

# **Portales Municipal Schools**

## **Special Student Services**

### **Policy Manual, 2009**

**(Reviewed 2011)**

**New Mexico Public Education Department**

<http://www.ped.state.nm.us>

**Special Education Bureau**

<http://www.ped.state.nm.us/seo/index.htm>

**Federal Regulations  
Individuals with Disabilities Education Act**

<http://idea.ed.gov/explore/view/p/%2Croot%2Cregs%2C>

**New Mexico State Regulations  
Children with Disabilities/Gifted Children**

[http://www.nmcpr.state.nm.us/nmac/\\_title06/T06C031.htm](http://www.nmcpr.state.nm.us/nmac/_title06/T06C031.htm)

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# **POLICY**

## **Special Education: Identification of Eligible Students**

### **I. Purpose**

To ensure that the **Portales Municipal School District** operates in compliance with applicable laws and regulations regarding the identification of and provision of appropriate services to, exceptional students.

### **II. Position**

Each eligible special education student in the School District will be afforded a full educational opportunity. This goal will be consistent with the state's goals through ensuring the provision of a free appropriate public education ("FAPE"), complying with state and local procedures, and improving performance goal indicators.

### **III. Definition of disability**

A. Categories of disability as defined in the applicable state and federal laws include autism, deaf-blindness, emotional disturbance, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, other health impairment, specific learning disabilities, speech or language impairment, traumatic brain injury, visual impairment, and developmental delay. Developmental delay is limited to children ages 3-9.

B. Students who have been determined to have one of the identified areas of disability who as a result of such disability requires the provision of specialized instruction will be considered for special education eligibility by a properly constituted IEP/MDT team.

### **IV. Age limits**

The School District's special education policies and procedures apply to students from ages 3 through 21 (or those turning 3 through 22 during the school year) with disabilities who reside within the jurisdiction of the School District and who are eligible for special education and related services.

### **V. Child find**

Students who meet the age limits and disability criteria above who reside within the jurisdiction of the School District and who are in need of special education and related services will be identified, located, and evaluated.

## **VI. Children in private schools**

Students who meet the age limits and disability criteria above, who attend private schools within the jurisdiction of the School District, and who are in need of special education and related services will be identified, located, and evaluated.

## **VII. Gifted children**

A. A “gifted child” means a school-age person as defined in NMSA 1978 Section 22-13-6(D) whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted Individual Education Program (“IEP”) team determines that special education services are required to meet the student’s educational needs. The School District will have procedures to identify students who are enrolled in its public schools and who may be gifted.

B. Procedures regarding child find, evaluations, and services for students with disabilities do not apply to school-age gifted children who are (1) attending private school, (2) schooled at home, (3) in state-supported educational programs, or (4) in detention and correctional facilities.

# **POLICY**

## **Special Education: Eligibility Determinations**

### **I. Purpose**

To ensure that the **Portales Municipal School District** determines eligibility for special education services in compliance with federal and state laws and regulations.

### **II. Position**

The School District will determine students' eligibility for special education services through interventions, evaluations, and other assessments, as provided by federal and state laws and regulations.

### **III. Consent**

Some actions, including but not limited to evaluation, re-evaluation, initiating services, and administering tests not given to all children, require parental consent, subject to certain exceptions under New Mexico regulations. No action that requires prior written parental consent will be taken without first obtaining that consent. Evaluations will be conducted within 60 days of receiving informed written parental consent.

### **IV. Evaluations and re-evaluations**

Evaluations are provided at no cost to parents. Referrals for individualized evaluations are completed within a reasonable time and are documented appropriately. Evaluation materials are not discriminatory and are provided in the child's primary language or mode of communication unless it is clearly infeasible to do so. A variety of assessment tools are used for evaluation, and limited English proficiency is not used to measure a child's need for special education and related services.

Evaluations will use a variety of assessment tools and strategies to get information regarding students' functional, developmental and academic information about the student. The choice of technically sound assessment instruments will be determined by the evaluator.

A re-evaluation is done if the IEP team determines conditions warrant or at the request of the parent or teacher.

Full and individual evaluations will first be conducted before the initial provision of special education and related services.

**V. Failure to consent**

If the parent fails to respond or refuses to consent to the initial evaluation or initial placement in special education the school district is not in violation of federal or state regulations governing the provision of a Free Appropriate Education.

# **POLICY**

## **Special Education: Individualized Education Program**

### **I. Purpose**

To ensure that the **Portales Municipal School District** operates in compliance with applicable laws and regulations regarding educational programs serving exceptional students.

### **II. Position**

An Individualized Education Program (“IEP”) is developed for each eligible special education student in the School District, except for gifted students enrolled in private or home schools within the School District’s jurisdiction.

### **III. Team members**

The School District will provide an IEP team for each eligible special education student. Members of a given IEP team will be chosen in accordance with applicable state and federal laws and regulations. School District personnel who will participate are the following: (1) not less than one regular education teacher, (2) not less than one special education teacher; (3) school site representative or designee, who shall meet the federal definition of an LEA representative; (4) person who can interpret the educational impact of testing results; and (5) others as appropriate. Other public agencies may be invited to participate in a student’s IEP process, particularly with respect to transition services such as the provision of adult services for individuals with disabilities after graduation or at the point of exiting from the high school program.

### **IV. Development, review, and revision**

IEPs are developed, implemented, reviewed, and revised in accordance with applicable federal and state laws and regulations, and in no event less than once every twelve (12) months. Statements pertaining to transition services beginning when a student reaches the age of fourteen (14) and to transition service needs will be developed in conformity with applicable laws and as deemed appropriate by the IEP team.

### **V. Least Restrictive Environment considerations**

Educational placements and services for students with disabilities are provided in the least restrictive environment (“LRE”) appropriate to individual needs, except for students who are convicted as adults and incarcerated in adult prisons. To the maximum extent appropriate, all students with disabilities are educated with students who are non-disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular education environment occurs only if the nature or severity of a disability precludes the student from achieving satisfactorily in the regular education environment, even when supported by supplementary aids.

Students enrolled in the School District who, for reasons of illness or other disabilities, are prevented from attending regular classes in their schools may receive instruction in their homes. The School District will provide instructional programs at all levels for homebound special education students in accordance with state and federal laws and regulations. Such instruction will be provided by the School District at no cost to the parents.

A student with a disability who is placed in, or referred to, a private school facility by the School District is entitled to receive full and equal special-education-related services. If parents place a student in a private school or facility because of a disagreement about FAPE, due process may be used to resolve the issue, in accordance with state and federal laws and regulations.

# **POLICY**

## **Special Education: Continuum of Services**

### **I. Purpose**

To ensure that the **Portales Municipal School District** provides appropriate special education and related services to eligible students, in compliance with federal and state laws and regulations.

### **II. Position**

The School District will have a continuum of alternative placements available to meet the needs of students eligible for special education and related services.

### **III. Contents of the Continuum**

The continuum of alternative placements which may be considered by an IEP team as possible for special education students will include:

#### **A. Instruction taking place in:**

1. Regular education classes, (full or part time)
2. Special classes, (full or part time)
3. Special schools, (full or part time)
4. Homebound,
5. Hospitals, and
6. Other institutions.

**B. Supplementary services, including but not limited to resource rooms and itinerant instruction, to be provided in conjunction with the student's regular class placement.**

# **POLICY**

## **Special Education: Least Restrictive Environment**

### **I. Purpose**

To ensure that children with disabilities in the **Portales Municipal School District** are, to the maximum extent *appropriate*, educated with their non-disabled peers.

### **II. Position**

Each eligible special education student in the School District will be afforded a full educational opportunity. This goal will be consistent with the state's goals through ensuring the provision LRE through access to the general curriculum and educational opportunities to the extent appropriate with non-disabled peers.

### **III. Definition of Least Restrictive Environment**

Removal of children with disabilities from age-appropriate general education classrooms will occur only when the nature or the severity of the disability of the child is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

### **IV. Continuum of Alternative Placements**

The District is committed to providing specially designed instruction that addresses the needs of the child that result from the child's disability and ensures access to the general curriculum. The IEP team is responsible for considering a continuum of placement options when designing an educational placement for a child.

# **POLICY**

## **Special Education: Discipline**

### **I. Purpose**

To ensure that the **Portales Municipal School District** discipline procedures for exceptional students comply with applicable laws and regulations.

### **II. Position**

The School District will strive to provide for the basic welfare, educational opportunity, and safety of all its students. The procedural safeguards regarding discipline are not applicable to students who are solely identified as gifted. Special education students are not immune from school disciplinary processes, nor are they entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. Nevertheless, the individual needs of exceptional students must be met to the extent required by state and federal law.

### **III. Additional requirements to general discipline policy**

The School District will comply with applicable state and federal laws and regulations pertaining to long-term suspension or expulsion of special education students, or with any other disciplinary change of the student's current educational placement, as specified in the federal regulations implementing the reauthorization of the Individuals with Disabilities Education Act ("IDEA") 2004. The School District will implement disciplinary procedures for special education students. These procedures will include, but not be limited to, the following topics:

- A. Initial determination(s) as to whether the student's conduct warrants disciplinary action, including long-term suspension or expulsion;
- B. Parental notification of the incident for which discipline is considered or implemented;
- C. A manifestation determination inquiry to ascertain whether the student's behavior is a manifestation of the disability. Relevant members of the IEP team will conduct the inquiry and apply the two prong inquiry.
- D. Specific rules are applicable when a student with a disability is charged with the following conduct while on school premises or at a school function under the jurisdiction of the local educational agency ("LEA"): possession of a weapon, possession or use of illegal drugs, or inflicting serious bodily injury upon another person.
- E. Functional behavioral assessments and behavioral intervention plans; and

- F. Alternative educational services during any period of long-term suspension or expulsion.
- G. The school administrator will contact either the special education director or the site special education supervisor before proposing long term suspension/expulsion.

**IV. Student status**

Where long-term suspension or expulsion is imposed upon a student with a disability for behavior that was not a manifestation of the disability, the School District will provide alternative educational services determined by the IEP team to be in compliance with, and to the extent required by, applicable state and federal law.

- V. Nothing in this policy prevents a school from reporting a crime committed by a student with a disability to appropriate authorities.

# **POLICY**

## **Special Education: Transition**

### **I. Purpose**

To ensure that the **Portales Municipal School District** develops transition plans for special education students in compliance with federal and state laws and regulations.

### **II. Position**

Appropriate post-secondary transition planning for students with disabilities is essential. The School District will integrate transition planning into each special education student's Individualized Education Program ("IEP") process for grades 8 through 12, and the School District will establish and implement appropriate policies, procedures, programs, and services to promote successful post-secondary transitions for students with disabilities.

### **III. Transition Services**

Transition services for special education students aged 14 through 21 are a coordinated set of activities for a student with a disability that emphasizes special education and related services designed to meet unique needs and prepare the student for future education, employment, and independent living. Such services are designed to be within a result-oriented process focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation as determined appropriate for each student by the IEP team.

Transition services will be based on the individual student's needs, taking into account the student's strengths, preferences, and interests. Accordingly, the transition planning incorporated into a student's IEP should include as appropriate for each individual student instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and (when appropriate) acquisition of daily living skills and the provision of a functional vocational evaluation. The IEP must comply with federal regulations regarding appropriate measurable post-secondary goals, and the transition services (including courses of study) needed to assist the student in reaching those goals.

#### **IV. Termination of Transition Services**

Once a student either (1) graduates from secondary school with a regular diploma, or (2) reaches the age of 22, the School District will provide the student with a summary of his or her academic achievement and functional performance, including recommendations on how to assist the student in meeting his or her post-secondary goals. If the student turns 22 during the school year, the student shall be allowed to complete the school year and shall continue to receive special education and related services, including transition services, during that school year. If the student turns 22 prior to September 1 of the school year, the student is no longer eligible to receive special education and related services, including transition services.

# POLICY

## Special Education: Notice of Proposed Actions

### I. Purpose

To ensure that the **Portales Municipal School District** provides notice regarding proposed School District actions to the parents of special education students affected by these actions, in compliance with federal and state laws and regulations.

### II. Position

The School District will give written notice<sup>1</sup> to the parents of a student with a disability within a reasonable time<sup>2</sup> before the School District proposes or refuses to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education (“FAPE”) to the student. If the notice relates to a proposed action that also requires parental consent<sup>3</sup>, the School District may give notice at the same time it requests parental consent.

### III. Content of Notice

The notice of proposed action will include:

- A. (1)A description of the action proposed or refused by the School District,  
(2)A description of the action proposed or refused by the parent/guardian;
- B. (1)An explanation of why the School District proposes or refuses to take the action,  
(2)An explanation of why the parent proposes or refuses the action;
- C. A description of each evaluation procedure, assessment, record, or report the School District used as a basis for the proposed or refused action;
- D. A statement that the parents of a student with a disability have protection under the federal regulations and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

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<sup>1</sup>Referred to as either Prior Written Notice or Written Notice of Proposed Action.

<sup>2</sup>This usually will occur at the IEP team meeting.

<sup>3</sup>Consent is required at initial evaluation, re-evaluation and initial placement into special education.

- E. A description of other options that the student's Individualized Education Program ("IEP") team considered and the reasons those options were rejected; and
- F. A description of other factors that is relevant to the School District's proposal or refusal.

#### **IV. Notice in Understandable Language**

The notice of proposed action shall be written in language understandable to the general public, provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. If the parent's native language or other mode of communication is not a written language, the School District shall take steps to ensure that (1) the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; (2) that the parent understands the content of the notice; and (3) that there is written evidence that the two requirements listed herein have been met.

A parent of a special education student may elect to receive notices of proposed actions by electronic mail, if the School District makes that option available.

# **POLICY**

## **Special Education: Procedural Safeguards**

### **I. Purpose**

To ensure that the **Portales Municipal School District** complies with applicable laws and regulations pertaining to procedural safeguards for exceptional students.

### **II. Position**

The School District will establish, implement, and maintain procedural safeguards that meet the requirements of state and federal law. School District employees involved with special education and related services will be appropriately trained and will comply with all applicable procedural requirements.

### **III. Notice**

Parents of eligible special education students are provided with advance written notice of IEP and other meetings in which they have the right to participate. These parents are also given reasonable prior notice of any actions proposed or refused by the local educational agency (“LEA”). Copies of New Mexico’s procedural safeguards notice are given to parents as mandated by federal and state law.

### **IV. Confidentiality of, and access to, information**

The School District will comply with all federal and state laws governing confidentiality of, and access to, student information, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”), the Individuals with Disabilities Education Act (“IDEA”), and the Health Insurance Portability and Accountability Act (“HIPPA”).

The School District will permit parents to inspect and review any educational records relating to their children that are collected, maintained, or used by the School District. The School District may presume that a parent has the authority to inspect and review records relating to his or her child unless the School District has been advised that the parent does not have such authority under applicable state law governing matters such as guardianship, separation, and divorce. The School District will also permit eligible students to inspect and review their own educational records collected, maintained, or used by the School District.

In compliance with federal and state laws and regulations, the School District may disclose personally identifiable information from educational records of a student to officials of another school district where the student seeks or intends to enroll. No prior consent for such disclosure is required, but the School District will make a reasonable attempt to notify the parent or eligible student of such a disclosure unless (1) the disclosure is initiated by the parent or eligible student, or (2) the School District’s annual notification to parents and/or students includes a notice that the School District forwards education records to other agencies or

institutions that have requested the records and in which the student seeks or intends to enroll. Upon request, the School District will give the parent or eligible student a copy of the record that was disclosed.

Parents or eligible students may request an opportunity for a hearing to challenge the contents of these records. The School District will provide such a hearing if required by, and as provided under, state and federal laws and regulations.

The School District shall keep a record of parties obtaining access to student educational records (except parents and authorized School District employees), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

## **V. Due process complaints**

### **A. Timelines**

The School District will inform parents of their right to file for due process. The School District will adhere to the procedures set forth in federal and state laws pertaining to timelines applicable to the filing and handling of due process complaints. Due process complaints must be brought within two (2) years of the alleged action that forms the basis of the complaint.

### **B. Student status**

During the period awaiting a decision of the hearing officer to whom a due process complaint was presented, the student involved will remain in his or her current educational placement, subject to the exceptions provided in federal or state law. If the School District and the student's parent(s) disagree over which placement is the current educational placement, and if the parties cannot resolve this disagreement, the hearing officer will determine the current placement, except as otherwise provided for in federal regulations relating to a disciplinary action where the student will remain in the placement determined by the school district.

## **VI. State complaint process**

Pursuant to New Mexico laws and regulations, the School District will notify parents that the New Mexico Public Education Department ("NMPED") can accept and investigate formal complaints that:

- A. The LEA has failed to comply with state or federal laws and regulations covering programs for students under the IDEA,
- B. The LEA has failed to comply with the state regulations regarding services for gifted children, or
- C. The parents request a review of, or an appeal from, a decision of a public agency with respect to such a complaint.

The School District will comply with state and federal laws and regulations pertaining to such a complaint.

# **POLICY**

## **Special Education: Transfer of Parental Rights to Students**

### **I. Purpose**

To ensure that the **Portales Municipal School District** transfers parental rights to special education students in compliance with federal and state laws and regulations.

### **II. Position**

When a special education student becomes 18 years old, by operation of state law the School District will transfer all parental rights to the student, unless the student has been determined to be incompetent, by a court, under state law.

### **III. Determination of Competence**

A person's age of majority begins on the first instant of his or her eighteenth birthday, and a person who has reached the age of majority is an adult for all purposes not otherwise limited by state law. A guardianship proceeding under the probate code is the only way an adult in New Mexico legally can be determined to be incompetent and have the right to have his or her decisions taken away. Under New Mexico law, neither the School District nor any student's Individualized Education Program ("IEP") team has the power to make such determinations.

### **IV. Rights Transferred**

When a student with a disability reaches age 18 and does not have a court-appointed general guardian, limited guardian, or other person who has been authorized by a court to make educational decisions on the student's behalf or who has not signed a power of attorney as provided under New Mexico law, the School District, by operation of law, will transfer all rights accorded to parents under federal and state law to the student.

### **V. Notice Requirements**

Each annual IEP review for a student who is 16 or older will include a discussion of the rights that will transfer when the student turns 18 and, as appropriate, a discussion of the parents' plans for obtaining a guardian before that time. Each student's IEP beginning not later than when the student turns 17, should include a statement that the student and his or her parent have been informed of the rights that will transfer to the student at age 18.

# **POLICY**

## **Special Education: Surrogate Parents**

### **I. Purpose**

To ensure that the **Portales Municipal School District** protects the rights of special education students under the Individual with Disabilities Education Act who need or have surrogate parents, in compliance with federal and state laws and regulations.

### **II. Position**

The School District will ensure that the rights of a special education student are protected under the IDEA when:

- A. No parent can be identified;
- B. After reasonable efforts, the School District cannot locate a parent;
- C. The student is a ward of the State under the laws of that State; or
- D. The student is an unaccompanied homeless youth, as defined under federal law.

### **III. The School District's Duties Regarding Surrogate Parents**

The School District must determine whether a student needs a surrogate parent, and if so, must assign an individual to act as a surrogate parent for the eligible student. If the student is an unaccompanied homeless youth, a temporary surrogate parent may be appointed from the staff of the emergency shelter, transitional shelter, independent living program, or street outreach program providing shelter and other services to the student. The temporary surrogate parent serves in that capacity until a qualified surrogate parent is appointed by the school district.

If the School District selects the surrogate parent, such selection will be done in compliance with applicable State and federal laws.

### **IV. Qualifications of a Surrogate Parent**

The School District must ensure that a person it assigns to act as a surrogate parent:

- A. Is not an employee of the New Mexico Public Education Department, the School District, or any other agency that is involved in the education or care of the student;
- B. Has no personal or professional interest that conflicts with the student's interest; and

C. Has knowledge and skills that ensure adequate representation of the student.

**V. Rights of a Surrogate Parent**

The surrogate parent may represent the student in all matters relating to:

A. The identification, evaluation, and educational placement of the student; and

B. The provision of a free appropriate public education (“FAPE”) to the student.

# **POLICY**

## **Special Education: Advocate Responsibilities**

### **I. Purpose**

To ensure that **Portales Municipal School District** advises parents and advocates of district wide expectations for participation in IEP team meetings

### **II. Position**

The **Portales Municipal School District** understands that parents often want the assistance of an advocate while they are dealing with the school district. With this in mind the District seeks to provide guidance to anyone who seeks to serve in the capacity of an advocate.

### **III. Procedural Requirements**

Prior to an individual being recognized as an advocate the parent will need to execute and provide a copy of the attached to the office of special education.

### **IV. Notice to Parent(s)**

To assist the parent(s) in understanding the role of an advocate the District will:

1. Advise the parent(s) that they are the persons whose knowledge is important in understanding their child's needs.
2. Advise parents that the role of an advocate is to assist them in understanding the requirements of the Individuals with Disabilities Education Act.

### **V. Advocate Requirements**

Advocates are expected to adhere to the following guidelines:

3. Treat with civility all persons involved in the special education process including school personnel.
4. Advise parents of their role as members of the IEP team and the role of the other IEP team members. Help parents find their voice but do not become their voice.
5. Encourage parents to be prepared when attending an IEP meeting to identify and discuss their concerns and their child's specific needs.
6. Consider the schedules of others as well as your own. Be punctual in honoring scheduled meetings or appointments. Absent exigent circumstances, a reasonable request for scheduling accommodations should be granted.

7. Express to parents the importance of being cohesive, collaborative members of the IEP team.
8. Do not interject your opinion unless asked.
9. Prepare the parents so that they can advocate for their child rather than you.
10. Do not attempt to run the IEP meeting or to interject your view or perception of the needs of the child, this is for the parents to provide.
11. Do not serve as a mechanism for harassment, intimidation, threats or retaliation or become disruptive to the educational process.
12. Comply with District requests to direct inquiries and comments to the person or organization of their choice.
13. Advise the parents to follow the chain of command in voicing their concerns and assist them in identifying those concerns. Refrain from making your concerns those voiced by the parents.
14. Assist parents in learning how to reconcile differences through negotiation, expeditiously and without needless delay and expense.

PARENTAL CONSENT

Our signatures on the form indicate our consent to the disclosure of the educational<sup>1</sup> records of our child \_\_\_\_\_ to \_\_\_\_\_. We acknowledge that any cost incurred in providing copies of the educational records will be our responsibility. Any request for records must be presented in writing and copied to us.

This form also serves as notification to the District that \_\_\_\_\_ will serve as the family’s advocate and should be included in any invitation to any IEP meeting. We further acknowledge that the advocate does not take the place of the parent(s) in any educational decision making required for our child. This consent and notification will remain in effect until terminated in writing by us or nine (9) months from the date of execution and no event longer than a single school year.

\_\_\_\_\_  
Parent                      date

\_\_\_\_\_  
Parent                      date

\_\_\_\_\_  
Advocate                      date

\_\_\_\_\_  
<sup>1</sup>Educational records are the cumulative folder, special education records, attendance records and any records maintained by the school nurse.

## AUTORIZACIÓN DE LOS PADRES PARA UN INTERCAMBIO DE INFORMACIÓN

Nuestras firmas en el formulario indican nuestro consentimiento para la autorización de intercambio de información de los documentos de educación especial\* de nuestro hijo-a \_\_\_\_\_  
\_\_\_\_\_(nombre del estudiante) a \_\_\_\_\_  
\_\_\_\_\_(nombre del asesor para los padres).

Reconocemos que cualquier costo monetario que se incurra en proveer copias de los documentos educacionales será nuestra responsabilidad. Autorización para el intercambio de información deberá ser presentada por escrito por el asesor para los padres y copiada para nosotros, como los padre(s).

Este formulario también sirve como notificación para el Distrito que \_\_\_\_\_  
\_\_\_\_\_(nombre del asesor para los padres) servirá como el/la asesor para los padres y puede incluirse por nosotros en cualquiera de las reuniones de IEP a los cuales nosotros estamos invitados. También debe de reconocerse que el/la asesor para los padres no funcionará en el lugar de los padres en las decisiones educacionales tomadas requeridas para nuestro hijo-a. Esta autorización y notificación se mantendrá en efecto hasta que sea terminada por escrito por nosotros, o nueve (9) meses de la fecha de ejecución o en todo caso la duración de un año escolar.

\_\_\_\_\_  
Padre/Guardián

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Padre/Guardián

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Asesor para los padres

\_\_\_\_\_  
Fecha

\*Documentos de educación especial es el archivo acumulado, documentos de educación especial, documentos de asistencia y cualquier documento mantenido por la enfermera de la escuela.