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SAN JUAN UNIFIED SCHOOL DISTRICT
SPECIAL EDUCATION LOCAL PLAN AREA
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

1. FREE APPROPRIATE PUBLIC EDUCATION (20 USC § 1412 (a)(1))

It shall be the policy of this LEA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

2. FULL EDUCATIONAL OPPORTUNITY (20 USC § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to nondisabled pupils.

3. CHILD FIND (20 USC § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located and evaluated. A practical method is developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

4. INDIVIDUALIZED EDUCATION PROGRAM (IEP) AND INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP) (20 USC § 1412 (a)(4))

It shall be the policy of this LEA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

5. LEAST RESTRICTIVE ENVIRONMENT (20 USC § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.
6. PROCEDURAL SAFEGUARDS (20 USC § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

7. EVALUATION (20 USC § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

8. CONFIDENTIALITY (20 USC § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

9. PART C, TRANSITION (20 USC § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler’s third birthday. The transition process shall be smooth, timely and effective for the child and family.

10. PRIVATE SCHOOLS (20 USC § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

11. LOCAL COMPLIANCE ASSURANCES (20 USC § 1412 (a)(11))

It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act, the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

12. INTERAGENCY (20 USC § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.
13. GOVERNANCE (20 USC § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. PERSONNEL QUALIFICATIONS (20 USC § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the CDE about staff qualifications.

15. PERFORMANCE GOALS & INDICATORS (20 USC § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. PARTICIPATION IN ASSESSMENTS (20 USC § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. SUPPLEMENTATION OF STATE/FEDERAL FUNDS (20 USC § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds those funds.

18. MAINTENANCE OF EFFORT (20 USC § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

19. PUBLIC PARTICIPATION (20 USC § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.
20. RULE OF CONSTRUCTION (20 USC § 1412 (a)(20))

(Federal requirement for State Education Agency only)

21. STATE ADVISORY PANEL (20 USC § 1412 (a)(21))

(Federal requirement for State Education Agency only)

22. SUSPENSION/EXPULSION (20 USC § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

23. ACCESS TO INSTRUCTIONAL MATERIALS (20 USC § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

24. OVERIDENTIFICATION AND DISPROPORTIONALITY (20 USC § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

25. PROHIBITION ON MANDATORY MEDICINE (20 USC § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. DISTRIBUTION OF FUNDS (20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only)

27. DATA (20 USC § 1418 a-d)

It shall be the policy of this LEA to provide data or information to the California Department of Education that may be required by regulations.

28. READING LITERACY (State Board requirement, 2/99)

It shall be the policy of this LEA that in order to improve the educational results for students with disabilities, SELPA Local Plans shall include specific information to ensure that all students who require special education will participate in the California Reading initiative.
29. CHARTER SCHOOLS (E.C. 56207.5(a-c))

It shall be the policy of this LEA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

San Juan Unified School District
3738 Walnut Ave, Carmichael, CA 95608
Kent Kern, Superintendent
Vanessa Adolphson, Director of Special Education/SELPA
916-971-7525
In accordance with Federal and State laws and regulations, the San Juan Unified School District certifies that this plan has been adopted by the appropriate local board and is the basis for the operation and administration of special education programs; and that at the agency herein represented will meet all applicable requirements of state and federal laws, regulations and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et. seq. and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794-794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations. Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules and regulations, which will ensure full compliance. Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this ______________________ (date)
Vote: Yeas: ____ Nays:____

Signed:______________________________________
Superintendent
San Juan Unified School District
3738 Walnut Avenue, Carmichael, CA 95608
916-971-7953
Kent Kern, Superintendent
CERTIFICATION OF BOARD MINUTES

This is to certify that in accordance with Federal and State laws and regulations, the San Juan Unified School District Board of Education, at its regular meeting on ______________________ (date) Approved the local plan and that this plan is the basis for the operation and administration of special education programs. The agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 USC 1400 et.sq. and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 705 (20), 794-794b, Section 504 of Public Law, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Adopted this ______________________ (date)
Vote: Yeas: ____ Nays: ____

Signed: ______________________
Superintendent
San Juan Unified School District
3738 Walnut Avenue, Carmichael, CA 95608
916-971-7953
Kent Kern, Superintendent
GOVERNANCE

20 USC 1412 (a), 20 USC 1413 (a) (1), 20 USC 1413 (a) (5)
EC 56205 (a) (12), 56001 (f), 56190-56194, 56195.1(b) (c),
56195.3, 56195.9, 56205 (b) (4), 56205(b) (5), 47640-47647

The San Juan Unified School District meets size and scope requirements to operate as a single district Special Education Local Plan Area (SELP A) as a non-metropolitan area. The District includes more than 40,000 pupils, offers a comprehensive array of programs and services and the District works with other SELPAs in the County to ensure there are regional program opportunities for students with low incidence disabilities. The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of this Plan and is solely responsible for the development and approval of policies governing this Local Plan for special education. The Superintendent is the chief administrative officer of the school district. In this capacity, the Superintendent is responsible to develop and administer procedures that implement the Board's policies. The Superintendent delegates the responsibilities to the Director of Special Education. Services are coordinated with other Departments through weekly executive cabinet meetings, directors meetings and department meetings. As a single district Local Plan Area, the San Juan Unified School District is the Responsible Local Agency (RLA) for the Local Plan. The District is also the employer of all administrative personnel responsible for implementing the Local Plan. The Director of Special Education is responsible for day-to-day operation of the special education programs. The Director of Special Education is responsible to implement the Local Plan including the following services and operations:

1. Management of the programs and administration of the Local Plan.
4. Management of staff development and parent education activities.
5. Management of curriculum development and alignment with the core curriculum.
6. Management of a system of internal program review, evaluation, and accountability.
7. Management of a system of data collection and management.
9. Management of services with community agencies.
10. Management of services to licensed children's facilities and foster family homes.
11. Preparation and transmission of required reports.
12. Logistical support of the Community Advisory Committee.
13. Coordination of transportation services for students with disabilities.
14. Coordination of career, vocational, and transition services.
15. Assurance of full educational opportunity.
16. Fiscal administration and the allocation of state and federal funds.
17. Direct program and Instructional support.

A District Community Advisory Committee has been established. The Committee has the following responsibilities:
• Advise the policy and administrative entity of the District SELPA regarding the development, amendment, and review of the local plan;
• Recommend annual priorities to be addressed by the plan;
• Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan;
• Encourage community involvement in the development and review of the local plan;
• Support activities on behalf of students with disabilities;
• Assist in parent awareness of the importance of regular school attendance; and
• Support the District Board and administration in the efforts provided to support children with disabilities in the schools of the District.

The CAC shall be composed of parents of students with disabilities who are eligible for special education services, enrolled in public or private schools in the District. Parents shall be chosen to represent preschool, elementary, middle and secondary levels. Parents shall also be selected, as much as is reasonable, to represent various disability conditions. CAC members are approved by the San Juan Unified School District Board of Education.

The San Juan Unified School District has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District. The San Juan Unified School District is designated as its own Administrative Unit (AU). It shall be responsible for administrative functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services;
2. Receipt and distribution of special education funds to accounts exclusively designed for District use;
3. The employment of necessary staff to support District functions.

Program Specialists, School Psychologists, and Workability Coordinator are employed and serve under the direction of the Director of Special Education. District Administrators and Principals work in close coordination with the Special Education Department to support the delivery of special education services. Special Education and Student Support Services administrative staff provide the following services:
1. Observe, consult with, and assist teachers and other staff such as counselors and nurses.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with staff development, program development and innovation of special methods, programs, and approaches.
4. Provide coordination, consultation, and program development in one or more specialized areas of expertise.
5. Participate in and/or conduct IEP team meetings, as necessary.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the District.
7. Assist in developing training for parents and members of the Community Advisory Committee.
8. Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.
9. Assist as liaison to various community agencies.
CHARTER SCHOOLS

This policy applies to all charter schools that are chartered by the San Juan Unified School District. This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to the San Juan Unified School District per EC 605.5(k)(l).

As students enrolled in charter schools are entitled to special education services provided in the same manner as to students enrolled in other public schools, the charter schools will comply with all requirements of state and federal law regarding provision of special education services. (EC 56000 et seq, the Individuals with Disabilities Education Act (IDEA), 20 USC Chapter 331, and the Americans with Disabilities Act). Charter schools within the SELPA shall not discriminate against any pupil in its admission criteria on the basis of disability. Charter petitions must delineate, in their petition, or in a Memorandum of understanding, the entity responsible for providing special education instruction and related services. This document must reference any anticipated transfer of special education funds between the District and the charter school. This document must affirm, in writing, that the district where the student resides, if different from the chartering entity, is not responsible for providing special education services to students that are enrolled in the charter school. The written agreement must also state that the charter school will be deemed a public school within the district. Charter petitions must provide that no student otherwise eligible to enroll in the charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Each charter petition must also contain a reasonably comprehensive description of the charter school's educational program, as it relates to the provision of special education services, including the following:

1. The specialized instruction and services available at the charter school;
2. The procedure for ensuring that students are referred, assessed, and served in a timely manner;
3. Assurances that staff members providing special education services are appropriately credentialed;
4. Assurances that the facility used by the charter school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs and that the school will comply with Section 504 of the Rehabilitation Act of 1973;
5. Assurances that disenrollment, suspension, and expulsion procedures comply with the protections of federal and state law afforded to special education and 504 eligible students; and
6. Dispute resolution procedures that will apply to any disputes between educational entities, including the District, regarding the provision of special education services in the charter school. The District will be responsible for ensuring that all children with disabilities enrolled in the charter school receive necessary special education and related services in a manner that is consistent with all applicable provisions of state and federal law. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in the charter school.

The District will:
1. Receive all applicable special education funds and allocate funds to each charter school in a manner that is consistent with the allocation of funds and staff to all other schools within the District.
2. Be responsible for ensuring that all eligible students enrolled in the charter school are appropriately referred, assessed, and served in a timely manner;
3. Be responsible for procuring and funding appropriate special education services, wherever the student may reside; and
4. Provide necessary special education services or contract for those services with public or nonpublic education agencies.
The charter school may be held fiscally responsible for a fair share of any encroachment on district general funds that is created by the provision of special education services throughout the District. The District and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs. For the purpose of providing special education services, charter schools shall be deemed public schools within the District. Whereas the District is a single-district SELPA, and its own RLA, LEA, and AU, no charter school under the authority of the Governing Board will be approved as its own LEA. The District shall not be required to become a multi-district SELPA. If a charter school wishes to be an LEA for special education purposes, they must apply to a district in a multi-district SELPA for authorization of their charter.
LITERACY

In order to improve the educational results of students with disabilities, all students who require special education services also participate in the California Reading Initiative, along with their general education peers. Special education instructional personnel participate in staff development and in-service opportunities in the area of literacy, including:

- Current information about literacy and learning research that aligns with State adopted standards and frameworks; and
- Research-based instructional strategies for teaching reading to a wide range of diverse learners.

The goals of the Student Support Services Department relative to literacy are:

- To increase the effective literacy level of all students
- To help our students learn to love to read
- To increase the participation of students with disabilities in statewide assessments, with or without the use of accommodations
- To increase the percentage of our students who are literate
- To assure that students with disabilities attain the highest possible standards in reading. To facilitate these goals, students with disabilities will have access to all required core curriculum, including state-adopted core curriculum textbooks and supplementary textbooks, as well as any other support required to assist students in becoming proficient readers.

Special education students receive instruction in the core curriculum in an environment which promotes maximum interaction with the general school population. Student Support Services staff coordinate instruction and curriculum with general education curriculum specialists. Academic standards have been developed by Committees for the District, based on standards, and include Student Support Services staff on the Committee. District standards incorporate state standards. Performance for all students, including those with IEPs, is measured throughout the school year. Special education teachers receive in-service with general education staff on curriculum frameworks, state and district standards, and student assessment.
REGIONALIZED SERVICES

The San Juan Unified School District receives funding from the State for the Local Plan area. The District coordinates and provides services within the District. Students eligible for special education services defined as those students physically residing within the geographic boundaries of the District or students who are granted interdistrict transfers. The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities. The District is physically separate from the other districts in the Sacramento County SELPA, of which it has been a part, and is surrounded by other SELPAs, including Elk Grove, Sacramento, City, Folsom-Cordova, Placer and El Dorado SELPAs. It has therefore been providing most of the necessary special education services for its students within its own boundaries already. However, the District has coordinated with other SELPAs and with the Sacramento County Office of Education, and will continue to do so for those students who require such regionalized services as are offered outside the district, or to provide other necessary and appropriate services. “Regionalize services” does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services which are less frequently needed, the services will be available within the district or region. It further means that the District is responsible to provide those services required by a child’s Individual Education Program (IEP). The District has elected to provide some special education services in centralized settings, for example, for students with autism or other severe disabilities requiring more intensive services than a regular classroom can offer. Centralized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services. The District does coordinate and collaborate with both nearby SELPAs and the Sacramento County Office of Education for services for children with low incidence disabilities whose service needs cannot be met within the District, in regionally-operated programs.
FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

20 USC Section 1412, CFR 300.24,300.300 (a) (3), 300.340-300.351 of Part B Regulations
E.C. 56205 (a), 5 CCR Chapter 3, Article 1, Section 3001 (b)

POLICY
It shall be the policy of the San Juan Unified School District that a free appropriate public education is available to all children residing in each LEA between the ages of birth and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

PROCEDURES
In order to ensure that a free, appropriate public education is available to all children with disabilities in the SELPA, the San Juan Unified School District shall provide that combination of educational and related services determined through each child's Individualized Education Program (IEP) development and review, that meets the unique needs of the Individual in such a way as to benefit from access to educational opportunities and to prepare them for employment and Independent living. FAPE is defined as special education and related services provided at public expense, under public supervision and direction; that meet the standards of the State of California and of federal law. This includes preschool, elementary school, and secondary school education; and is provided in conformity with the IEP. FAPE shall be reasonably calculated to confer educational benefit to the student. It shall be the responsibility of the District to monitor such benefit for each child with a disability, through both individual review and agency-wide process reviews. Evidence may include passing grades, advancement from grade to grade/academic progress, provision of services designed for the student to benefit from instruction, and meaningful progress. To determine whether an IEP is reasonably calculated to provide meaningful benefit, the District should ask:
1. Is the student's IEP Individualized to meet the unique needs of the child?
2. Has the student been educated in the LRE?
3. Have the student's educational services been provided in a collaborative and coordinated manner?
4. Had the student demonstrated positive academic and non-academic benefits?
The SELPA shall ensure that a student-focused and compliant process to develop IEPs for each child with a disability will be followed based on state and federal law regulations. The SELPA shall support all district sites in their implementation through professional development opportunities, technical assistance, support and monitoring.
FULL EDUCATIONAL OPPORTUNITY

20 USC 1412 (a) (2)
E.C. 48926, 56205 (a), 56205 (c), 56345 (b)(3), 56368 (b)(5)

POLICY
It shall be the policy of the San Juan Unified School District SELPA that all pupils with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

PROCEDURES
A full range of program options is provided by the District. The appropriate placement for a student is determined by the IEP team based on the student's instructional needs and not on the student's disability category. Options include:

- General Education Classroom: Students are educated in age appropriate general education classrooms at their neighborhood schools with the necessary accommodations, supports and services to ensure success and progress toward IEP goals and objectives.
- Related Services are available to students if a supportive service is required for the student to benefit from special education. Certificated specialists provide these services and may work with students individually or in small groups either in the general education classroom or other appropriate setting. In some instances these services are provided by certified nonpublic agencies/providers. The following Related Services are provided:
  - Language/speech development and remediation
  - Audiological services
  - Orientation and mobility instruction
  - Instruction in home or hospital
  - Adapted physical education
  - Physical and occupational therapy
  - Vision services
  - Specialized driver training instruction
  - Counseling and guidance
  - Psychological services other than assessment and development of the individualized education program
  - Parent counseling and training
  - Health and nursing services
  - Social work services
  - Specially designed vocational education and career development
  - Recreation services
  - Specialized services for low incidence disabilities, such as readers, transcribers, and vision and hearing services
  - Other specialized services as required.
- Resource Specialist Programs (RSP) Resource Rooms/Learning Centers are available at every school site for grades K-12. This program is designed to supplement the general education program to meet the needs of students who require specialized instruction in specific areas. Services will occur in either individual or small group settings as well as collaborative services within the general
education settings. Students assigned to this program will be in the general education classroom for at least 50% of the instructional day.

- Integrated School Based Services are available at some school sites. This program integrates support services from other programs, such as Title I or SIP, to provide specialized instruction for students with disabilities in collaboration with other general education intervention options.

- Special Day Class (SDC) programs are designed to provide intensive services for students who require more than 50% of their instruction in a heterogeneous special education program or modified curriculum. This placement occurs only after the IEP team determines that the nature and severity of the student’s needs are such that education in general education classes with the use of supplementary aids and services or placement in the Resource Specialist Program or Integrated School Based Services cannot be achieved satisfactorily. SDC classes are available at various sites within the SELPA and are integrated on regular school campuses. Students are placed in programs as close to their home school as possible.

- Special Day Class/Nonseverely Disabled (SDC/NSD) is a program which is academically based. Mainstreaming in nonacademic areas and into more academic areas is the long-term goal for students in this program. This placement is designed for students with severe delays in language development, students with a learning disability, or students with educational delays or other disabilities that significantly impede the learning process.

- Special Day Class/Severely Disabled (SDC/SD) is a program which focuses on student needs in six major domains: Functional Academics, Daily Living, Vocational, Community, Domestic and Recreation/Leisure. Mainstreaming and inclusion opportunities are individualized in each student’s IEP. The overall goal is to increase the student's independence. This placement is designed for students with severe delays in language development, students with a severe learning disability, or students with educational delays or other disabilities that significantly impede the learning process.

- Special Day Class/Critical Skills/Transition Program is offered from age 18 through age 21 to students who earn a Certificate of Completion rather than a high school diploma. Community based instruction is maximized as well as linking the student and family with the necessary support agencies required when the student exits the program.

- Special Day Class/Emotionally Disturbed programs are available for students whose emotional disabilities significantly interfere with educational progress. Intensive positive behavior interventions are utilized in a supportive environment to assist students in developing more appropriate behaviors to transition to a less restrictive setting.

- Specialized Services are provided for students with low incidence disabilities, including Deaf/Hard of Hearing, Visual Impaired, and Orthopedic Impairment. Services may be provided on an itinerant basis or in a special class setting.

- Nonpublic, Nonsectarian School Services. A few students may require nonpublic school services due to other unique needs that cannot be met in the public school setting. Nonpublic school placements are considered after all programs within the district have been considered and exhausted. Every effort will be made to ensure that nonpublic school students are educated in the least restrictive environment and that return to the public school setting is a focused goal.

- State Special Schools such as the California School for the Deaf and Blind are available to students when local programs that meet the unique needs of students are not available and are recommended by the student’s IEP team.

- Extended School Year services are added to the IEP when the IEP team determines that the student’s unique needs require special education and related services in excess of the regular academic year. Such individuals have disabilities which are likely to continue indefinitely or for a prolonged period. The interruption of the student’s educational programming may cause significant
regression when, coupled with limited recoupment capacity, renders it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disability.

- Instruction in settings other than classrooms where specifically designed instruction may occur such as day treatment or residential settings.
- Instruction in home, in hospitals and in other institutions to the extent required by federal law or regulation.
- Services provided through an arrangement with another SELPA. An InterSELPA Transfer defines the financing process for excess costs associated with special education and related services for students when the IEP team has determined that the student requires educational services outside of the San Juan Unified SELPA.

INTERAGENCY AGREEMENTS

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The SJUSD SELPA participates with the other Special Education Local Plan Areas (SELPAS) in Sacramento County and the Sacramento County Office of Education to ensure that eligible special education students receive appropriate related services from designated agencies as outlined in their Individualized Education Programs. Interagency Agreements outline how students access services, define service delivery, case management and fiscal responsibility. Interagency agreements are developed and maintained with the Health and Human Services Agency of Sacramento County for mental health services, Alta California Regional Center for developmental and behavioral services and California Children's Services for medically necessary occupational and physical therapy. All Interagency Agreements are signed by the SELPA Director and monitored by the SELPA Administrator and the LEA Superintendent/designee. The LEA Superintendent/designee shall monitor the statutory timelines to ensure that services are provided without delays and the services are delivered consistent with the interagency Agreements. When another agency fails to provide the service in accordance with the IEP, the Superintendent/designee shall ensure that the district provides the service.

EXPELLED SPECIAL EDUCATION STUDENTS

Appropriate special education services shall be provided to students with disabilities during periods of time when they are suspended more than 10 days or expelled. The LEA provides services beginning on the eleventh cumulative day in a school year that a student with a disability is suspended or expelled as result of a disciplinary action. Through consultation with school personnel and the student's special education teacher, services that are determined to be necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the goals set out in the IEP are provided. In instances where the IEP team determines that a special education student's behavior was not a manifestation of the disability, the disciplinary procedures outlined for all students in the LEA apply; however, federal law requires the district to continue to provide special education and related services during the expulsion period. In instances where students are expelled from the district the special education and related services will continue to be provided as outlined by the IEP team. Those educational services designated by the IEP team can be delivered through a range of options such as independent study, or designated instruction on an itinerant basis. Students who have been expelled and are also under the jurisdiction of the courts may be provided education through the Juvenile Court and Community Schools.
PROCEDURES FOR MONITORING THE PROVISION OF SERVICES:
Every student with a disability is assigned a case manager through the IEP process. In most instances, the special education teacher at the school site is assigned as the case manager. When students are assigned to programs outside the LEA, a case manager is assigned through the special education office. That case manager will oversee the IEP in the alternative setting and ensure that services are provided consistent with the IEP. The case manager will also work closely with the home school site to transition the student back into the public school setting successfully.
POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated. The District recognizes the need to actively seek out and evaluate residents from birth to age 21 within the district who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law. The District Director of Special Education or designee shall develop a method to ensure that all children residing within the district are currently receiving needed special education and related services. In addition, the Special Education Director or designee shall consult with appropriate representatives of private school children with disabilities on how to identify, locate and evaluate these children. (20USC 1412(a)(3); 34 CFR 300.451) The Director of Special Education or designee shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. The Director of Special Education or designee shall identify screening processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, screening, referral, assessment, planning, implementation, review and triennial assessment. The Director of Special Education or designee shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the district's procedures for initiating a referral for assessment to identify individuals who need special education services. (EC 56301)

PROCEDURES
The SELPA actively seeks out children, ages 0 through 21 years, who may be in need of special education services. Announcement of special education opportunities, such as bulletins and newsletters, are sent home to parents of enrolled students and community service providers. Public notices are provided in English and Spanish and other primary languages of families in the community as appropriate. Parents and service providers are also encouraged to inform their friends and neighbors of the availability of evaluations and special education services. In addition to the public notice in local newspapers, a notice regarding the process for referring children with suspected disabilities for evaluation is sent to each private school annually. The private schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives refer children for special education evaluation through their local schools as appropriate. In Sacramento County, special education programs for infants have been in operation since 1975. As a result, infant education services are well known in the community and Child Find procedures have been developed although active networking with agencies representing education, health (hospitals, public health services, physicians), developmental services, social services, and parent groups. The SCOE Infant program, operated by the Sacramento County Office of Education and ALTA California Regional Center for Developmental Disabilities, provides early intervention services in the SELPA for the 0-3 population. SCOE staff members participate in a variety of interagency activities that are conducted to increase public awareness of
Programs and services for children with special needs and their families. The SCOE Program participates with the SELPAs within the county in placing an annual notice of services in the newspaper in English and Spanish. In addition, the SCOE staff makes presentations to hospitals, doctors, discharge planning nurses, coordinators, as well as to other agencies as a part of the outreach efforts to locate unserved infants and toddlers. SCOE activities for Child Find include presentations to appropriate parent groups and professional organizations and serving on a number of advisory committees in the community. School-age students are screened upon request from parents, staff or district personnel through the Student Success Team (SST) process. Vision and hearing screening activities are completed on all students within the district in accordance with state guidelines. District and statewide testing programs may provide information to assist with the school Child Find process. Intervention procedures are also implemented for students not enrolled in public school programs residing within the district, including infants, preschoolers and private school attendees. This process assures that students who may be in need of special education have been located and identified. Administrators at the district office and school sites are knowledgeable about services available in the public school system. Site administrators are regularly informed of changes in procedures related to special education. The services brochure of the Community Advisory Committee is distributed in the community.

Identification and Referral Procedures.
Referral for evaluations may be initiated by a parent/guardian, teacher administrator, support personnel, outside agency or individual who has knowledge that a student may need special education services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for evaluation. When a verbal referral is made, staff of the school, district, SELPA or county office shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are provided to assist parents in the Student Study Team (SST) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an evaluation plan. Families of children under age three with identified or suspected disabilities are referred to the two primary California Early Start agencies, the SCOE Infant Family Support Program and the ALTA California Regional Center for Developmental Disabilities. Initial referrals for preschool children are similar to the SST process. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies and the child's potential need for evaluations to determine eligibility for special education. The process for referring school age students (ages 5 to 18 years old) for special education services begins at the neighborhood school and/or district. An individual with a concern about a student’s progress may request consultation with the Student Study Team (SST). Forms to request SST Consultation are available from site staff. The Student Success Team is a regular education function and may be composed of the principal or designee, general education staff member, the student's teacher and other categorical staff. The team may also include such special education staff such as the language, speech and hearing specialist, resource specialist, and/or psychologist. The SST Chair sends notification of SST meetings to the appropriate participants, including parents, and facilitates the meeting. If the SST finds that the student’s needs cannot be appropriately met with modification of the general program, a referral for special education evaluations is considered. At the time of referral, parents are given a copy of the Notice of Procedural Safeguards. Referral procedures are coordinated with other school site programs to ensure that students in all regular and supplemental programs have access to needed special education services. Referrals from private schools, private preschools and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation to persons making
referrals. Private schools must show that modifications of their programs have been attempted and the results of those modifications, per EC Section 56303. The modifications attempted may be verified by evaluation team members although personal interviews with private school teachers and parents. A completed referral form includes information regarding the reasons for the referral, the results of modifications of the student’s general school program, estimates of academic performance, indication of health status and a checklist of student behaviors, which provide the basis for the referral. The data reported at the time of referral by the person(s) making the referral, indicate the suspected areas of disability to be considered by the assessment team and is considered in developing the evaluation plan. Referrals are processed for all potential special education students in accordance with state-mandated procedures and timelines.

**Procedures for Utilization of General Education**

The SST process is a function of general education, which facilitates implementation of modifications of the general education program before referring students for a special education evaluation. The SST may recommend additional teaching and/or behavioral intervention strategies, utilize other categorical programs on site, provide services as described in the School Based Coordinated Plan, follow district procedures for Section 504 of the Rehabilitation Act of 1973 and/or make other recommendations. The SST must consider if the student’s needs can be met with modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and utilized as appropriate. Parents are informed that their child has been referred for a special education evaluation. Following referral, a proposed evaluation plan is shared with parents and evaluations are conducted only after the parent has signed the consent for evaluation form. Students in need of accommodations in the general education classroom under Section 504 of the Rehabilitation Act of 1973 may be considered initially by the school district’s Student Success Team and followed by the district’s Section 504 coordinator or designee. Students needing additional evaluation may be referred for an appropriate multi-disciplinary assessment.
INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

20 USC Section 1412 (a) (4), 1414(d), 1436(d), CFR 300.344 (c) (1) (II), 300.345 (a)
E. C. 56205(e), 56195.7(a), 56195.8(a)(3)

POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that an Individualized Educational Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. The SJUSD SELPA provides a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students residing within the District. The District provides a full range of special education programs to facilitate services for students with disabilities in a supportive, cooperative, and mutually respectful environment. The appropriate special education placement in the least restrictive environment (LRE) for each child with a disability is determined by an Individualized education program (IEP) team. The IEP team is comprised of the child's parents, school staff, and other professionals with knowledge or expertise regarding the child. The IEP team shall consider the educational and nonacademic benefits of placing the student in a regular class and shall determine what support services would be needed in order to support this placement. All placement decisions should promote maximum interaction between students with disabilities and their non-disabled peers, in a manner that is appropriate to the needs of both. Special education services will be provided outside the regular classroom only when the IEP team determines that the student's individual needs cannot be appropriately met in the general education classroom. Parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian approval, that placement remains in effect unless modified through the IEP process, mutual agreement, or a due process hearing officer order.

PROCEDURES
The District will initiate and conduct meetings for the purpose of developing, reviewing, and/or revising the Individualized Education Program (IEP) of each student with a disability. The description of IEP development included in EC Sections 56340-7 and 34 CFR 300.340-350, are hereby included.

IEP TIMELINES
An IEP will be developed (a) within 30 days of an interim placement from outside the SJUSD SELPA, (b) within 60 days [not including days between sessions or terms, or vacation of more than five days in length] of the parent's/guardian's consent to the Assessment Plan, and (c) at least annually. Time lines for development of an IEP are as follows:
a. An IEP required as a result of Initial assessment shall be developed within 60 calendar days of receipt of the parent's signed consent for assessment [not counting days between school sessions or terms, or vacation days in excess of five consecutive days]. An IEP shall be developed within 30 days of the beginning of the subsequent school year for each student for whom a referral was made within 20 days of the end of the school year. An extension of the time limits may be agreed to, in writing, by the parent;
b. A meeting of the IEP team shall be held within 30 days of a parent's written request, not counting days between school sessions or terms, or vacation days in excess of five consecutive days;
c. Parents are notified in advance of a need for an IEP team meeting. Every attempt is made to schedule a student's IEP team meeting at a time that is mutually convenient for the parent/guardian and school staff. Staff will utilize a variety of communication modes, offer alternative meeting dates and locations, facilitate transportation, and/or suggest that the parent send a representative if he/she is unable to attend. Notification forms include the purpose, time, and location of the meeting and the staff who will attend. Meetings are held within 60 days not including days between sessions or terms, or vacations of more than five days in length, of the receipt of written parent consent for assessment [not counting days between school terms or vacation days in excess of five days]. The IEP meeting will always include a parent (or surrogate parent) unless the parent is unwilling/unable to attend and the district has maintained a record of attempts to include the parent at a mutually agreeable time and location;

The district encourages meaningful participation of parents at IEP meetings by scheduling meetings at times convenient for parents, providing interpreters for non-English speaking or deaf parents, encouraging parents to send a representative in their absence, conducting teleconferences when appropriate, etc.

The IEP team includes at least the following members:

a. The parent(s) of the child;

b. At least one regular education teacher or general education representative of the child (if the child is, or may be, participating in the regular education environment);

c. At least one special education teacher of the child, or if appropriate, at least one special education service provider of the child;

d. A representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the availability of resources in the public agency;

e. An individual who can interpret the instructional implications of assessment results, who may be a member of the team described in a-d above;

f. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;

g. The child, if appropriate.

IDEA '04 allows for amendments to the IEP, which may be made with a District Administrative representative and the parent, so long as all members of the IEP team are notified of any change(s). As appropriate, representatives of other agencies are invited to participate in IEP meetings that are held to discuss transition services. In addition to written invitations and telephone calls, other efforts are made to encourage their participation. If an agency representative does not attend the IEP meeting where transition services are discussed, a district designee will contact the agency representative if appropriate to coordinate transition services.

The IEP team meets when:

a. The student has received an assessment for special education;

b. The student's special education placement is to be initiated, changed or terminated;

c. The student's progress is less than anticipated;

d. A parent or teacher requests a meeting to develop, review, or revise the IEP;

e. It has been one year since the previous IEP was developed. The purpose of the annual meeting is to review the student's progress, the appropriateness of the placement, and make any needed changes in the IEP. To facilitate the meeting, districts may arrange for interpreters for parents who are hearing impaired or whose primary language is not English. The IEP form serves as a record of the persons attending, and the deliberation, planning, and decisions of the IEP team regarding the special education programs and services for each student. Prior IEP goals and objectives are reviewed to determine to what degree they were met. The discussion of present levels of performance includes not only results of standardized achievement test scores, but also classroom performance, observations, and parent and
teacher reports. The IEP process enables the team to develop a completed IEP which shows a direct relationship among the levels of performance, the goals and objectives, and to identify the specific services required to enable the child to advance appropriately toward attaining the annual goals, be involved and progress in the general curriculum, to participate in extracurricular or other nonacademic activities, and to be educated and participate with children with disabilities and non disabled children in these activities as appropriate. The IEP team refers to established eligibility standards as set forth in Title 5 CCR 3030(a-j) as appropriate. Eligibility for special education is written on each IEP developed by the team. At the IEP meeting, introductions are made, and the purpose and format of the meeting are described. Each required component of the IEP is discussed by the team and recorded on the form including:

a. The concerns of the parent relevant to the child's educational progress;
b. The strengths, interests, and learning preferences of the student;
c. The child's present levels of educational and social functioning, including the results of the initial or most recent assessment of the child and/or the results of the child's performance on any general State or district-wide assessment programs as appropriate;
d. Annual goals (and short-term objectives or benchmarks, when needed) related to meeting the child's needs that result from the disability to enable the child to be involved in and progress in the general curriculum [or appropriate activities for preschool children] or to meet each of the child's other educational needs that result from the disability;
e. A description of how the child's disability affects involvement and progress in the general curriculum, or for preschoolers, participation in appropriate activities;
f. An explanation of the extent, if any, to which the child will not participate with general education peers in the regular class and extracurricular activities;
g. A statement of the supplemental aids and services to be provided to or on behalf of the student;
h. A statement of program modifications or supports for school personnel that are required for the child to advance appropriately toward attaining the annual goals specified in the IEP;
i. A determination of the student's need for assistive technology devices and services or low incidence services, equipment, and materials to meet the educational goals and objectives;
j. A statement of how the child's progress toward the annual goals will be measured and how the parents will be informed of their child's progress;
k. If the child is an English Language Learner, a description of how his or her level of English proficiency, related to the IEP, will be addressed;
l. If the child is Deaf or Hard of Hearing, a description of specialized communication strategies, if needed, and opportunities for direct instruction and communication with peers and adults in the student's language and mode of communication;
m. If the child's behavior impedes learning, a description of positive behavior interventions, strategies, and supports to address the behavior, including a Behavior Intervention Plan or Behavior Support Plan if required;
n. By the time a student reaches the age of 16, a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or needed linkages;
o. For students age 17 or older, verification that the student has been apprised of his or her rights at the age of majority;
p. A statement of the special education and related services to be provided to the child, including the projected date for beginning the services and modifications, anticipated frequency, location, and duration of those services and modifications;
q. Individual modifications in the administration of State or district-wide assessments of pupil achievement, or a statement of why that assessment is not appropriate for the child, designating the California Alternate Performance Assessment as the means to measure the student's progress;
r. The determination of the need for Extended School Year, participation in WorkAbility, and specialized transportation services;
s. A review of the Notification of Procedural Safeguards; and
t. Parental consent to all or part of the IEP.

A copy of the completed IEP is provided to the parent(s). Upon request, the IEP will be translated into the primary language of the parent. All staff who are responsible for portions of the student's education are informed of the content of the IEP. Service providers from other agencies who provide instruction or a related service will be provided a copy of the IEP. IEPs are maintained in accordance with state and federal pupil record confidentiality laws.
ANNUAL/TRIENNIAL REASSESSMENT

20 USC 1412 (a) (7), 1414 (A-C), 34 CFR 300.128, 300.220 56295 (a),
E. C. 56320-333, 56380(a), CCR Title 5, 3021-3029

POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) that a review will be conducted on
at least an annual basis to review the child's progress. This review shall include, but is not limited to, the
achievement of annual goals, the appropriateness of placement, and/or to make any necessary
revisions. The SJUSD shall conduct a reassessment of each child with a disability at least once every
three years, or more frequently, if conditions warrant a reassessment or if the child's parent or earlier
requests a reassessment and a new Individualized Education Program (IEP) to be developed.

PROCEDURES
ANNUAL ASSESSMENTS
The SJUSD procedures for IEP Parent Notification and Participation ensure that the District completes
annual assessments within required timelines. The student's IEP is scheduled for review by the IEP team
at least once a year. Assessments and IEP meetings will take place within 60 calendar days of receipt of
the signed assessment plan. In addition, a special review of the placement may be requested at any time
by:
• Any staff member who provides services to, or who knows, the student and has a specific concern;
• The student's parent/guardian;
• A student whose due process rights were transferred at the age of 18; Upon receipt of a written
  request, the IEP team administrative designee shall schedule a review meeting within 30 calendar days.
Parents and members of the IEP team must be notified by established notification procedures. The IEP
team may:
• Review student progress on goals and objectives.
• Modify the IEP by referring the student to a more intensive or less intensive program.
• Recommend the continuation of the current program.

TRIENNIAL ASSESSMENTS
All reevaluations are conducted within three calendar years of the last assessment or more
frequently if requested by the student's parent or teacher. The reevaluation determines if the
student continues to have a disability and if he/she continues to require special education
services. It also determines how he/she is involved in and progressing in the general education
curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon
receipt of the signed assessment plan. The District utilizes a Management Information System
which tracks student IEP and three year reevaluation due dates. An electronic system for
monitoring IEP due dates is in place, so that the school psychologist, the classroom teacher and
other special education staff will monitor and follow up to ensure compliance. A completed
three-year reevaluation is recorded in the student MIS file to assure continued monitoring. The
interim evaluation is used synonymously with "assessment" to designate the process for
identifying children with disabilities and conducting the triennial evaluations.

ASSESSMENT PLAN
For all individuals, birth to 21 years of age, referred for special education services, an initial Assessment
Plan is developed within 15 days of referral (not counting days between the student's regular school
sessions or terms or day of school vacation in excess of five school days from the date of receipt of referral), based on intake interview information, Student Success Teams findings and recommendations, or parent request for evaluation. The Notice of Procedural Safeguards is included. An Assessment Plan is developed for all initial and triennial evaluations or any time an individual (e.g., psychoeducational) assessment is conducted. The Assessment Plan contains the following:

a. Reason for the proposed assessment, other options considered, interventions and modifications attempted, and description of evaluation procedures relevant to the proposed action;

b. Description of the type of evaluation, materials, and procedures;

c. Assessment personnel identified by title and evaluation area;

d. The student's primary language and English language proficiency status;

e. A statement that tests and other evaluation materials will be provided and administered in the student's primary language or other mode of communication, and if not, the reasons why it is clearly not feasible, including any available independent evaluations;

f. Results of recent evaluations, including any available independent evaluations;

g. Information the parent requests to be considered;

h. The necessity for alternative modes of assessment, if appropriate;

i. Parent consent and date.

The proposed Assessment Plan is provided in the primary language of the parent/guardian, unless to do so is clearly not feasible, and written in language easily understood by the general population. The parents have at least 15 days from receipt of the proposed Assessment Plan to arrive at a decision. Written consent of the parent or guardian is obtained prior to conducting the assessment. The assessment will be completed within 50 days of receipt of the parent's/guardian's written consent (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of referral). If the assessment personnel have legitimate reasons, they may request an extension of the timeline. Such an extension requires written approval from the parent, guardian or surrogate. A copy of the Notice of Procedural Safeguards is printed on the reverse side of the Assessment Plan.

**ASSESSMENT PROCESS**

Evaluations are conducted by competent multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student's need for specialized services, materials, and equipment when the low incidence disabilities of visual, hearing, and severe orthopedic impairment are suspected. Students assessed for initial and three-year evaluations have a vision and hearing screening unless parental permission is denied. Assessment personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners. When appropriate, an interpreter is used and the evaluation report must document this. Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for evaluation are selected and administered so as not to be racially, culturally, or sexually discriminatory and to reflect the individual's skills and aptitude levels. IQ scores are not contained in files of African-American students. The evaluation process ensures that no single procedure or evaluation is the sole criterion for determining placement. Staff work collaboratively to ensure that a student with a suspected low incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.
ASSESSMENT REPORT
Assessment personnel prepare (a) written report(s) of the results of each evaluation. Each contains the following required components:

a. Results of test(s) administered in the primary language of the student by qualified personnel;
b. A statement regarding the validity of the evaluation;
c. A statement regarding whether the tests are valid for the purpose for which they are used;
d. Whether the student's needs can be met in the regular classroom;
e. If the student may need special education and related services;
f. Relevant behavior noted during the observation of the student in an appropriate setting;
g. The educationally relevant health, developmental, and medical findings, if any;
h. A determination of the effects of environmental, cultural, or economic disadvantage;
i. The need for specialized services, materials, and equipment for students with low incidence disabilities;
J. Consideration of independent assessments; and
k. The basis for making the determination of eligibility.

For a student with a suspected learning disability, the members of the IEP team shall document the determination of eligibility including:

a. The student has a specific learning disability;
b. The basis for making the determination;
c. The relevant behavior noted during the observation of the student;
d. The relationship of that behavior to the student's academic functioning;
e. The educationally relevant medical findings, if any;
f. Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services (until California regulations may change this or any other criteria); and

g. The determination of the IEP team concerning the effects of environmental, cultural, or economic disadvantage.

INDEPENDENT EDUCATIONAL EVALUATIONS
If a parent disagrees with an evaluation conducted by the District, the parent must inform the district in writing of the disagreement and request an independent educational evaluation. Upon receipt of a parent request for an independent educational evaluation (IEE), the district may initiate a due process hearing to show that its evaluation is appropriate, or provide the parents with information about how an IEE may be obtained at public expense and the applicable criteria for the evaluation. An evaluator must not be a regular employee of the district responsible for the education of the child, must conduct evaluations in accordance with all requirements of federal and state law, and be appropriately credentialled and/or licensed to conduct the evaluation. If the parent declines the independent evaluators contracted by the district the parent may retain another individual to conduct the evaluation at private expense and have the results of the evaluation considered by the District if it meets the agency criteria. If the decision by the district special education administrator or hearing officer is that the district's evaluation was not appropriate, the parent may request reimbursement for the private evaluation.
LEAST RESTRICTIVE ENVIRONMENT (LRE)

20 USC 1412 (a) (5) (A)
E.C. 56205 (a), 56031, 56201, 56206, 56303, State Board Policy (10/10/1986)

POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily.

PROCEDURES FOR HOUSING, DISPERSEMENT AND ASSIGNMENT OF SPECIAL EDUCATION PROGRAMS
Special education programs, appropriate to students' needs, are housed on regular school campuses and dispersed throughout the SELPA, to ensure to the maximum extent possible that individuals with disabilities are served in their neighborhood schools, or in schools as close to their homes as possible. Students with special needs receive services in their neighborhood schools unless their IEPs document reasons that placement in alternative settings is appropriate. Inherent in any decision to relocate programs is sensitivity to the need to minimize frequent and disruptive moves.

The SJUSD shall ensure that special education programs are located on regular education campuses and that students, to the maximum extent possible, are placed in their neighborhood schools or in schools that are as close to their homes as possible. The Director of Special Education considers and recommends program locations in the context of complementary pairings of special and regular education programs for the purpose of maximizing opportunities for appropriate interaction among students and access to age-appropriate activities for students with disabilities. The special education department engages in ongoing deliberate planning that guides program location on a SELPA wide basis in a manner that facilitates maximum integration for students.

PHYSICAL LOCATION OF PROGRAMS
The SJUSD shall ensure that the physical location of the special education programs is selected to facilitate continuing social interaction with non-disabled students. Program location decisions within the district are driven by a commitment to produce continuing social interaction among regular and special education students. The promotion of positive social interaction between students with disabilities and non-disabled students will guide District decisions and actions in regard to the physical location of special education programs. To maximize social interaction with non-disabled peers, students with disabilities will be placed in facilities that provide access to all school extracurricular activities unless their IEPs document reasons that placements in alternative settings is appropriate.

EQUAL ACCESS TO GENERAL EDUCATION ACTIVITIES
The SJUSD shall ensure that individuals with disabilities shall have equal access to regular education activities, programs and facilities on the regular school site and participate in those activities as appropriate to their needs. District IEP teams consider the regular class in the school that a student would attend if not disabled as the first placement option for the student. Further, IEP teams consider the unique educational needs of each disabled student in determining the possible range of aids and supp01s that are needed to facilitate the student's placement in the general education environment. If
more restrictive placement in the continuum of placement options available to student is recommended for a student, IEP teams make the recommendation with the understanding that the placement must be one that maximizes opportunities for the student to interact with non-disabled peers to the extent appropriate to the needs of the students.

IEP STATEMENT OF SUPPLEMENTARY AIDS AND SERVICES
The SJUSD IEP form contains a statement of supplementary aids and services that the student with a disability needs to ensure his/her participation in the general education curriculum.

IEP STATEMENT REGARDING REMOVAL FROM GENERAL EDUCATION ENVIRONMENT
The SJUSD IEP form contains a statement verifying that children with disabilities are removed from the regular education environment only when the nature of or severity of the disability is such that education in the general education environment, with the use of supplementary aids or services cannot be achieved satisfactorily.

COOPERATION OF ALL SCHOOL PERSONNEL
The SJUSD shall encourage the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction among individuals with disabilities and non-disabled individuals. SJUSD administrative policies embody the provisions of IDEA that promote the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction between individuals with disabilities and non-disabled individuals. The policies express a compelling preference for serving students with disabilities in regular classes with appropriate aids and supports as a first preference. Dialogue concerning the implementation of these policies takes place in prescribed and informal forums within the District. Dialogue takes place among all individuals who provide educational services to students.

MAXIMUM ACCESS TO GENERAL EDUCATION PROGRAMS
The SJUSD shall ensure that all students with disabilities are educated and participate with non-disabled in academic, nonacademic and extracurricular activities and that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily. The IEP shall include an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and other nonacademic activities.

SUPPORT OF SCHOOL PERSONNEL
The SJUSD shall provide school personnel the necessary support to ensure student success. Based on, but not limited to a survey of District needs, on evidence based-practices, on changes in educational laws and regulations, and on case law, in-service training will be provided to staff to assist them in meeting the social and educational needs of students with disabilities. School personnel will also receive, support necessary to ensure success of students through exchanges of information on students during IEP meetings, during case reviews on students, during discussions with students previous service providers and during discussions and conferences with parents.

UTILIZATION OF GENERAL EDUCATION RESOURCES
The SJUSD has embarked on a concerted effort to implement first best teaching for all in a "Response to Instruction and Intervention" system. The SJUSD shall ensure that a pupil will be referred for special educational instruction and services only after the resources of the general education program have
been considered and, where appropriate, utilized. Such resources may include, but not be limited to, Student Study Teams, early literacy programs and accommodations and modifications to the base program.

DISTRIBUTION OF SPECIALIZED EQUIPMENT AND SERVICES
When a student's IEP team determines that the student requires specialized equipment and/or service, the equipment and and/or service shall be provided to the student at his or her classroom site unless the IEP provides documentation that the equipment and/or service is to be provided by an alternative means, as determined by the student's unique needs.
PROCEDURAL SAFEGUARDS

20 USC 1412 (a) (6) 20 USC 1415
E.C. 56205 (a), 56195.7 (a), 56195.8 (a)(3)

POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that children with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the child.

PROCEDURES FOR NOTIFICATION OF PROCEDURAL SAFEGUARDS
Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34 CFR 300.503) If the native language or other mode of communication of the parent/guardian is other than English, either the notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication, to ensure the parent/guardian understands the contents of the notice.

PROCEDURAL SAFEGUARDS NOTICE
A procedural safeguards notice shall be made available to parents/guardians of students with a disability annually and upon: (20 USC 1415 (d))
1. Initial referral for evaluation
2. Each notification of an IEP meeting
3. Reevaluation of the student
4. Registration of a complaint
This notice shall include information on the procedures for requesting an informal meeting, a resolution session, a pre-hearing mediation conference, a mediation conference, or a due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the student's assessment plan and referred to at each IEP meeting. (Education Code 56321, 56321.5) In addition, this notice shall include the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent or right to withdraw; access to educational records; opportunity to present complaints; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees. (20 USC 1415 (d); 34 CFR 300.504) (See Special Education Rights of Parents and Children- October 2000) CDE Publication
ANNUAL/TRIENNIAL REASSESSMENT

20 USC 1412 (a) (7), 1414 (A-C), 34 CFR 300.128, 300.220

56205 (a), 56320-333, 56380(a), CCR Title 5, 3021-3029

POLICY

It shall be the policy of the Sacramento County SELPA that a review will be conducted on at least an annual basis to review the child’s progress. This review shall include, but is not limited to, the achievement of annual goals, the appropriateness of placement, and/or to make any necessary revisions.

The LEA shall conduct a reassessment of each child with a disability at least once every three years, or more frequently, if conditions warrant a reassessment or if the child’s parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

PROCEDURES

ANNUAL ASSESSMENTS

The Sacramento County SELPA procedures for IEP Parent Notification and Participation ensure that each LEA in the SELPA completes annual assessments within required timelines. (See Resource Guide for specific SELPA forms)

The student’s IEP is scheduled for review by the IEP team at least once a year. Assessments and IEP meetings will take place within 60 calendar days of receipt of the signed assessment plan. In addition, a special review of the placement may be requested at any time by:

- Any staff member who provides services to, or who knows, the student and has a specific concern.
- The student’s parent/guardian
- A student whose due process rights were transferred at the age of 18
- Upon receipt of a written request, the IEP team administrative designee shall schedule a review meeting within 30 calendar days.

Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Review student progress on his/her goals and objectives.
- Modify the IEP by referring the student to a more intensive or less intensive program.
• Recommend the continuation of the current program.

TRIENNIAL ASSESSMENTS

All reevaluations are conducted within three calendar years of the last assessment or more frequently if requested by the student’s parent or teacher. The reevaluation determines if the student continues to have a disability and if he/she continues to require special education services. It also determines how he/she is involved in and progressing in the general education curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon receipt of the signed assessment plan.

The SELPA and districts utilize a Management Information System which tracks student IEP and three year reevaluation due dates. Districts might also review student files at the beginning of each school year or conduct a review of class lists. A list is then compiled of students whose three-year reevaluations are due in that school year. The list is sent to the appropriate personnel, which may include the school psychologist, the classroom teacher, and the special education administrator for monthly monitoring and follow-up. A completed three-year reevaluation is recorded in the student MIS file to assure continued monitoring.

The term “evaluation” is used synonymously with “assessment” to designate the process for identifying children with disabilities and conducting the triennial evaluations.

ASSESSMENT PLAN

For all individuals, birth to 21 years of age, referred for special education services, an initial Assessment Plan is developed within 15 days of referral (not counting days between the student’s regular school sessions or terms or day of school vacation in excess of five school days from the date of receipt of referral), based on intake interview information, Student Study Teams findings and recommendations, or parent request for evaluation. The Notice of Procedural Safeguards is included. An Assessment Plan is developed for all initial and triennial evaluations or any time an individual assessment is conducted. The Assessment Plan contains the following:

a. Reason for the proposed assessment, other options considered, interventions and modifications attempted, and description of evaluation procedures relevant to the proposed action;

b. Description of the type of evaluation, materials, and procedures;

c. Assessment personnel identified by title and evaluation area;

d. The student’s primary language and English language proficiency status;

e. A statement that tests and other evaluation materials will be provided and administered in the student’s primary language or other mode of communication, and if not, the reasons why it is clearly not feasible, including any available independent evaluations;
f. Results of recent evaluations, including any available independent evaluations;

g. Information the parent requests to be considered;

h. The necessity for alternative modes of assessment, if appropriate;

i. Parent consent and date.

The proposed Assessment Plan is provided in the primary language of the parent/guardian, unless to do so is clearly not feasible, and written in language easily understood by the general population. The parents have at least 15 days from receipt of the proposed Assessment Plan to arrive at a decision. Written consent of the parent or guardian is obtained prior to conducting the assessment.

The assessment will be completed within 60 days of receipt of the parent’s/guardian’s written consent (not counting days between the student’s regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of referral). If the assessment personnel have legitimate reasons, they may request an extension of the timeline. Such an extension requires written approval from the parent, guardian or surrogate.

A copy of the Notice of Procedural Safeguards is printed on the reverse side of the Assessment Plan. The Parent Handbook is user-friendly and may be distributed to the parents at the Referral for Special Education Assessment, IEP meetings, or upon request.

ASSESSMENT PROCESS

Evaluations are conducted by competent multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student’s need for specialized services, materials, and equipment when the low incidence disabilities of visual, hearing, and severe orthopedic impairment are suspected. Students assessed for initial and three-year evaluations have a vision and hearing screening unless parental permission is denied. Assessment personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of limited English proficient students. When appropriate, an interpreter is used and the evaluation report must document this.

Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for evaluation are selected and administered so as not to be racially, culturally, or sexually discriminatory and to reflect the individual’s skills and aptitude levels. IQ scores are not contained in files of African-American students. The evaluation process ensures that no single procedure or evaluation is the sole criterion for determining placement. Staff work collaboratively to ensure that a student with a suspected low-incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.
ASSESSMENT REPORT

Assessment personnel prepare a written report(s) of the results of each evaluation. Although evaluation report formats vary across districts within the SELPA, each contains the following required components:

a. Results of test administered in the primary language of the student by qualified personnel;

b. A statement regarding the validity of the evaluation;

c. A statement regarding whether the tests are valid for the purpose for which they are used;

d. Whether the student’s needs can be met in the regular classroom;

e. If the student may need special education and related services;

f. Relevant behavior noted during the observation of the student in an appropriate setting;

g. The educationally relevant health, developmental, and medical findings, if any;

h. A determination of the effects of environmental, cultural, or economic disadvantage;

i. The need for specialized services, materials, and equipment for students with low incidence disabilities;

j. Consideration of independent assessments; and

k. The basis for making the determination of eligibility.

For a student with a suspected learning disability, the members of the IEP team shall document the determination of eligibility including:

a. The student has a specific learning disability;

b. The basis for making the determination;

c. The relevant behavior noted during the observation of the student;

d. The relationship of that behavior to the student’s academic functioning;

e. The educationally relevant medical findings, if any;

f. Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and

/ /
g. The determination of the IEP team concerning the effects of environmental, cultural, or economic disadvantage.

INDEPENDENT EDUCATIONAL EVALUATIONS

If a parent disagrees with an evaluation conducted by the LEA, the parent must inform the district in writing of the disagreement and request an independent educational evaluation. Upon receipt of a parent request for an independent educational evaluation (IEE), the district may initiate a due process hearing to show that its evaluation is appropriate, or provide the parents with information about how an IEE may be obtained at public expense and the applicable criteria for the evaluation. An evaluator must not be a regular employee of the district responsible for the education of the child, must conduct evaluations in accordance with all requirements of federal and state law, and be appropriately credentialed and/or licensed to conduct the evaluation. If the parent declines the independent evaluators contracted by the district the parent may retain another individual to conduct the evaluation at private expense and have the results of the evaluation considered by the LEA if it meets the agency criteria. If the decision by the district special education administrator or hearing officer is that the district’s evaluation was not appropriate, the parent may request reimbursement for the private evaluation.
CONFIDENTIALITY

20 USC 1412 (a) (8), 1417
E.C. l 56205 (a)

POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that the confidentiality of personally identifiable data information and records maintained by the District relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

PROCEDURES
California’s Education Code conforms to the provision of Public Law 93-380, the Family Education Rights and Privacy Act (FERPA) regarding parental access to, and the confidentiality of a child’s records.

California Regulations define three categories of pupil’s records:

- Mandatory permanent records kept in perpetuity (name, phone, grades, attendance and transcripts);
- Mandatory interim records kept five years after leaving school that include special education and placement records; and
- Permitted records may be disposed of after six months (disciplinary).

- When personally identifiable public data is no longer needed, the District notifies the parents and, if the parent so request, the data will be destroyed in a way that precludes access. Parents are notified in writing, in so far as is practical in the home language, and their rights under federal and state laws and regulations. Parents are notified annually thereafter of these rights; which include:
  - The types of records maintained
  - The officials responsible for maintaining the records
  - The location of the log of persons requesting information
  - Who has a legitimate interest in these records
  - Policies for expunging records
  - Parent’s rights to access records
  - Procedures for challenging the content of a record
  - Any fees for the reproduction of records
  - What information may be released without parental permission
  - The right to file a complaint related to confidentiality
PART C, TRANSITION TO PRE-SCHOOL

20 USC Section 1412 (a) (9), 20 USC 1431
E.C. 56205(a) (9), 56429, 17 CCR 54140

POLICY

It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that children participating in Early Intervention Programs (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

PROCEDURES

Under authority of the California Government Code, Title 17, California Code of Regulations, Public Health, requires transition planning for toddlers served under the Early Intervention Services Act (Part C) who may be eligible for preschool programs under Part B. The District is required to participate in a meeting before the toddler is two years nine months to assure an IFSP is developed containing the required transition elements and interagency coordination. When eligible under Part B, an IFSP shall be written and implemented by the toddler’s third birthday. (See Appendix A-Part C interagency Agreement – Section 6 in the SJUSD SELA Local Plan).
PRIVATE SCHOOLS

20 USC 1412 (a) (10) (A-C), CFR 300.454
E.C. 56205 (a)

POLICY
It shall be the policy of the San Juan Unified School District to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures. The required proportion of federal funds received will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.
COMPLIANCE ASSURANCES

20 USC 1412
E. C. 56205 (a)(1)

POLICY
It shall be the policy of the San Juan Unified School District that the local plan shall be adopted by the local Governing Board of Education and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Improvement Act (IDEA '04), Section 504 of Public Law and the provisions of the California Education Code, Part 30.
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

20 USC 1412 (a)(14-15), 1413 (a)(3)
E.C. 56205 (a), State Board Policy 06/11/98

POLICY
It shall be the policy of the San Juan Unified School District that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

PROCEDURES
Implementation of the SJUSD Local Plan requires ongoing personnel development to provide appropriate learning experiences which promote understanding, increased skills and expertise, and ensure that federal and state law will be followed. Regionalized personnel development opportunities will:
1. Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law;
2. Provide the participants with opportunities to engage in activities that enhance personal and professional growth; and
3. Meet the needs of personnel, school programs, parents, and students as they relate to the development and implementation of Individualized Education Programs for students with disabilities.

The SJUSD will provide regionalized personnel development opportunities to members of the SELPA and others. The SJUSD personnel development offerings will adhere to the following policy requirements:
1. Will be available to representatives from general education, special education, administrators, support staff, paraprofessionals, parents, NPS/NPA staff, agencies, and private schools;
2. Will ensure working collaboration with the Sacramento County Office of Education and Juvenile Court Schools, Special Education Community Advisory Committee, Region 3 of the Comprehensive System of Personnel Development Advisory Committee (CSPDAC), Head Start, Children's System of Care (Mental Health, Social Services, Probation, Drug & Alcohol, Community Health), California Children's Services, Alta California Regional Center, the Department of Rehabilitation, the Los Rios Community College District and Sacramento State;
3. Will ensure that personnel are appropriately notified concerning opportunities and encourage and support attendance;
4. Will include training for new staff as well as provide continuing education opportunities based on needs assessments.

3. The SELPA District Program Specialists will gather information, identify needs, and share findings and recommendations with the Director of Special Education for discussion and planning. The SELPA will:
   • Arrange presenters
   • Arrange locations
   • Publish and distribute staff development calendar to all identified participants
   • Inform District staff of on-going and staff development offerings
   • Ensure that state and/or federal requirements for staff development are offered
   • Participate in Region 3 of CSPDAC to coordinate staff development offerings with other SELPAs
4. The Special Education administrative staff will be responsible to provide for personnel development needs that may arise; and, as possible, will provide assistance and resources.

5. Personnel Development offerings will be evaluated by workshop attendees and the special education administration, to assess effectiveness and to determine future offerings. The District will ensure that CAC representatives and parents have opportunities for input and will be informed of District and regional training opportunities.
PERFORMANCE GOALS & INDICATORS

20 USC 1412 (a) (16)
E. C. 56205 (a)

The San Juan Unified School District (SJUSD) believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs. The District recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. Student goals and objectives on their individual IEPs shall be based on the state content standards whenever appropriate.

POLICY
It shall be the policy of the SJUSD to comply with the requirements of the performance goals and indicators developed by the state and provide data as required by the state. A review of the District performance goals and indicators is made on at least an annual basis to determine priorities for program improvement.
PERSONNEL STANDARDS

20 USC 1412 (a) (14-15) 1413 (a) (3)
E. C. 56205 (a), State Board Policy 6/11/98

POLICY
It shall be the policy of the San Juan Unified School District (SJUSD) to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

PROCEDURES
For many years prior to the 1970's, special education credentials varied, as each specialty became a state supported program. The law then established four major credentials, the Learning, Severely, Communicatively, and Physically Handicapped credentials, and later added other specialties. Special education was an additional preparation beyond the required basic California teaching credential. With the serious shortage of teachers and specialists, the Commission on Teacher Credentialing (CTC) after two years of in-depth studies and public input, adopted a new credentialing structure for special education credentials in California which is now being implemented. All prior issued credentials continue in force, but new candidates are now required to obtain one or more of the following credentials:

- Mild/Moderate Disabilities, K-12
- Moderate/Severe Disabilities, K-12
- Deaf and Hard of Hearing, birth-age 22
- Physical and Health Impairments, birth-age 22
- Visual Impairments, birth-age 22
- Early Childhood Special Education, birth-pre-K
- Clinical Rehabilitative Services in Audiology, Orientation and Mobility, or Language, Speech, and Hearing (and Special Class Authorization).

The result of the special education credentialing changes is that basic elementary or secondary teaching credential is no longer required, however general education knowledge, skill, and field experience are embedded in the special education standards. Many credential-granting institutions have established a blended or joint general education/special education credential program. Several new programs have been developed to support teacher candidates in beginning their careers through internships and mentoring programs. In 2009 the commission on teacher credentialing approved six new possible authorizations: Autism Spectrum Disorder, Deaf-Blind, Emotional Disturbance, Other Health Impaired, Physically Impaired and Traumatic Brain Injury. Teachers in nonpublic schools must meet the same credentialing standards.

ASSURANCE OF QUALIFIED PERSONNEL
The District shall take steps to ensure that there is an adequate supply of qualified and adequately prepared special education, general education and related services personnel. Such steps shall include, but not be limited to, the following:

1. Widespread recruitment of teachers and support personnel;
2. Collaboration with surrounding colleges, in their teacher education programs, design and supervision of student teachers interns;
3. Ongoing staff development activities for special education administrators, teachers and support staff; and
4. Ongoing staff development activities for general education administrators, teachers, and support staff.

A major program designed to assure success of new teachers is the Beginning Teacher Support and Assessment program (BTSA). BTSA, PAR and other mentoring programs are funded by the state for new teachers including new special education teachers. The early results show promise of keeping more new teachers in the profession. To support these programs and provide information on staffing needs, the Department annually collects data on the number and type of personnel employed in the provision of special education, including those employed with provisional or temporary certification. The data also show the anticipated needs for personnel in the next five years for anticipated enrollments, retirement and other changes in personnel.
PARTICIPATION IN ASSESSMENTS

20 USC 1412 (a) (17)
E.C. 56205 (a)

POLICY
It shall be the policy of the San Juan Unified School District to assure that students with disabilities are included in general State and district-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessments will be conducted.

PROCEDURES
Students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations or modifications, where necessary. Each student’s IEP team shall determine, at least on an annual basis, the individual accommodations or modifications in the administration of state or district-wide assessments necessary to minimize the impact of the student’s disability on test performance. If the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement, or part of an assessment, the IEP shall include a statement of why that assessment is not appropriate for the child and how the child will be assessed. Students with significant cognitive disabilities should participate in the state alternate assessment system, in accordance with state guidelines for determination of appropriate assessment participation.
SUPPLEMENTATION OF STATE / FEDERAL FUNDS

20 USC 1412 (a) (18)
E.C. 56205 (a) (18)

POLICY/ASSURANCE STATEMENT
It shall be the policy of the San Juan Unified School District SELPA to include this information in the Annual Budget Plan submitted annually to the State.

PROCEDURES
Annually, in the report due to the California Department of Education on the District's required report forms to CDE, this information will be included.
MAINTENANCE OF EFFORT

20 USC 1412 (a) (19), CFR 30.231-2 56205 (a) (19)

POLICY
It shall be the policy of the San Juan Unified School District to provide assurances that funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

ASSURANCE STATEMENT/POLICY
It shall be the policy of the SELPA to include this information in the Annual Budget Plan submitted annually to the State.
PUBLIC PARTICIPATION

20 USC Section 1412 (a) (20)
E.C. 56205 (a)

POLICY

It shall be the policy of the San Juan Unified School District (SJUSD) SELPA that prior to its adoption of policies and procedures, the District shall make the policies and procedures available to the general public, hold public hearings and provide an opportunity for comment by the general public.

PROCEDURES

Members of the public, including parents or guardians of students with disabilities and students with disabilities having reached the age of majority, may address questions or concerns to the governing board of the District at any posted meeting, the Superintendent, or the Assistant Superintendent of Student Support Services.
POLICY

It shall be the policy of the San Juan Unified School District (SJUSD) that data on suspension and expulsion rates will be provided in a manner prescribed by the State. California has extensive law with regard to suspension and expulsion. Educational opportunities are provided all expelled students. The principal of each school is responsible for keeping detailed records and reporting each incident to the district and board of education. The district in turn is responsible to report annually to the Department of Education data on the numbers of students recommended for expulsion, the grounds for the recommendation, the action taken, the type of referral for education, and the disposition of the pupil at the end of the expulsion period. The Department of Education analyzes the data to determine if an LEA has a significant discrepancy from state averages. Failure to submit a timely report requires the state superintendent to withhold further apportionment of funds to the LEA. The California Code of Regulations requires LEAs to report annually to the Department all events requiring an "emergency behavioral report" indicating a student with a disability has had an event of serious behavior the nature of which could be grounds for suspension or expulsion. The Department is required annually to provide the data from these reports to the Commission on Special Education. The Special Education Division is organized into geographic regions for providing focused monitoring and technical assistance and for the purpose of maintaining a close relationship with the LEAs and the performance of their students with disabilities. A database of key performance indicators (KPI) is kept and analysis is made on an ongoing basis to provide assistance whenever KPIs indicate a potential problem. In this mode, excessive suspension and expulsion rates will trigger an action for Department and SELPA staff to work to determine the basis for and a resolution to the problem. Such an indicator may also target the LEA for an on-site review if a timely and satisfactory resolution has not been implemented.

PROCEDURES

In accordance with federal requirements: 20 USC 14121 (a) 22, it shall be the policy of the SELPA that the state prescribed data rates on suspension and expulsion will be collected on the District's CASEMIS system. The data will be reported to the State Department of Education as directed by state guidelines.
PART C

20 USC 1431-35
E.C. 56205 (B) (3), 56429,

POLICY
It shall be the policy of the San Juan Unified School District to submit the Part C (infant/toddler) Local Interagency Agreements to the State as part of the Annual Service Plan.