that the student is in the IAES allows the IEP Team to:

- Remove the student from the current placement;
- Consider the appropriateness of the current IEP and propose changes, if appropriate; and
- Consider the appropriateness of the placement where the incident occurred and propose changes, if appropriate.

Definitions:

Controlled substance means a drug or other substance identified under schedules I, II, III, IV or V in section 202(c) of the controlled Substances Act (21 USC 812(c)).

Illegal drug means a controlled substance, but does not include a substance that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 94\30 of title 18, USC.

Serious bodily injury has the meaning given that term under paragraph (3) of subsection (h) of section 1365 of title 18, USC.

Right to Appeal Either you or the school district may appeal any decision regarding manifestation determination or placement in an interim alternative educational setting by requesting a due process hearing. Either you or the school district may request an expedited hearing to resolve these issues as quickly as possible.

Expedited Due Process Hearings for Discipline-Related Issues When discipline issues are involved, expedited (quick) due process hearings may be requested if you and your school district cannot come to agreement on placement, or the manifestation determination. Expedited hearings:

- Must be conducted by a due process hearings officer who meets the criteria set for Hearing Officers by the State Department of Education;
- Must be held within 20 school days, and reach a decision within 10 school days;
- May be appealed, as would any other due process hearing decision, as outlined by the NH State Department of Education. During the appeal process, a child placed in an IAES remains in that setting, until the Hearing Officer makes his/her ruling or until the 45-school day period has ended. This placement would be considered the child's "stay put" placement during this time period.

If a school district still feels that the child is a threat to the safety of others, it may request that the child remain in the Interim Alternative Educational Setting, or request that he/she be placed into another educational setting as proposed by the IEP Team. The child would return to his/her original placement during the hearing unless the school district believed that the child's return would pose a threat to the safety of the child or others. In that case, the school district may request an expedited hearing. This process may be repeated as necessary. For disagreements regarding moving a child with a disability to an IAES or other placement chosen by the Hearing Officer, the Hearing Officer must follow the same requirements he/she would use in making a placement in an IAES.

If a school district disciplines a child with a disability, with a procedure that is applicable to all children, then the school district must send the special education and disciplinary records to the person or persons making the final decision about the disciplinary action.

Students who have not yet been Determined Eligible for Special Education For students who have not yet been identified, but who are involved in disciplinary proceedings, the protections described in this section apply only if the school district had knowledge that the child was a child with a disability because:

- The parent expressed concern, in writing, to school personnel that their child needs special education and related services;
- The parent of the child requested an evaluation of their child;
- A teacher (or other school district personnel) expressed concern about a pattern of behavior or performance of the child to the director of special education or other supervisory personnel in accordance with the school district's Child Find or referral system.

The school would NOT be found to have knowledge of a child's disability if:

- There had been an evaluation conducted with the determination made by the IEP Team that the child did not have an educational disability;
- The IEP Team had determined that an evaluation was not necessary and provided you with the required notice of that decision; or
- You had refused consent, or failed to provide consent for the evaluation or initial provision of services.

If the school district did not have knowledge that the child was a child with a disability prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures as any other child without a disability. However, if the child is then referred, evaluated and determined eligible for special education, the child would be entitled to all of the same protections as any other child with a disability

Evaluation During the Disciplinary Process If you request an evaluation for your child during the disciplinary process, the evaluation must be conducted as soon as possible (expedited), and your child will remain in the educational placement determined by educational authorities for the period of the original suspension, which can include suspension or expulsion without educational services. If your child is found to be a child with a disability, the school district must provide special education and related services, including during the period of appeals and/or placement into an Interim Alternative Educational Setting (IAES).

Referral to and Action by Law Enforcement and Judicial Authorities IDEA 2004 does not prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities or prevent the State law enforcement and judicial authorities from exercising their responsibilities to the application of State and Federal law.

Statute of Limitations

State law imposes certain time limits, called "statutes of limitations," on actions involving due process hearings, appeals to state and federal courts, and reimbursement for attorneys' fees and reimbursement for tuition you paid for unilateral placements.

If the parent or school district fails to comply with the time limits, they may lose their right to a due process hearing or an appeal of a Hearing Officer's decision to a court.

The following is a brief list of the important time limits:

- A parent must request a due process hearing within 2 years of the date on which the alleged violation was discovered or reasonably should have been discovered;
- A parent must request a due process hearing within 90 days of a unilateral placement in order to recover the costs of the unilateral placement;
- A parent must file any action to recover their attorneys' fees and reasonable court costs in state superior court or federal court within 120 days from the receipt of the final Hearing Officer decision. All such decisions shall be sent by the State Department of Education to both parties certified mail, return receipt requested.

Requirements for Unilateral Placement by Parents of Children in Private Schools at Public Expense

New Hampshire Rules for the Education of Children with Disabilities ~ Ed 1112

If the school district made a free appropriate public education (FAPE) available to your child and you choose to place your child in a private school then the school district is not required to pay for the cost of education, including special education and related services. However, the school district where the private school is located must include your child in the population of students whose needs are addressed under the IDEA 2004 provisions regarding children who have been placed by their parents in a private school. These children have no individual entitlement to special education at school district expense. Under IDEA 2004, the responsibility for determining services now falls to the school district in which the private school is located, and not the school district where you and your child reside.

Several procedures about this for the public school district are now required by the federal law. IDEA 2004 requires a school district, which has any private school(s) within its geographic boundaries to consult with those private school officials and parent representatives of children with disabilities attending those private schools. The school district in which the private school(s) is located must make a plan for how it will spend the IDEA 2004 funds allocated for this group of children, meaning that one, some, or all of the students placed by their parents may receive some special education services while attending the private school. The services provided to a parentally-placed private school child with disabilities must be described in an Individual Services Plan (ISP). The student would still retain eligibility for FAPE in the LRE consistent with IDEA 2004 requirements, and could enter the public system in the child's school district of residence at any time and would then be entitled to receive full services with an IEP through the school district of residence.

Placements when FAPE IS an Issue If you do not believe that the school district in which you and your child live made FAPE available to your child, you may file for an impartial due process hearing to attempt to obtain school district (the school district of residence) payment for the program. This option is only available to parents of a child who previously received special education and related services **through** the public school where they live (even if the placement was a private program chosen by the Team). If a Hearing Officer or court finds that the school district in which the child resides had not made FAPE available to the child in a timely manner prior to the child's enrollment in the private program, the Hearing Officer or court may require the school district of residence to reimburse you for all or some of the cost of that enrollment.

A parental placement may be found to be appropriate by a Hearing Officer or a court even if it does not meet the State standards that apply to education provided by the state or local education agency.

Limitation on Reimbursement The cost of reimbursement for this “unilateral” parent placement may be reduced or denied if:

- At the most recent IEP team meeting in the school district of residence you attended prior to removal of your child from the public school placement, you did not inform the IEP Team that you were rejecting the placement proposed by the public agency to provide FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense; or at least 10 business days (including any holidays that occur on a business day) prior to the removal of your child from the public school placement, you did not give written notice of your intent to remove your child;
- Prior to your removal of your child from the public school placement, the school district provided written prior notice to you of its intent to evaluate your child, but you did not make your child available for the evaluation; or
- Upon a court’s finding that your actions were unreasonable.

However, the cost of the reimbursement may not be reduced or denied for failure to provide the notice if:

- The school prevented you from providing the notice;
- You had not received notice of these notice requirements; or
- Compliance with the notice requirements would likely result in physical harm to the child; and may, in the discretion of the court or a hearing officer, not be reduced or denied for your failure to provide the required notice;
- You are illiterate and cannot write in English; and/or
- Compliance with the notice requirements would likely result in serious emotional harm to the child.

In the case of a unilateral placement, when the school district was not given a reasonable opportunity to evaluate the child and develop an IEP, you may not seek reimbursement until the school district is given an opportunity to evaluate the child and develop an IEP.

Appendix A: Free or Low Cost Assistance / Resources

There are free and low cost services available to help you understand and access their rights under special education and the special education process. Listed below are some agencies that can provide this assistance.

Director of Special Education for the School District

(School districts must maintain a listing of free or low cost legal resources, which may include local resources)

Bureau of Special Education
New Hampshire State Department of Education
101 Pleasant Street
Concord, New Hampshire 03301-3860
Telephone: (603) 271-3741
Fax: (603) 271-1099
E-mail: braymond@ed.state.nh.us
www.ed.state.nh.us/education/doe/organization/instruction/bose.htm

Disabilities Right Center, Inc.
P.O. Box 3660
Concord, New Hampshire 03301
Telephone: (603) 228-0432 or 1-800-834-1721
Fax: (603) 225-2077
E-mail: advocacy@drcnh.org

New Hampshire Bar Association/Pro Bono
112 Pleasant Street
Concord, New Hampshire 03301
Telephone: (603) 224-6942 or 1-800-852-3799
(Intake is through the Disabilities Rights Center)

Parent Information Center (PIC)
P.O. Box 2405
Concord, New Hampshire 03302-2405
(603) 224-7005 or 1-800-232-0986
Fax: (603) 224-4365
Web Site (connects to staff e-mail): www.parentinformationcenter.org
Parent Information Center offers a free booklet called "Steps in the Special Education Process" which provides details about the special education process and the laws.

Note: Additional information may be obtained by contacting your local school district, the N.H. State Department of Education at (603) 271-3741 or on the NH Department of Education's website: <http://www.ed.state.nh.us/SpecialEd>

Appendix B: Definition of Days and Type of “Days”

Types of Days Used in the New Hampshire Rules for the Education of Children with Disabilities

“Day” is defined in Section 300.9 of IDEA as:

- (a) **Day** means calendar day unless otherwise indicated as business day or school day;
- (b) **Business day** means Monday through Friday, except for Federal and State holidays (unless holidays are specifically included in the designation of business day, as in Section 300.403(d)(1)(ii); and
- (c) (1) **School day** means any day, including a partial day that children are in attendance at school for instructional purposes

CALENDAR DAYS	
DAYS	
15	Disposition of referral meeting held after receipt of referral – Ed 1106.01(d)-(e)
45	Testing / Evaluation completed – Ed 1107.01(c)-(d)
30	Meeting is held to develop an initial IEP within 30 days of determination of eligibility – 34 CFR 300.323(c) (1)-(2)
10	Written notice of IEP Team meeting given by LEA to parents – Ed 1103.02(a)
5	Written notice of meeting given by LEA to parents – Manifestation Determination Meeting – Ed 1103.02(a)
45	Duration of temporary home instruction programs – Ed 1111.05(g)
45+	More than 45 days or home instruction programs – Ed 1111.05(h)
10	Prior to the 46 th day – LEA submits to the Director of Special Education documentation to support continuation of home – instruction – Ed 1111.05(h)
45	Duration of change to placement to IAES by LEA for drugs and weapons – Ed 1124.01
45	Duration of change of placement to IAES by hearing officer for safety reasons – Ed 1124.01
45	Decision mailed to parties within 45 days in expedited hearing – Ed 1123.25
14	Notification by parent of his or her availability to the superintendent after receipt of certified letter investigated the need for the appointment of a surrogate parent – Ed 1115.03(c)
30	Determination by LEA of need for surrogate within 30 days of referral – Ed 1115.03(g)
30	Termination of appointment of surrogate parent after an investigation by the Commissioner of Education – Ed 1115.05(d)
30	Written notice by DoE to LEA and surrogate parent ending surrogate parent relationship – Ed 1115.05(d)
55	If parent objects to surrogate appointment, decision is made within 55 days – Ed 1115.09(b)(2)
45	Parent review of education record no more than 45 days after request received – Ed 1119.02(a)
14	Days parent has to respond to a request for consent from date WPN mailed by LEA – Ed 1120.03(a)
14	Days parent has to refuse consent from date WPN mailed by LEA receipt of WPN from LEA – Ed 1120.04(c)
14	Days after which LEA may implement proposed change if parent fails to respond to request for consent – Ed 1120.06(a)
60	Complaint resolution time limit – Ed 1121.02(e)
90	Complaint resolution if reconsideration requested – Ed 1121.04
10	Request Commissioner reconsideration complaint findings within 10 days – Ed 1121.04(a)
20	Commissioner completes reconsideration of complaint – Ed 1121.04(b)
5	Notice of who is coming to a mediation – RSA 186-C:24 I(b)
30	Mediation conducted within 30 days request – RSA 186-C:24 II(b)
10	Prior to mediation parties submit summary of significant aspects of their case – ED 205.03(h)
30	Mediator reports to the office of legislation and hearings the status of the mediation within 30 days of the initial medication session – ED 205.03(m)
5	Prior to neutral conference mediation parties submit summary of significant aspect of their case – RSA 186:C:23-b II(a)

120	Appeal of Due Process Hearing made within 120 days – RSA 186-C:16-b IV – V
5	Proposed statement of facts exchanged by parties prior to Due Process Hearing – Ed 1123.15(b)
30	Full implementation of Due Process hearing decision within 30 days – Ed 1123.22(a)
90	Written report to the Office of Legislation and Hearings describing implementation of hearing officer decision – Ed 1123.22(b)
20	First day of expedited hearing takes place within 14 days of request – Ed 1123.25(c)(2)
20	LEA responsible for entering information into NHSEIS within 20 days of action required to be entered – Ed 1126.07
SCHOOL DAYS	
10	No services for 1 st 10 days of disciplinary removal (If no services provide for non-disabled students) – Ed 1124.01
10	Consecutive days of removal for discipline = change of placement – Ed 1124.01 – Ed 1124.02
180	Days in school year = School Year – RSA 189:1
10+	Cumulative days of removal for discipline – Ed 1124.01
10	Days from decision to change placement within 10 school days the district must conduct a manifestation determination review – Ed 1124.01 (34 CFR 300.530(e))
45	Days decision reached and mailed to parties in DPH (Absent and extension granted) – Ed 1123.18(e)
No set # of days	During suspension/expulsion beyond 10 days – FAPE provided – Ed 1123.01 – Ed 1123.02
BUSINESS DAYS	
10	Prior notice of removal of child to private school at public expense (includes holidays that occurs on business days) – Ed 112.02 (34 CFR 2000.148(d)(l)(iii))
2	Expedited hearing – Limit introduction of new evidence in DPH case that was not disclosed to other party – Ed 1123.25(g)
2	Exchange of evidence prior to the first day in an expedited DPH – Ed 1123.25(g)
5	Exchange of evidence prior to the first day in a regular DPH – Ed 1123.15(b)
5	Limit introduction of new evident in DPH case that was not disclosed to other party – Ed 1123.17(c)(3)
10	Not later than 10 days after a disciplinary removal from placement IEP team meets – Ed 1124.01
5	Marked – up proposed statement of facts prior to 1 st day of ADP hearing – Ed 1123.15(b)

Appendix C: Acronyms

The following is a list of common acronyms used in relation to the special education process and special education laws/rights. Not all of the acronyms listed are included in this booklet. This is not meant to be a complete list, but rather a tool to assist you in better understanding special education materials.

<u>Acronym</u>	<u>Topic</u>
ABA	Applied Behavior Analysis
ADA	Americans with Disabilities Act
ADD/ADHD	Attention Deficit Disorder/ Hyperactivity Disorder
APE	Adapted Physical Education
ASL	American Sign Language
AT(S)	Assistive Technology (Services)
CAPD	Central Auditory Processing Disorder
CASA	Court Appointed Special Advocate
CEC	Council for Exceptional Children
CF	Cystic Fibrosis
CFR	Code of Federal Regulations
CHINS	Children in Need of Services
CMHC	Community Mental Health Centers
CP	Cerebral Palsy
DD	Developmental Delay (birth through 9)/ Developmental Disabilities
DDC	Developmental Disabilities Council
DHHS	Department of Health and Human Services
DOE	Department of Education
DRC	Disabilities Rights Center
DCYF	Division of Children, Youth and Families
DS	Down syndrome
DP	Due Process
ED	Emotional Disturbance
EI	Early Intervention
EIN	Early Intervention Network
ELL	English Language Learner
ESL	English as a Second Language
ESY/EYP	Extended School Year/ Extended Year Program
FAPE	Free and Appropriate Public Education
FAS	Fetal Alcohol Syndrome
FBA	Functional Behavior Analysis or Functional Behavioral Assessment
FCESS	Family Centered Early Supports and Services
FERPA	Family Educational Rights and Privacy Act
HI	Hearing Impairment
IDEA 2004	Individuals with Disabilities Education Act 2004
IEE	Independent Educational Evaluation
IEP	Individualized Education Program
IFSP	Individualized Family Support Plan
ISP	Individualized Service Plan
IQ	Intelligence Quotient
LD	Learning Disability
LEA	Local Education Agency
LEP	Limited English Proficiency
LRE	Least Restrictive Environment
MA	Mental Age
MD	Muscular Dystrophy
MICE	Multi-sensory Intervention through Consultation and Education

MR	Mental Retardation
NCLB	No Child Left Behind
NF	Neuro Fibrosis
NHSEIS	New Hampshire Special Education Information System
NVLD/NLD	Nonverbal Learning Disability
OCD	Obsessive Compulsive Disorder
OCR	Office of Civil Rights
ODD	Oppositional Defiant Disorder
OHI	Other Health Impairment
OSEP	Office of Special Education Programs
OT	Occupational Therapy
PBIS	Positive Behavioral Interventions and Supports
PDD	Pervasive Developmental Disorder
PDD/NOS	Pervasive Developmental Disorder, not Otherwise Specified
PIC	Parent Information Center
PTI	Parent Training and Information Center
PL	Public Law
PT	Physical Therapy
PTAN	Pre School Technical Assistance Network
PTSD	Post-Traumatic Stress Disorder
RAD	Reactive Attachment Disorder
RSA	Revised Statutes Annotated
SEA	State Education Agency
SAC	State Advisory Committee
SAIF	Specialist in the Assessment of Intellectual Functioning
SAU	School Administrative Unit
SI	Sensory Integration
SIS	Shaken Infant Syndrome
SLD	Specific Learning Disability
SLP	Speech and Language Pathologist
SLS	Speech and Language Specialist
SPP	Surrogate Parent Program
SS	Scaled Score
SS	Standard Score
SSI	Supplemental Security Income
SSDI	Social Security Disability Income
TBI	Traumatic Brain Injury
TTD/TTY	Tele-typewriting device
VA	Volunteer Advocate (Trained & certified by PIC)
VR	Vocational Rehabilitation
WAIS	Wechsler Adult Intelligence Scale
WISC	Wechsler Intelligence Scale for Children
WPN	Written Prior Notice
WPPSI	Wechsler Pre School and Primary Scale of Intelligence
YDC	Youth Development Center
YSDU	Youth Services Detention Unit

Appendix D: Rights of Home-Schooled Students with Disabilities

Parents of children with disabilities have the same right to choose to home school their child, as do parents of children without disabilities. A home-schooled child, regardless of special education eligibility, has some rights under NH law (RSA 193 and 193-A) to participate in the programs and services available to the public school students in the district. Home-schooled students with disabilities do not, however, retain the right to receive the free and appropriate public education provided by the school district to public school students with disabilities.

RSA 193:1-c and RSA 193-A:9 provide additional information about the rights of parents who choose to home school their children.

RSA 193:1-c Access to Public School Programs by Nonpublic or Home Educated Pupils.

I. Nonpublic or home educated pupils shall have access to curricular courses and cocurricular programs offered by the school district in which the pupil resides. The local school board may adopt a policy regulating participation in curricular courses and co-curricular programs, provided that such policy shall not be more restrictive for non-public or home educated pupils than the policy governing the school district's resident pupils. In this section, "cocurricular" shall include those activities which are designed to supplement and enrich regular academic programs of study, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community. For purposes of allowing access as described in this section, a "home educated pupil" shall not include any pupil who has graduated from a high school level program of home education, or its equivalent, or has attained the age of 21.

II. Nothing in this section shall be construed to require a parent to establish a home education program which exceeds the requirements of RSA 193:1.

Source. 2002, 202:1, effective July 14, 2002

RSA 193-A:9 Liability Limited.

The resident school district, the board of such district, and any employees of the resident school district associated with a child who is receiving home education in accordance with this chapter, are not liable in damages in a civil action for any injury, death or loss to person or property allegedly sustained by that child, his parent, or any other person as a result of the child's receipt of home education, including but not limited to, any liability allegedly based on the failure of the child to receive a free and appropriate or adequate public education.

Source. 1990, 279-3, effective July 1, 1991

