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DEPARTMENT OF EDUCATION
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DEPARTMENT OF EDUCATION

SPECIAL EDUCATION PROGRAMS

CHECKLIST FOR APPROVAL

OF COMPREHENSIVE PLANS

FOR SPECIAL EDUCATION AGENCIES

AGENCY: LifeScape: LifeScape Specialty School and Pathways to Life Specialty School

South Dakota Agency Comprehensive Plan

Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02

The district/cooperative and all member schools/districts will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD.

State monitoring -- Primary focus. ARSD 24:05:20:18.01. The department shall monitor the implementation of this article, enforce this article in accordance with §§ 24:05:20:23.03 and 24:05:20:23.04 and annually report on performance under this article. The primary focus of the department's monitoring activities shall be on:

(1) Improving educational results and functional outcomes for all children with disabilities; and

(2) Ensuring that public agencies meet the program requirements under Part B of the IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

As a part of its responsibilities under this section, the department shall use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas identified in § 24:05:20:18.02 and the indicators established by the U.S. Secretary of Education for the state performance plan.

The **LifeScape Specialty Schools and Pathways to Life Specialty School** Agency has formally adopted the following policies and procedures as their comprehensive plan for special education. The intent of this document is to identify the responsibilities of the district and the Agency.

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of applicable federal and state laws.

Stephanie Sherard 10/24/2024

Signature of Authorized Official — Date

Stephanie Sherard, Vice President of Residential and Educational Services — 605-444-9500

Typed Name and Title — Telephone Number

Address:

LifeScape Specialty School
School 2501 W 26th Street
Sioux Falls, SD 57105
605-444-9500

Vista Park/Pathways to Life Specialty Schools
2801 S Kiwanis Avenue, Suite 100
Sioux Falls, SD 57105
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LifeScape Specialty Schools Overview of Services:
It is the goal of the LifeScape Specialty School and Pathways to Life Specialty School agency/facility to provide full educational opportunity to all children with disabilities, aged birth through twenty-one, consistent with the timetable established in the South Dakota Eligibility Document or Part B of the Individuals with Disabilities Act. LifeScape Specialty School provides services for students age Birth through 21. LifeScape Pathways to Life Specialty School provides educational services for students aged 17-21.

Section I

Communication between the agency and district is vital to the success of the student. This includes communicating about meetings, evaluations, timelines, and etc. Identify who will be responsible for this (title and position).

The LifeScape Special Education Director, Assistant Special Education Director, and/or designee will work with resident school district (LEA)s, Superintendent, or Special Education Director or designee on the communication and collaboration of meetings, evaluations, timelines, progress monitoring and any other coordination of services.

The LifeScape Special Education Director, Assistant Special Education Director, and/or designee will notify the local education agency (Sioux Falls School District) of students who are placed at LifeScape by CPS/DSS and the South Dakota Auxiliary Placements. Procedures have been developed with the Sioux Falls School District that include notification of enrollment at LifeScape to the Sioux Falls School District Special Education Director and/or Designee. The LifeScape Special Education Director and/or designee will coordinate the completion of the required initial documentation for the Sioux Falls School District. This paperwork will be submitted to the Information and Technology Services Representative or designee within the Sioux Falls School District. The assigned LEA Representative and the Office of Auxiliary Placements Representative will both be included in all district correspondence and all IDEA processes meetings.

Section II. Child Count

Child Count 34 C.F.R. §300.640; ARSD 24:05:17

a. Child Count data is the collection of enrollment information for students with disabilities ages 3-21 that are receiving Special Education services. Accurate reporting ensures who is responsible for providing services to identified students. If your agency reports child count data, explicitly state the procedures for reporting data in the state Student Information System.

LifeScape IEP Facilitator/SIMS Coordinator under the supervision of the Special Education Director or Designee will input student specific data into the Statewide Student Information system for students enrolled at either of the LifeScape Specialty Schools. This information will be updated within 5 business days

of the IEP or changes in enrollment. The IEP Facilitator/SIMS Facilitator under the supervision of the Special Education Director, Assistant Special Education Director and/or Designee will work with resident school district (LEA)s and the South Dakota Department of Education to ensure the accuracy and reliability of the data. LifeScape will send copies of enrollment records to the resident school district (LEA) upon request from the district.

The LifeScape Special Education Director, Assistant Special Education Director and/or Designee will work with the resident school district (LEA)s and The South Dakota Department of Education to address any overlaps, corrections, errors, noncompliance issues, and responses

Section III. Timelines

Evaluation 34 C.F.R. §300.122; ARSD 24:05:25

Yearly Review and revision of individual educational programs 34 C.F.R. §300.324; ARSD 24:05:27:08

a. Special Education has explicit timelines that need to be followed. Those timelines are associated with;
    i. Annual Meetings
    ii. Eligibility
    iii. Evaluation – Initial and reevaluation

Explain how your agency will work with the district to ensure that these timelines are followed.

The LifeScape Special Education Director, Assistant Director, and/or Designee will work with the resident school district (LEA)s to ensure timelines are followed for students enrolled at LifeScape's Specialty Schools. Timeline specific information is documented for each LifeScape student upon admission. A database of all timelines is maintained in the LifeScape IEP Facilitator's Office and the Special Education Director's office. LifeScape has protocols in place to ensure notification of timelines and expectations for IEP's and Comprehensive Evaluations to team members, which includes correspondence with parent/guardian and the resident school district

LifeScape and the resident school district (LEA) will work collaboratively to ensure copies of documentation related to the timelines are on file at both LifeScape and the resident school district (LEA).

The LifeScape Special Education Director, Assistant Director, and/or Designee will ensure Auxiliary Placement Students are registered through the Sioux Falls School District and the district is provided with copies of all special education documentation.

<u>Transition from Part C to Part B:</u>
LifeScape's Special Education Director or designee works collaboratively with Birth to Three providers, resident school districts, and families to ensure timely and effective transition from Part C early intervention services to Part B preschool special education services. Transition

activities are completed in accordance with IDEA timelines and include coordination of evaluations, eligibility determination, IEP development, and implementation of services to promote a successful transition.

Section IV. Individualized Education Program (IEP)

Development of the IEP 34 C.F.R. 300.112; ARSD 24:05:27

a. Identify who will be responsible for writing the IEP. Some agencies have certified special education staff on-site and are capable of developing the IEP. Explicitly state which entity will be the party to complete the IEP.

Unless otherwise agreed upon at the time of admission, LifeScape Specialty Schools Interdisciplinary team (to include but not limited to related service personnel, Behavior Analyst, Nursing, Dietician and Social Worker/Case Manager as appropriate) under the direction of the Special Education Director, Assistant Special Education Director, Special Education Teacher, and/or Designee will complete the processes associated with writing the annual IEP.

Should the resident district choose to complete the Meeting Notice, writing of the IEP, and Parental Prior Written Notice, LifeScape Specialty Schools will work cooperatively and collaboratively with the Resident school district (LEA). The resident district will ensure LifeScape Specialty Schools receives a copy of the finalized documents.

Extended School Year (ESY) Placements (students placed at LifeScape for the delivery of services during our 4th quarter): The resident district may complete the writing of the meeting notice, IEP, and Parental Prior Written Notice (PPWN) for students participating in only short-term services such as Extended School Year unless otherwise arranged with the LifeScape Special Education Director, Assistant Special Education Director, and/or Designee. LifeScape Specialty School will provide a summary of progress (i.e. quarterly report) to the family and district at the end of ESY session. A meeting will be offered to the Resident school district (LEA) and parent/guardian to review the student's progress.

LifeScape Specialty Hospital Stays: The resident district will complete the writing of the meeting notice, IEP, and Parental Prior Written Notice (PPWN) for students participating in short term hospital stays unless otherwise arranged with the LifeScape Special Education Director, Assistant Special Education Director, and/or Designee.

b. The agency works directly with the student and has the knowledge of the strengths and needs of the student. The district and the agency must work together to develop a comprehensive IEP based on the needs of the student. Describe your process of collaborating with the district to provide input into the IEP.

LifeScape Specialty Schools have protocols in place ensuring the collaboration with the resident district, including documentation of provided input. Special Education Director, Assistant Special Education Director, and/or Designee will ensure communication and collaboration with school districts for all special education processes and as timelines come due. LifeScape will provide school districts with a copy of the progress report for the student and contact them prior to the meeting to gather their input. The school district will be provided with a draft of the proposed IEP prior to the meeting. School districts are encouraged to visit LifeScape Specialty Schools to observe the student within the classroom at LifeScape to assist with keeping up to date with the students' current needs.

c. Every student on an IEP will have annual goals. These goals are written to be measureable and progress documented. Each student's progress must be reported to the parent as specified in the IEP. Describe whether the agency or district will be responsible for reporting the progress on the goals to the parent. If the agency will be responsible, designate how this task will be completed and who the progress will be shared with the parent/student/guardian/district/etc.

LifeScape Specialty Schools have protocols in place for the collection of data, monitoring and review of data, and distribution of data related to IEP goals and objectives. LifeScape Specialty School's Interdisciplinary team under the direction of the Special Education Director, Assistant Special Education Director, Special Education Teacher, and/or Designee will complete quarterly progress reports outlining student progress. Reports will be sent out at the end of each quarter in December, March, June, and August. A copy of the progress report will be sent to the resident school district, parent, guardian, and /or surrogate parent each quarter by the IEP Facilitator. Progress reports will be available at Annual IEP meetings and additionally as requested by parents or local education agencies.

LifeScape Specialty Schools also has scheduled conferences built into the school calendar two times per year where parents/guardians can schedule a time with their student's teacher to review progress. Parents/Guardians are informed through the Parent Handbook sent out annually and posted on the website, of contact information and their right to request a meeting to discuss progress at any time.

d. The IEP identifies the individual services that each student with a disability will receive. These services identified in the IEP documents the amount of service and frequency related but not limited to, special education services, related services, transition services, etc. Describe who will be providing the services (the district or agency) and the process used to ensure that the services are given to the student as designated in the IEP.

The LifeScape Specialty Schools Interdisciplinary Team under the direction of the Special Education director, Assistant Director, Special Education Teacher, and/or Designee are responsible for providing services for students while enrolled at LifeScape. Upon admission, student services are designated to a provider, and the interdisciplinary team is assembled based on services indicated on the IEP.

The determination and implementation of special education services, related services, and transition services will be made by the IEP team. LifeScape Specialty Schools will implement/coordinate the special education services, related services, and transition services as indicated by the IEP. For South Dakota students should a student access the transition services of Vocational Rehabilitation Services, the team will work through the Vocational Rehabilitation counselor assigned to the district unless otherwise directed by the Vocational Rehabilitation Office. Students who access Project Skills will utilize the contract for services from the resident school district. Transportation services will be the responsibility of and coordinated by the resident school district and through the IEP Team process.

LifeScape has specialized speech therapy, occupational therapy, physical therapy, behavior therapy, vision consultant, counseling, nursing, dietary, and one on one services available to students as indicated by their IEP. Additional services are coordinated through the South Dakota Services for the Deaf, South Dakota School for the Blind and Visually Impaired, and Deaf Blind Program. Highly specialized services that are not available at LifeScape will be coordinated and provided by the resident school district.

Children placed at LifeScape Specialty Schools will follow the calendar year of the LifeScape Specialty School specific to each location. Extended School Year Services will be based on the LifeScape Calendar rather than the calendar year of the resident school district (LEA). It should be noted that LifeScape Children's does offer a contracted service of Extended School Year Services to LEAs. This contracted service is offered during LifeScape's 4th quarter term. These students are enrolled as contracted Extended School Year students and not as regular enrollment students. Fourth Quarter is not Extended School Year Services for regularly enrolled LifeScape students.

Section V. Evaluation

Completion of the evaluation 34 C.F.R. §300.122; ARSD 24:05:25

a. Special education evaluations (initial or reevaluations) must be completed in a specific timeframe. For students of transition age, a transition evaluation must also take place. The district and the agency will determine who will be responsible for initiating the evaluation process. Communication between the agency and the district is significantly important to complete the evaluation. Explicitly state which entity and the process that will be used to conduct the evaluations; to include the standardized, transition, and skill based.

   LifeScape Specialty Schools have policies and procedures in place to guide the interdisciplinary team in preparation and development of the Parental Prior Written Notice for Consent and Comprehensive Evaluation.

The Special Education Director, Assistant Special Education Director, or Designee will be responsible for ensuring that the proper procedures are followed in the development of Comprehensive Evaluations. This would include working with the interdisciplinary team, resident school district, and parent/guardian/surrogate to determine needed areas of assessment, completing the Parental Prior Written Notice for Consent, working with the parent/guardian/surrogate for consent for the evaluation, coordinating the completion of the needed assessments and development of the written comprehension evaluation.

LifeScape has procedures in place for the assignment of a surrogate parent in the event that a student is a ward of the state and meets criteria as stated in regulation for the assignment of a surrogate. These procedures include the assignment and training of surrogate parents in accordance with administrative rules of Southy Dakota and Federal IDEA regulation.

LifeScape Specialty Schools Special Education Director, Assistant Special Education Director, or Designee will work with the resident school district (LEA) Designee on the coordination of the completion of assessments. Should any assessments be determined to be administered by the LEA, this information will be clearly identified in the Parental Prior Written Notice for Consent for Evaluation. LifeScape will coordinate distribution of the evaluation reports completed at LifeScape.

LifeScape will ensure that evaluations and assessments are administered by qualified personnel in accordance with applicable federal and state special education requirements. Individuals conducting standardized assessments will meet the qualifications, training requirements, and administration standards established by the publisher of the assessment and any applicable professional licensure or certification requirements. Skill-based, functional, vocational, and transition assessments that do not require specific standardized testing credentials will be administered by highly trained and appropriately qualified professionals who have demonstrated knowledge and competency in the assessment procedures being used. All assessments will be selected and administered in a manner that is nondiscriminatory, technically sound, and appropriate for the student's age, disability, communication needs, and educational programming.

Referral for Initial and Reevaluations

LifeScape Specialty Schools adheres to and implements procedures in accordance with the rules and regulations related to referral of children with disabilities.

At LifeScape a referral for services includes any written, electronic, or verbal inquiry, which brings a student currently receiving services at LifeScape to the attention of the Administrator, Special Education Director, Principal, or designee. Parents, teachers, therapists, social worker/case manager, social service agencies, school districts, physicians, and/or other service providers may make a referral for evaluation for any person receiving services at LifeScape. These are also directed to the school administrator.

LifeScape also serves children post-acute care hospitalization, rehabilitation, and Department of Social Services emergency placement. When a student is identified through a screening process, the LifeScape Administrator, Special Education Director, Principal, or designee will document the information on a LifeScape Referral for Consideration of Evaluation Form and the student's resident school district (LEA) and parent/guardian will be contacted. Coordination of evaluation procedures between LifeScape and the resident school district will be arranged, and responsibility determined. If determined by the resident district, LifeScape will complete the referral, consent for evaluation, and eligibility procedures. The LifeScape Special Education Director or Assistant special Education Director will begin the following process.

a. When determined that LifeScape will take the lead on an initial evaluation, after an informal review arising from a referral, LifeScape and the resident school district determines that no evaluation is necessary, LifeScape shall inform the parents and the resident school district of its decision and the reason for the decision in writing on a parental prior notice form and shall also inform the parents of their due process rights. LifeScape and the resident school district will maintain documentation of the referral, informal review and prior notice for students that do not result in evaluation. All information will be located in the student's cumulative file, sent to the parent and the resident school district.

b. If after informal review, the agency, parent, resident school district determines that further evaluation is necessary, LifeScape shall outline the plan for the assessment on a prior notice and consent form. LifeScape will obtain parent/guardian and referring district input, written permission from the parent, and conduct a multidisciplinary evaluation as outlined on the Prior Notice and Consent. Within 25 school days of receipt of the signed Parental Prior Written Notice/Consent Form, the evaluation will be completed unless other timelines are agreed to. The date that permission was received by the district will be documented on the form. The evaluation team will be notified of the timelines by the Special Education Director, Assistant Special Education Director, or Designee.

c. Upon completion of all evaluations, the data will be analyzed and compiled into a written report(s). The report(s) will be disseminated to team members prior to the meeting, which will be held within 30 calendar days of last day of testing or prior to the due date depending on which one comes first.

d. The LifeScape Special Education Director, Assistant Special Education Director, or IEP Facilitator and the resident school district (LEA), and parents/guardians will decide upon a mutually agreeable meeting date to review the reports and determine eligibility for special education and related services. LifeScape will mail to the parent/guardian and resident school district (LEA) a completed Meeting Notice. The Meeting Notice will be sent to the parent at a reasonable time prior to the meeting. A copy of the evaluation reports and Parental Rights Booklet will be included with the Notice.

e. At the meeting, the team will review the evaluation report(s), determine eligibility for special education and special education and related services, and, if appropriate, develop an IEP and then determine placement in the appropriate least restrictive

environment. The parent's consent, which is required for initial placement, will be obtained by LifeScape prior to implementation of an IEP.

f. A Parental Prior Written Notice Form summarizing the decisions made and rejected at the meeting will be reviewed and sent to the family and district. The family will have 5 days from receiving the Parental Prior Written Notice Form to review the decision prior to implementing any decisions. The family may choose to waive the 5-day notice by indicating this preference on the Parental Prior Written Notice Form.

Section VI. IEP Team

IEP team meeting date 34 C.F.R. §300.23; ARSD 24:05:27:02

Parent Participation 34 C.F.R. §; ARSD 24:05:30:02.01

IEP team 34 C.F.R. §300.321; ARSD 24:05:27:01.01

Special Education has specific laws that govern the meetings. The IEP team is the key element in making informed decisions for the best interest of the student. Communication with the district about who will be conducting the meetings (annual, eligibility, amendment, etc.) is essential.

a. Meeting Notice –Prior to a meeting, the notice will be sent out. Content of the meeting notice includes date, time, location, purpose, or agenda, attendees, and contact information.
b. Unless otherwise agreed upon at the time of admission, LifeScape Specialty Schools Interdisciplinary team under the direction of the Special Education Director, Assistant Special Education Director, or Designee will complete the meeting notice to include date, time, location, purpose, or agenda, attendees, and contact information, and send it to all invitees. A copy will be sent to the resident school district for their cumulative file.

c. Conducting - Please designate who will be conducting the meeting (district or agency). LifeScape Specialty Schools will take an active role in initiating and conducting the meeting with full collaboration with the resident school district, (LEA) and parent/guardian.

d. Location - Whether the meeting is initiated by the agency or district, describe how the parent, district, and agency will be involved.
The location of the meeting will be at one of the LifeScape Specialty Schools unless other arrangements are made. The specific location will be identified on the meeting notice.
*LifeScape Specialty School has various technologies available to promote participation when distance and travel are obstacles for participation. These options include dedicated conference systems and video technology. In addition to the meeting notice, a

calendar invite will be sent to all participants and will include a link for video conferencing or phone number to participate by phone.

e. Attendance - Special Education law requires, at a minimum, that the parents of the student, regular education teacher (if student is participating in the regular education environment), at least one special education provider, representative of the school district that can make decisions about the availability of resources of the district, the student (if appropriate), and transition service participants (if applicable). Describe how the required attendees will be included if the meeting is being held at the agency.

LifeScape will work with all participants to determine a mutually agreeable time for the meeting. Meeting invitations will be sent to individuals outside of LifeScape by mail, electronic correspondence, or sent home with the student per parent and district preference. The team will make a reasonable effort to promote the parent's participation in the IEP process and document all attempts. If reasonable measures to have the parents attend the meeting have been unsuccessful, the team will continue with the IEP with the resident school district (LEA). LifeScape will continue to work with the parent to review the document via technology, visits when they are on campus, or home visits. Team members that must be excused from an IEP will be responsible for completion of an Excusal Form and document parent approval of their absence prior to the meeting. A copy of the excusal will be attached to the meeting notice and copy provided to the parents and the resident school district (LEA).

Section VII. Parental Prior Written Notice

Content of Notice 34 C.F.R. §300.503; ARSD 24:05:30:04, 24:05:30:05

a. Meeting Notice -Parents of students with disabilities are to be included in all IEP team meetings. These meetings are at a mutually agreed upon time and place. Parents are to be informed early enough to ensure that they will have the opportunity to attend. As for the Parental Prior Written Notice, is completed and given to the parent after a meeting has been held. This notice is provided as a recap of what was discussed in the meeting and should include what the district proposes or refuses to initiate or change in the identification, evaluation, or educational placement of the child and should be given to the parents five days before this change. Identify who will be responsible for the completion and delivery of these notices. (district or agency)

The LifeScape Special Education Director, Assistant Special Education Director, or Designee will complete the meeting notice and ensure it is sent to all participants in the IEP process. A copy will be delivered to the student in their classroom if the student is of transition age or younger if they would like to attend their meeting.

All decisions of the team will be made jointly with the parents/guardians, the student's LifeScape IEP team members and the resident school district (LEA) through the IEP process and will be specified on the child's IEP. The IEP will be in effect before special education and related services are provided to a child and will be implemented as determined by the dates on the Parental Prior Written Notice Form. If a parent makes a request during the IEP meeting and LifeScape and/or the LEA declines to implement the request and a consensus is not met, the information will be documented on the Parental Prior Written Notice Form reflecting the request and will be sent to the family and LEA documenting this request and the reason why this proposed action is being declined. Additionally, the Parental Prior Written Notice Form will document additional information including proposed actions, requests that were rejected, the specific information used to assist in making decisions, and any additional information summarizing the discussions at the meeting not specifically documented within the IEP form. The Special Education Director, Assistant Special Education Director, or Designee will complete the Parental Prior Written Notice Form during the meeting and coordinate its distribution as well as a copy of the final IEP.

b. The timelines of the notices are important and need to be provided to the parents within those timelines. Describe the process that will be used to ensure that the Notices are sent with adequate time.

LifeScape Specialty School's IEP Facilitator under the direction of the Special Education Director or Assistant Special Education Director maintains a database of the timelines for the Individual Education Plan and Comprehensive Evaluation. The meeting notices are generally sent out one week or more prior to the scheduled meeting, if at all possible, via e-mail or US Mail. The Parental Prior Written Notice summarizing the IEP or IEP Amendment will be handed out with the IEP to participants attending the meeting in person or sent via email or US Mail based on the indicated preference of the parent or resident school district for those attending via phone or video conferencing. The date sent will be indicated on the Parental Prior Written Notice.

Section VIII. Discipline Procedures

Authority of School Personnel 34 C.F.R. §300.530; ARSD 24:05:26:02.03, 24:05:26:09.03

Change of Placement for disciplinary removals 34 C.F.R. §300.536: ARSD 24:05:26:02.01

a. Students that are on an IEP may exhibit minor to extreme behavior issues. Existing behavior plans in the IEP may need to be addressed. Specific guidelines exist and need to be followed for the suspension and expulsion of students on an IEP. Describe how behavior situations are handled at the agency and how the behavior will be communicated to the district.

LifeScape is committed to a safe, respectful, and supportive learning environment. Student behavior will be addressed through a coordinated, prompt, and fair process that is disability-informed, and focused on both safety and skill development. Discipline will focus on teaching, behavioral support, environmental change, restorative action, or individualized programming when appropriate.

LifeScape has policies and procedures in placement for the management of maladaptive behavior. Recognizing that many students served by LifeScape Specialty School have complex communication, behavioral, and support needs. Disciplinary decisions will consider the circumstances of the behavior and the student's unique needs to ensure responses are appropriate, equitable, and supportive of continued educational access.

Consideration may include the student's age, level of intellectual disability, level of IQ, developmental level, past history, communication abilities, educational needs, behavioral history, functional behavioral needs, IEP, Behavior Intervention Plan (BIP), other individualized plans, environmental circumstances, understanding of the behavior and its consequences when appropriate, and the safety and educational needs of other students.

Disability-related behavior will be addressed in a manner consistent with applicable special education requirements. Identification of behavior as disability-related does not eliminate LifeScape's responsibility to address its impact on the safety, well-being, or educational access of other students. Students may require the support of a formal behavior support plan to address maladaptive behavior.

Behavior Plans (BP) include research-based strategies that are developed for persons whose frequency, intensity, and/or duration of problem behavior is harmful to self or others, impedes learning, and/or restricts access to the community. The BP will include the least restrictive intervention to prevent problem behavior from occurring, identify target behaviors and functions of behavior, rationale for interventions, identify risks and benefits, include skill building programs or functional replacements skills, how to reinforce identified alternative skills, teaching procedures, goals, maintenance, generalization strategies and justification and restoration plans for restrictive procedures.

In the case of a student whose behavior impedes his or her learning or that of others, the LifeScape Individual Education Plan (IEP) team will consider the use of positive behavioral interventions and supports and other strategies to address that behavior. Upon admission, or at the start of a newly defined behavior with no previous intervention, an initial set of behavioral guidelines will be developed, in collaboration with Individual Education Plan (IEP) Team to include parent/guardian and resident school district, based upon the principles of Applied Behavior Analysis (ABA), specific to historic information, medical and mental health records, and parent/guardian/LEA report.

The person's BP will be approved by the IEP Team to include resident school district (LEA), parent/guardian, and the Behavior Support Committee, and Human Rights Committee (for residential students) when necessary, prior to implementation.

Staff working with each person will be trained using the BP Specific Treatment Procedures and will sign off once training is completed.

The Board Certified Behavior Analyst (BCBA) or designee will review target behavior data and teaching program data, analyze trends, and make intervention modification or procedure addendums as the data indicates.

Behavioral situations out of the realm of the student's behavior, and/or those incidents that cause injury requiring medical attention to either the student, peers, or staff, and or high magnitude property damage will be communicated with the parent and school district via phone calls and/or e-mail correspondences by the Special Education Director, Assistant Special Education Director, or designee. Any changes adding more restrictive procedures to an approved plan will be communicated to parent/guardian and resident school district through an IEP amendment identifying the changes and documenting parent/guardian and school district approval.

In the event that a student's behavioral needs become outside of LifeScape's scope of treatment or places the individual and others at significant risk, LifeScape has policies and procedures in place to convene the IEP team, including parent/guardian and resident school district, to develop a safe discharge plan.

Section IX. State and District Wide Assessment Procedures

Participation in Assessments 34 C.F.R. §300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01

a. Students are required to participate in state assessments at certain grade levels. Some accommodations stated on their IEP may be needed for participation in the assessment. Identify the process for providing state assessments to the appropriate students and describe how the accommodations are utilized.

LifeScape will ensure all children with disabilities shall be included in all general state and district-wide assessment programs for the state of South Dakota, with appropriate accommodations and alternate assessments, and as indicated in their respective IEPs.

The process for providing state assessments to the appropriate students involves reviewing each student's eligibility and Individualized Education Program (IEP), identifying the assessments required for the student's grade and courses, and ensuring that the student participates in the assessment unless the IEP specifies an allowable alternate assessment. The IEP will determine whether alternate assessment is appropriate for the student based on guidelines developed by the Department of Education for students with cognitive disabilities. The team will then review the IEP to determine which accommodations are required and communicate those accommodations to the personnel administering the assessment. The following procedure will take place for

a. The IEP team identifies the students' needs. The team determines which accommodations the student requires based on the student's disability and educational needs.
b. The accommodations are documented in the IEP. The IEP will clearly identify the accommodations the student requires when participating in assessments.
c. Before testing, the assessment Coordinator will verify that the accommodations listed in the IEP are allowable for the particular South Dakota assessment.
d. Assessment personnel implement the accommodations specified in the student's IEP.

The LifeScape Special Education Director, Assistant Special Education Director, and/or Assessment Coordinator will coordinate the ordering, dissemination, collection,

submission, and reporting of all mandated state-wide assessment with contracted publishing company, the South Dakota Department of Education, and Resident school district (LEA)s. The LifeScape Special Education Director, Assistant Special Education Director, Assessment Coordinator, or Designee will coordinate the reporting of assessment results to the parent/guardian. In the event that results are sent to the resident school district (LEA), the School District will be responsible for the reporting of assessment results to the parent/guardian.

The resident school district (LEA) will be responsible for the administration of any additional district specific progress monitoring assessments. LifeScape will coordinate with the district personnel to administer the assessment to the student.

Students from States other than South Dakota will follow the state assessment procedures for South Dakota. If the LEA from another state requests the student to participate in their state assessment the LEA from that state will be responsible for administration.

Section X. Procedural Safeguards

Availability of mediation 34 C.F.R. §300.506; ARSD 24:05:30:09

Filing of due process complaints 34 C.F.R. §300.507; 300.508, 300.509; ARSD 24:05:30:07.01

Resolution process 34 C.F.R. §300.510; ARSD 24:05:30:08.09-.12

Impartial due process hearing 34 C.F.R. §300.511; ARSD 24:05:30:09.04

Hearing rights 34 C.F.R. §300.514; ARSD 24:05:30:12

Hearing decisions 34 C.F.R. §300.513. 300.514, 300.515, 300.516, 300.517; ARSD 24:05:30:11

Status of child during due process proceedings 34 C.F.R. §300.518; ARSD 24:05:30:14

a. Identify the policies and procedures for addressing complaints and dispute resolutions.

LifeScape has policies in place to address grievances not related to the provision of IDEA. All students and their parents/guardian, or surrogate parent are notified in an accessible format of the Grievance Process at the time of admission and annually thereafter.

LifeScape believes that all students have a right to individualized supports and quality services. If a student (when appropriate) or his/her parent/guardian/ surrogate parent has concerns regarding supports or services, he/she is encouraged to use first person communication to solve the problem by talking directly to the staff members and supervisor involved in the issue of concern. If the problem is not able to be resolved, they may file a grievance without risk of repercussion.

If concerns are not resolved through informal discussion, the parent/guardian or surrogate parent may file a formal educational grievance verbally or in writing. The

parent/guardian or surrogate parent would be encouraged and/or assisted to complete the Grievance Form.

All grievances will be handled with timely responses to the student and his/her parent/guardian/surrogate parent. Presentation of a grievance shall not compromise the student's access to services.

In the event that issues arise in dealing with the identification, evaluation, or educational placement of a child or the provisions of a free appropriate public education, LifeScape will adhere to all applicable federal and state laws, regulations, and procedural safeguards governing special education due process complaints and dispute resolution under the Individuals with Disabilities Education Act (IDEA). For concerns related to a student's identification, evaluation, eligibility, educational placement, or the provision of a Free Appropriate Public Education (FAPE), LifeScape will ensure that parents and guardians are informed of their procedural rights and provided with information regarding available dispute resolution options a minimum of annually. LifeScape will follow applicable requirements for the documentation, submission, and response to complaints; cooperate with the South Dakota Department of Education (SD DOE) and other appropriate parties; and comply with established timelines and resolution procedures. LifeScape will support meaningful parent participation, maintain appropriate records, and work collaboratively with families, the resident school district and relevant educational agencies to address concerns and promote compliance with applicable special education requirements.

LifeScape will work with the resident school district to determine any need for a facilitated meeting, mediation or need to move to the hearing process. If the mediated meeting, mediation or hearing process is initiated, the resident school district for the child will enact provisions for due process hearing and all procedures therein. LifeScape will work collaboratively with the resident school district (LEA) and the South Dakota Department of Education in regard to any requests for a facilitated meeting, mediation and/or hearing. The request for a hearing will be directed to the Special Education Director of the resident school district (LEA) or their designee upon notification.

During the pendency of any administrative hearing or judicial proceeding pursuant to this section, in which LifeScape can reasonably provide services for the child, the child involved must remain in the present educational placement unless the school district, LifeScape, and the parents agree otherwise. LifeScape is a private, out of district placement. Should LifeScape be unable to provide educational placement for a student during an administrative or judicial proceeding, LifeScape will provide adequate notification to the resident school district (LEA) and parents. LifeScape will work cooperatively with the resident school district (LEA) and state entities to assist in the coordination to provide similar educational placement for a student during an administrative or judicial proceeding.

LifeScape will ensure the procedures required in ARSD 24:05 which govern procedural safeguards and the provision of Independent Education Evaluation are implemented. In the event that a parent disagrees with an evaluation conducted by LifeScape or the resident school district (LEA), LifeScape will work collaboratively with the resident

school district (LEA) regarding any requests for an independent educational evaluation and communication of the information to the parents. Requests will be handled in accordance with the resident school district (LEA)s policies and procedures for an independent educational evaluation. The resident school district (LEA) will be financially responsible for payment of agreed upon Independent Education Evaluations. If the request comes from a DSS placement, LifeScape will provide a listing of potential resources for referral for evaluation.

LifeScape does accept students who are privately enrolled at the cost of the parent/guardian. A specific contract outlining the scope of the services is spelled out through the Individual Education Service Contract following the same rules and regulations for the evaluation and IEP processes documented in this comprehensive plan for students not enrolled by the school district. School districts will receive annual notification of enrollment of the student although will not be involved in the meetings nor receive copies of documentation except through the parent.

Section XI. File Maintenance

Confidentiality of Information 34 C.F.R. §300.123; ARSD 24:05:29, ARSD 24:05:21:05

Records regarding migratory children with disabilities 34 C.F.R. §300.213; ARSD 24:05:21:05

Destruction of information 34 C.F.R. §300.624; ARSD 24:05:29:15

a. District policies and procedures on confidentiality of information. Describe the agencies policies and procedures.

LifeScape implements policies and procedures to ensure protection of the confidentiality of any personally identifiable information collected, used or maintained under Part B of the Individuals with Disabilities Education Act (IDEA) and the Family Education Rights and Privacy Act (FERPA).

At a minimum Life Scape Specialty Schools:

a. Adopts an education records policy and implements procedures that meet the standards of FERPA.
b. Annually notifies parents and students in attendance of their rights pertaining to student records according to FERPA.
c. Maintains a permanent file on each student.
d. Maintains special education records.
e. Provides public notice of directory information and provides parents an opportunity to refuse to disclose such information.
f. Provides annual training to school staff on records and confidentiality.

LifeScape is a unique organization that provides both healthcare and education to the students we serve. It is our goal to preserve privacy for the children we serve, while maintaining a sense of school spirit and community. We are committed to complying with both medical and educational rules concerning privacy and confidentiality. This includes compliance with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Education Rights Privacy Act (FERPA) to

protect the confidentiality and integrity of Protected Health Information (PHI). All LifeScape employees engaged in the collection, handling, and distribution of educational records and/or Protected Health Information (as defined below), will be specifically informed of their responsibility to protect all information entrusted to them, as well as the penalty for the violation of that trust.

LifeScape also adheres to the HIPAA regulation that defines Protected Health Information (PHI). Specific Policies and Procedures are on file at LifeScape. The policy regarding Confidentiality of Information for students is provided to all employees upon hire and annually, thereafter. By signing this policy, employees are verifying that they have read and understand their responsibility to protect confidentiality for LifeScape patients/students/adults, as well as the penalties for failing to do so.

b. Items to be in the file at the agency
    i. IEP (most current)
    ii. Psychology Report (most current)
    iii. Eligibility Document (most current)
    iv. Notices (most current) Meeting Notice, Parental Prior Written Notice, Consent for Evaluation, etc...

    ***If the agency is writing the IEP all required documentation

c. Designate a staff person to be responsible for acquiring, sharing, and maintaining the documents.
The LifeScape Special Education Director, Assistant Special Education Director, or Designee in collaboration with staff within the Records Department and the IEP Facilitator will ensure the integrity of the individual student files.

d. The student files are confidential and need to be located in a locked cabinet. Identify the location of the files.
A student's cumulative record is maintained within the Education Files Storage Room. Files are kept in a locked room. Files may be checked out during business hours for student meetings and for reference by members of the interdisciplinary team. Files may only leave the building under the direction of an Administrator or authorized medical records personnel. Access to the room is restricted to designated personnel. A record of access form is within each student binder that lists any agency or person reviewing the binder that is not on staff at LifeScape or a member of the interdisciplinary team or part of the medical records team.

e. Transfer of records. Describe the agencies policies and procedures.
LifeScape will provide resident school districts of student's currently attending LifeScspe with copies of documents and student files upon request of the resident district. A copy of the cumulative education record will be sent to receiving districts upon notification of a parent move to the district.

In preparation for a proposed move to a district, LifeScape will provide requested student records with a signed release of information from the parent or guardian.

f. Destruction of information. Describe the agencies policies and procedures.

Student cumulative records shall be maintained until after graduation, a student ages out of special education, is no longer eligible for special education, moves from the program or after five (5) years of continuous absence from school, after which non-permanent records may be destroyed in accordance with the South Dakota records retention schedule.

Permanent student records shall be retained separately. No records shall be destroyed if subject to a pending records request, audit, complaint, due process action, litigation hold, or other legal requirement.

Medical, daily living and educational records in paper form will be retained for a minimum of 5 years after the last claim is paid or denied.

Deceased patient paper records will be retained for a minimum of five years from the date expired and the last claim is paid or denied.

Electronic medical records will be retained in their original form, or legally reproduced form of electronic storage media.

Before destruction, an index will be prepared and retained that includes
(1) Name
(2) Record number
(3) Date of birth
(4) Summary of dates served
(5) Attending or admitting physician (5) Diagnosis or diagnosis code.

The archived record will be destroyed in a confidential environment by shredding.

Shredding of original paper records scanned into the medical record system shall take place 90 days after scanning.