

SPED INTAKE & REEVALUATION PROCESS

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NEW STUDENT

Students with IEPs need to receive their services and support from the start of enrollment. In order to ensure that Health Leadership High School (HLHS) is meeting the learning needs of every student, we will conduct a search and request records from the student's previous school district(s). This ensures that all documentation is copied and sent to HLHS. At the start of the school year or any time thereafter when a new student enrolls with HLHS, the following steps will be conducted:

- 1 The registrar conducts a STARS search on new incoming students or contacts the previous school if they were coming from our of the district to see if the student has had a history of special education.
- 2 The registrar emails staff about the arrival of a new student and indicates they have been identified as having an IEP
- 3 Registrar requests SPED paperwork from the student's previous school district and emails the Director of Special Education the SPED paperwork
- 4 The Director of Special Education. will then email any corresponding teachers, SW, SLP, etc. about the new student
- 5 The Director will upload all special education records from the previous school district into the student Special Programs linked to the student's Powerschool Ed. dashboard.
 - New records will be uploaded as follows:
 - Open from the drop-down selection "File Based Records"
 - sub-label file as "Previous School SPED Records"
 - Upload each attachment as IEP, EDT, Evaluation, MET, etc.
- 6 The Director of Special Education then selects the case manager for the student based on balanced FTEs
 - This will be updated in both PowerSchool and SPED Caseload spreadsheet
 - The Caseload Spreadsheet is labeled as SPED Caseload_23-24.xlsx
- 7 The Director of Special Education then adds new students' STARS information into PowerSchool Ed. school system

ACCOMMODATIONS/MODIFICATIONS:

Accommodations/Modifications are services provided to students in the learning environments in addition to the current curriculum. These are intended to allow a student better access to their learning, and achieving their IEP goals. When a student starts with HLHS the following steps will be taken to ensure that all staff working with the student are getting the support they need from the time they start with HLHS.

- 1 The Director of Special Education will upload the student information into the Program at a Glance (PAG's) tab in the Special Ed. Google Doc System. Email is sent out to staff as a reminder of the student's accommodation and modifications with an attached link to the google drive holding the PAG folder.
- 2 The Director of Special Education puts copies of the Program at a Glance in general ed. and any corresponding teachers' mailboxes for initial review

- 3 The Director of Special Education then staffs the student with corresponding general ed. Teachers, special ed. teachers, and ancillary staff during staff PD day. For the 23-24 school year- Wednesday afternoons
- 4 Signatures acknowledging that teachers and staff have received, read, and understand the PAGs for each student will be gathered during PD. Those signature pages will be uploaded to the PAG's Google Drive folder and stored for future reference.

ADDENDUM

An Addendum is a revision made to the current IEP in situations where Health Leadership High School (HLHS), after reviewing all documents associated with the individual student, discovers that a service, a goal, and/or accommodations need to be changed to better meet the student's IEP needs while attending HLHS. If this occurs then the school will take the following actions:

- | Step | Action |
|------|---|
| 1 | The case manager, teacher, and all related service providers have 30 calendar days from the date the student started with HLHS to complete the addendum |
| 2 | <p>The Case Manager and/or Director of Special Education will draft an addendum document using the previous SPED documents and current school data. The current School will gather data from current teachers to help explain the needed changes to the IEP.</p> <ul style="list-style-type: none"> ● When opening a new addendum on the student's Special Programs, sub-label the documents with the type of revision being suggested <ul style="list-style-type: none"> ○ Examples <ul style="list-style-type: none"> ■ Remove "Services", "Accommodations" ■ Add "Services", "Accommodations" ■ Adjust Service Minutes for XXXX (ELA, Math, Related Service, etc) |
| 3 | <p>The Case Manager and/or Director of Special Education contacts parents, educators, and related staff to arrange a meeting to review Addendum. The Team will discuss the pros and cons of the suggested changes and the final decision regarding the change, which will be documented in the Addendum.</p> <p>A Prior Written Notice will be attached to the Addendum documenting the decisions made at the meeting. This should include the final decision made regarding the changes and the following:</p> <ul style="list-style-type: none"> ● If a change is to be made to the current IEP, document how that change will be made <ul style="list-style-type: none"> ○ Examples: the current PDF version of the previous IEP will be printed, changes documents on that version (example: The service minutes will be altered and dated with the change). That copy will be re-uploaded to the student's Special Programs Labeled as "Current Revised IEP, Date" ● How attendees participated in the meeting <ul style="list-style-type: none"> ○ If you did not meet with the parent in person, document the meeting participants in the signature box: the time and phone number ○ How the family will receive a copy of the changes made if they were not in attendance or attended by phone/online meeting. |
| 4 | Director of Special Education updates the Caseload Spreadsheet and STARS information on PowerSchool to reflect addendum minutes |
| 5 | Director of Special Education updates the Program at a Glance if any information has |

changed and will staff students with general ed. teachers and ancillary staff during Staff weekly PD and/or email.

PROCESS FOR COMPLETING AN IEP

This process describes how an IEP will be updated with the IEP team each year. This is an important activity as it will inform the team of the progress the student has made towards goals, changes that should be made to the student's IEP based on that progress, and more. Final decisions regarding the IEP are made by a team of people called the IEP team which consists of teachers, including the special education teacher, related service staff, school leadership, the student's parents and/or guardians, and the student. At HLHS, the student is required to participate in the development of the annual IEP as well as attend meetings.

Before the meeting date:

- 1 The Case Manager and/or Director of Special Education contact parents about the date and time for IEP **6 weeks** in advance of the IEP's due date. Once a date of the meeting is agreed upon the family, teachers, ancillary staff, and outside agencies involved with the student will be contacted and invited to the meeting.
 - Document Parent contact on the Meetings Tab of the Sped Caseload Google Spreadsheet. This information will be further documented on the Invitations sent to the student and Parents attending the meeting
 - Document the Date, who is making the contact, how the contact was made (Phone, text, letter), and what was decided during the contact.
 - Example: *9/27/23 BE, phone call, Parent confirmed the meeting date and time. They will attend in person.*
 - Use Google Calendar to document the meeting dates and times. Add people to the invitation that need to attend the meeting, including the parent.
 - Set up reminders 10 days prior, 3 days prior, and 1 day prior to the meeting date. Email reminders will automatically be sent to people listed on the invite.
 - Include the location of the meeting in the description.
- 2 The Case Manager and/or Director of Special Education begins collecting data **at least 3-4 weeks** prior to the IEP meeting date - this includes student profile information (student interview), Present Levels, Teacher reports, Ancillary reports, Testing data, Proposed Goals, and any other important information. Reports will be collected within that period and no later than 2 days before the IEP.
- 3 The Case Manager and/or Director of Special Education sends parents an Invitation home with the student and provides the student with their own copies - **14 calendar days** prior to the IEP meeting to be signed and returned to them the next day
 - If it is not returned, the Case Manager will follow up with parent and student that day via phone or text. Multiple attempts will be made, up to the day of the meeting, to gather those signatures.
 - Signed invites will be uploaded and attached to the student's Active IEP.
 - When the Invites are scanned and loaded to a computer the saved PDF will be labeled as "Invite Sig First InitialLastName"
 - Example: Invite Sign JDoe
 - To attach this and any other signature documents the following steps will be

taken

- Open active or draft IEP
 - Locate “Navigate To…” located as a drop-down box under the sections dropdown
 - Select “File Attachments”
 - New window will open. Select “Attach Files” located at the top
 - New window will open. Click on Select. You will now be able to upload PDFs and Word documents from your hard drive.
 - Once all documents have been selected, Click “Upload Files” and all documents will be added to the student's Active IEP.
- 4 The Case Manager and/or Director of Special Education inform all attendees of the IEP team meeting through email of the date and time at least **10 Calendar days** prior to the date of the IEP. This may also be a “Reminder” if the notification was sent sooner.
- 5 The Case Manager and/or Director of Special Education will prepare all documents for the meeting 3-5 days before meeting with the IEP team. This will include drafting a proposal IEP for the team to consider. The Case Manager will also email a copy of the draft to the parent if requested, 2 days prior to the meeting.
- 6 The Case Manager and/or Director of Special Education contact the family **2 days prior** as a reminder to know when the student's meeting is taking place.

During the Meeting.

- 7 The Case Manager and/or Director of Special Education lead and complete the final draft of the IEP. They ensure that all members of the team, including the student, actively participate in the final drafting. An agenda will be posted and followed to ensure that focus will be made on student progress, accommodations for state, district, and classroom supports, service time, students' post-secondary goals, and transitional planning (if appropriate).
- 8 Significant decisions such as changes in service minutes and the following will be documented on the Prior Written Notice and reviewed with the team at the end of the meeting:
- “Parent and Student Rights”
 - Age of Majority at the time the student turns 18.
 - Pathway for graduation
 - How student's career path was determined and was reviewed
 - If Translation support where used during the meeting
 - Accommodations for state/district testing
- 9 Parents, Guardians, and/or students (if 18+ years old) will be provided a copy of the IEP and any related documents to the parent or guardians either in hard copy or digital format.
- 10 During or at the end of the meeting, signatures will be collected on the **Meeting Participant** page and loaded to the active IEP (*see the section on Invitations*) along with parent signatures on the “**Progress Documentation, Signatures**” page (this includes initials for Parent Rights and signature for Medicaid); and the “**Consent for Services**” Page.

- After all signatures have been collected, scan and/or load the document with all 3 pages and save it as IEP Sig JDoe (student first initialLastname).
- 11 The Case Manager and/or Director of Special Education finalizes the IEP, which will now show in the student Special Programs at the “Active” IEP, and updates the Caseload Spreadsheet in the Google Drive system.

After the IEP meeting is over

- 12 The Case Manager and/or Director of Special Education will inform the STARS Coordinator about updated information and will either update PowerSchool together or designate the person (STARS Coordinator or Case Manager) that will update PowerSchool. PowerSchool will be updated with student IEP information within **24 hours** of the IEP meeting.
- 13 The Case Manager and/or Director of Special Education will inform school staff that (1) did not attend the meeting, and (2) work with the student, of updates regarding the IEP. They will be asked to sign a new acknowledgment of PAGs for the student. Those signature pages will be uploaded to the PAG’s Google Drive folder and stored for future reference.

PROCESS FOR COMPLETING RE-EVALUATIONS

The purpose of a reevaluation (also called Triennial Evaluation) is to gather information for the team IEP team to determine if the child still qualifies for the IEP and if the child has any additional needs that should be addressed with goals and services in the IEP. An Evaluation is required every three years. The team that reviews the information and makes final decisions regarding student needs is called the Eligibility Determination Team, and it consists of the same people who are part of the IEP team: teachers, including a special education teacher, parents, the student, related services staff and a Diagnostician.

Before the Re-Evaluation meeting date,

- 1 Director of Special Education evaluates the need for a reevaluation during initial intake based on dates provided in the IEP, or upon review of files throughout the year, to see if the student is due for their triennial evaluations. If the Director of Special Education finds that the student is up for their triennial evaluation, then they will provide the Case Manager the IEP for review.
- 2 The Case Manager and/or Director of Special Education will then begin the process of collecting additional data from parents, teachers, related service staff, and the student for the Review of Existing Evaluation Data (REED) a minimum of **90 days prior** to the date of the evaluation and/or IEP date.
 - The REED is being completed to help the EDT team (parent, LEA) determine if there is ample documentation supporting the current eligibility of the student and that further standardized, formal assessments are not necessary as part of the reevaluation process.
 - Data being collected for the Review of Existing Evaluation Data falls under the following areas of concern:
 - Background Information
 - Communication
 - Physical

- Social, Emotional, and Behavioral
- Cognitive Factors
- Functional Performance and Adaptive Behavior Factors
- Academic Achievement Factor
- The Case Manager and/or Director of Special Education retrieves attendance, grades, STAR Math/Reading scores, State Testing scores, parent reports, teacher reports, student reports, and any other important data and puts it in the REED document.
 - Staff will be given 2 weeks to turn in the requested information.
 - The Case Manager and/or Director of Special Education will contact Parent/Guardian (and if appropriate, the student) and request background information and input for the REED.
- The Case Manager and/or Director of Special Education will add data to the REED and begin drafting the EDT documents.

3 **4-6 weeks prior** to all re-evaluation due dates, the Eligibility Determination Team (EDT), will review existing evaluation data (REED).

- The special education team and school leadership will meet to discuss all data collected into the REED. School leaders will consider the information and add their input.
- Parents will be asked to a meeting, or by phone, and the REED will be reviewed with them to ensure they understand all the information collected. They will be asked for their input and determination for each area of concern
- Eligibility Determination Team (EDT) will review the REED while considering a) whether a child has a disability; (b) the educational needs of the child; (c) the present levels of academic achievement, functional performance, and related developmental needs of the child; (d) whether the child needs special education and related services; and (e) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.
- To conclude the meeting, the Eligibility Determination Team (EDT) will need to determine one of the following options:
 - There is enough information presented on the REED to support the need for continued special education services under the student's current eligibility and no further action is needed to complete the evaluation process (Progress Based Evaluation). The Team can move on to finalizing the Evaluation and Eligibility process.
 - *** IF** it is determined that standardized, formal assessments are **NOT necessary** to determine continued eligibility and need for special education services, the EDT uses the data obtained during the REED process to document continued eligibility. This eligibility determination and continued need for special education are documented on the appropriate Eligibility Determination Reevaluation form and the Prior Written Notice form. The date of this decision becomes the new evaluation date. The IEP will then be completed following. Documentation to this effect will be added to the Prior Written Notice.
 - There is not enough information on the current REED and the Team feels that further evaluations (both formal and standardized) are needed to provide the

missing information (Diagnostic Evaluation).

- *** IF** it is determined that additional testing **IS needed** to determine if the student continues to have a need for special education services, the Case Manager will need to provide prior written notice of the testing and the Diagnostician should describe the process to the student and family.
- **NOTE*** - For both scenarios above, the EDT must document that the child continues to be eligible for special education and related services under one or more IDEA (2004) eligibility categories. The eligibility determination and continued need for special education is documented on the appropriate Eligibility Determination Reevaluation form (EDT Form) and the Prior Written Notice form. The new assessment data are integrated into the new IEP. If no additional data were needed, the date of the eligibility decision becomes the new evaluation date. If additional data were needed, then the date that the comprehensive evaluation was completed becomes the new evaluation date.

- 4 Based on the final determination by the Eligibility Determination Team (EDT), a *Prior Notice* or *Proposal for Reevaluation* form will be completed by the Case Manager and/or Director of Special Education and sent to the Parent/Guardian of the student.
 - If further testing is required to complete the evaluation process, the document will list out the assessments needed
 - The Case Manager/Director of Special Education will also request a Consent to Evaluate form to be signed by the Parent. Parents will be sent a Proposal listing the types of testing being proposed with an explanation of what is being evaluated and how, and a consent form that parents will sign and return to the Case Manager/Director will be attached. A Digital e-signature program can be used to obtain signatures or a hard copy can be sent home by mail or with the student.
 - *Note: Any question the parents may have about testing that the Case Manager is not able to answer, then the School Diagnostician will be asked to contact the parents prior to testing and sign a consent to ensure they are fully informed about the process.*
 - If no further testing is needed, the notice will serve as the next step in completing the 3-year evaluation that full consideration has been given to any input or information provided regarding the student's educational needs and clarifies that a decision has been made.
 - A copy of the Proposal document and the Signed Consent for testing will be scanned and uploaded to the student's Active IEP in special programs. They should be saved as the following (Jon Doe is the example student)
 - *Eval Proposal Sig JDoe*
 - *Consent to Test Sig JDoe*
- 5 If testing is required, **3-5 weeks before** the student's evaluation due date, all related services/support staff and the School Diagnostician will come into the school setting to test the student. The Case Manager and/or Director of Special Education will contact and coordinate testing with the following people (as appropriate for the student's needs):
 - School leadership- to reserve testing space
 - School Diagnostician- to reserve a date for testing and discuss the types of

- testing needed.
- Related Service Staff- to reserve a date for testing and discuss the types of testing needed.
- Nursing Staff- set up hearing and vision screening for the student
- For Students who need to be tested in their home language (for example Spanish), then a bilingual school diagnostician will be obtained to test the student. All documents will be translated by the school into the parent's home language. During all meetings, an interpreter will be present to help the family make a meaningful connection with information and staff and to ensure all stakeholders are able to make appropriate decisions regarding the student's needs.
- The testing staff will then have 10 days after finishing their testing to write an evaluation report and draft recommendations. The Diagnostician and related service staff are required to contact the parents **3-5 days before the meeting** to review their results with parents.

- 6 The Case Manager, Diagnostian (if appropriate), and/or Director of Special Education will draft the EDT **3-5 days prior to the EDT/IEP meetings**.
- Emails will be sent out to appropriate team members to review the documents for accuracy and final notes regarding data.
 - Upon Request, a copy of the drafted REED, Eligibility Determination for a particular disability, and diagnostician evaluation report will be sent to the Parent.

During Meeting:

- 7 Eligibility Determination Team (EDT) will meet to discuss the following:
- If no testing was needed, the team will review the information collected on the drafted Eligibility Determination for a particular disability(s) (if more than one eligibility was in place for the student).
 - If testing was completed, the team will review the Evaluation report provided by the Diagnostian and their final determinations. The team will discuss the implications of the testing which may include evidence that the student no longer demonstrates an impediment in their learning. The team will need to discuss the following and document on the EDT and a Prior Written Notice
 - The student continues to be eligible for a current disability on record
 - The student qualifies for more than 1 eligibility
 - The student's eligibility has changed and the team needs to review other categories that may be more appropriate for the student's needs.
 - The student continues to demonstrate a disability, but that disability no longer impedes their learning or requires specially designed instruction and the team needs to consider returning the student to a general education setting.
 - If no changes to the Active IEP are needed, decisions made during this meeting will be documented on a separate Prior Written Notice and kept with the student's active IEP in Special Programs.
 - If changes are needed to the current IEP:
 - A revision can be made to the current IEP. The revisions will be documented in the active IEP's Prior Written Notice with the date of the changes in each box.
 - If it's time for a new Annual IEP, proceed to the above section on the

Process for Completing an IEP

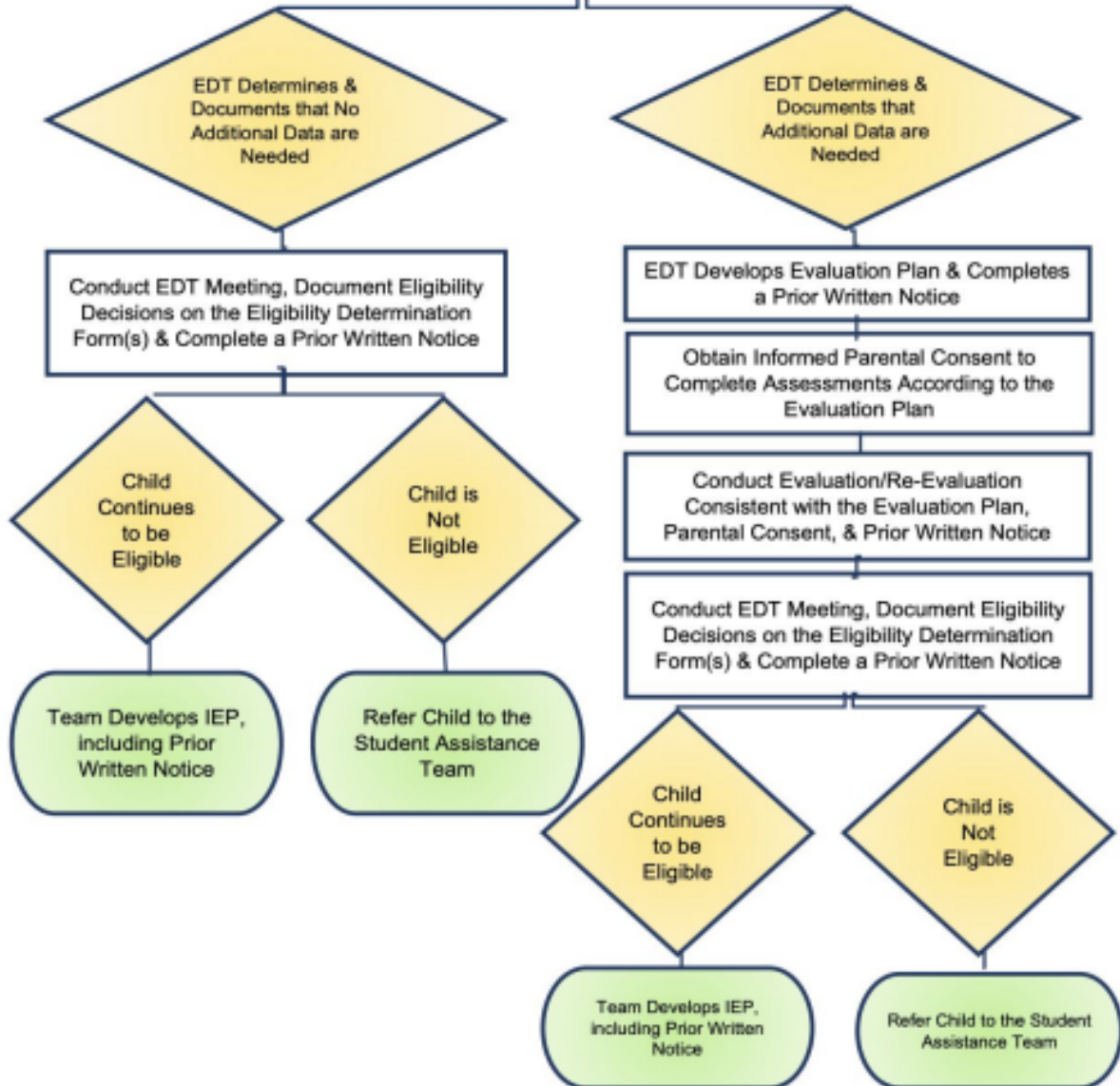
- 8 Once the team has determined the eligibility(s), the Case Manager and/or Director of Special Education will finalize the documents in the student special programs.
- Copies of all documents will be sent to the parents in their preferred manner (hard copy, digital).
 - If appropriate and time permits, the IEP will then be conducted and updated with the new information. *See Process for Completing an IEP (Above)*
 - Student information will be updated in the Caseload Spreadsheet in the Google Drive system.

After the Meeting:

- 9 Signatures:
- Participant Signatures pages will be signed during the meeting for the following documents:
 - REED
 - Eligibility Determination for a particular disability(s) if more than one was completed during the meeting
 - Prior Written Notice- if not attached to an IEP
 - Parents will need to sign additional lines, as a form of consent on the REED.
 - All signed documents will be scanned and uploaded to the student's Active IEP in special programs. They should be saved as the following (Jon Doe is the example student)
 - *REED Sig JDoe*
 - Multiple examples listed with the type of eligibility: *EDT SLD Sig JDoe; EDT OHI Sig JDoe; EDT ED Sig JDoe*
 - If Appropriate because the Evaluation meeting and Annual IEP are on separate dates: *PWN for Eval Sig JDoe*
- 10 The Case Manager and/or Director of Special Education will inform school staff that (1) did not attend the meeting, and (2) work with the student, of updates regarding the IEP. They will be asked to sign a new acknowledgment of PAGs (if appropriate) for the student. Those signature pages will be uploaded to the PAG's Google Drive folder and stored for future reference.
- 11 The Case Manager and/or Director of Special Education will inform the STARS Coordinator about updated information and will either update PowerSchool together or designate the person (STARS Coordinator or Case Manager) that will update PowerSchool. PowerSchool will be updated with student IEP information within **24 hours** of the IEP meeting

REED Process is Initiated

As part of an initial evaluation (if appropriate) and prior to all re-evaluations, the Eligibility Determination Team (EDT), must review existing evaluation data (REED). On the basis of that review with input from the child's parents, the EDT documents what evaluation standardized, formal assessments are needed, if any, to determine: (a) whether a child has a disability; (b) the educational needs of the child; (c) the present levels of academic achievement, functional performance, and related developmental needs of the child; (d) whether the child needs special education and related services; and (e) whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate, as appropriate, in the general education curriculum.



PROGRESS TOWARDS GOALS (PTG)

An Individualized Education Program (IEP) progress report towards goals is a way to measure student progress toward meeting their IEP goals. This type of report is typically given to parents and guardians at each grading period when regular education students receive a grade report. At HLHS, we complete PTGs every 9 weeks along with quarterly grades. These reports are then given to parents during Parent/Teacher Conferences or they are emailed/paper mailed home.

- 1 The Case Manager, Director of Special Education, and all related service providers request feedback from Regular Education Teachers during staffing meetings in "PTG's Google Docs" **2-3 weeks prior** to the end of the quarter of each grading period.
- 2 **1 Week prior** to the quarter due date, the Case Manager, Director of Special Education, and all related service providers complete PTG in the student's *Progress Report* section of their Active IEP
- 3 The advisor gives report cards and Progress Towards Goals **during family meetings** at the end of the quarter. If this was not able to take place, the Advisor will email or mail the report cards & PTGs to the parent.

The IEP DOCUMENT

The IEP has two general purposes: (1) to establish measurable annual goals for the child, and (2) to state the special education and related services and supplementary aids and services that HLHS will provide to, or on behalf of, the student. The IEP describes the plan for the student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive.

BEFORE THE IEP

The Case Manager and/or Director of Special Education enters all pertinent information within a week of the IEP:

1. Student Information
2. IEP Review Due Date
3. Reevaluation Due Date
4. The Primary Disability/Exceptionality
5. Student Profile : (Hobbies/Interests/Strengths and Weaknesses) - Obtained by student interview
6. Present Levels of Academic Achievement and Functional Performance: (STAR 360 Scores, Grades, #, and Narrative)
7. Measurable Postsecondary Goals - obtained in combination with student interview and completion of an interest inventory.
8. Transition Planning And /Interagency Linkage
9. The Course of Study
10. Graduation Options
11. Testing
12. Consideration of Special Factors
13. Discipline
14. Medical/Significant Health Information (Allergies/ Medical Conditions/ Medication to Dispensed at School)
15. Extended School Year
15. Least Restrictive Environment
16. Annual Measurable Goal(s)
17. Instructional Accommodations Or Modifications

18. Schedule of Services added all together
19. Level of Service - in minutes
20. Setting (General Education/Special Education, etc.)
21. Age of Majority
22. Prior Written Notice of Proposed Actions (Level of Service, # of Minutes/ Services/Service Setting/Graduation Options and Date)

All related service providers enter all pertinent information within a week of the IEP:

1. Transition Planning and /Interagency Linkage in Related Services
2. Present Levels of Academic Achievement And Functional Performance
3. Annual Measurable Goal(s)
4. Schedule of Services Minutes is provided and recorded

DURING IEP

1. The Case Manager is the facilitator and owner of the IEP Meeting (projector, room set-up, signature page, confirming General Education teacher attendance, safeguards, etc, copies of documents provided to the family)
2. The Case Manager and/or Director of Special Education will finalize and make active current IEPs and other documents at the end of the meeting if appropriate.
3. Diagnostician, SW, and SLP facilitate “their part” of the meeting.

AFTER IEP MEETING

Day of/Day After

1. The Director of Special Education updates accommodations in PowerSchool STARS data after completing IEP
2. Case Manager completes and uploads “Program at a Glance” into Google Drive within 10 calendar days after IEP 3) Case Manager puts in Regular Education Teachers’ mailboxes and student’s SPED files within 10 calendar days after IEP
3. Signatures obtained during the meeting are scanned and uploaded to the student's special programs under their active IEP.

STORING CONFIDENTIAL IEP RECORDS

In addition to the requirements of FERPA, the Individuals with Disabilities Education Act (IDEA) provides additional privacy protections for students who are receiving special education and related services. The privacy protections under Part B of the IDEA are found at 34 CFR 300.560–300.577. Public agencies such as Health Leadership High School, must inform parents of children with disabilities when information is no longer needed and, except for certain permanent record information, that information must be destroyed at the request of the parents (34 CFR 300.573). HLHS uses a secure document storage system so that families and students can be assured that confidential information such as IEPs, Evaluation Reports, and Assessment data is easily retrievable and adequately secured against loss or theft. All IEP records that are paper-based are stored in a red file under the individual student's name. That file is stored in a fireproof cabinet separate from regular education records. Digital-based documents are stored in the student's Special Programs linked to their Powerschool Records, accessible only by school staff that has the appropriate security. Any paper-based documents that contain student private information and are no longer needed will be shredded to remove all identifiable information.