



Compton Unified Special Education Local Plan Area (SELPA)
Local Plan Section B: Governance and Administration
Assurances and Procedures
Appendix A

Pursuant to Education Code sections 56122 and 56205(a), the Compton Unified SELPA ensures conformity with the Title 20 *United States Code (USC)* and in accordance with the Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Assurance:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school."

Procedure:

In order to ensure that a free and appropriate public education (FAPE) is available to all students with disabilities, the Compton Unified SELPA shall provide a combination of educational and related services determined through the development and review of each student's Individualized Education Program (IEP). Each IEP will be developed in order to meet the unique needs of the individual in order for the student to benefit from his or her educational opportunities. A variety of related services and other supports are provided based on each student's unique needs as required to assist a student with disability to benefit from special education. Special education and related services are provided in accordance to each student's IEP.

The District will ensure that students with disabilities are included in State and district-wide assessments, with appropriate accommodations/modifications, as documented in their IEP. Students with disabilities have access to State Board of Education approved instructional materials and course content consistent with instruction provided to students without disabilities.

The length of the instructional day is the same as for age-appropriate peers without disabilities including instructional minutes unless otherwise specified in a student's IEP.

To the maximum extent appropriate, students, including preschool students, are educated

with students who do not have disabilities. Special classes, separate schooling, and other removal from the general education environment occurs only when the nature or severity of the disability of a student is such that education in general education classes, including preschool classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

For students transferring into the District from a Local Educational Agency (LEA) not operating special education and related services under the same local plan, the IEP shall be implemented for a period not to exceed 30 days before a new IEP is developed (unless the parent/guardian agrees otherwise).

FAPE shall be reasonably calculated to provide educational benefit to the student. To determine whether an IEP is reasonably calculated to provide meaningful benefit, each IEP team 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 Least Restrictive Environment (LRE)?
3. Have the student's educational services been provided in a collaborative and coordinated manner?
4. Has the student demonstrated positive academic and non-academic benefits?

Evidence of such benefit for each student may include passing grades, advancement from grade to grade, academic progress, and progress towards IEP goals and objectives.

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Assurance:

“It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children.”

Procedure:

The Compton Unified SELPA ensures that a continuum of special education and related services are available to meet the unique needs of students with disabilities. The IEP team’s determination of appropriate services needed and curriculum options to be offered is based upon the unique needs of each student rather than the label describing the eligible disability or availability of a specific service.

Steps are taken, including placement of classes, to ensure that students with disabilities participate in academic, nonacademic, and extracurricular services and activities to promote maximum interaction with the general school population.

To the maximum extent appropriate, students with disabilities are educated alongside students without disabilities. The student is not removed from age-appropriate general education classrooms solely because of needed accommodations/modifications in the general curriculum. Placement in special classes, separate schooling, or other removal of students with disabilities from the general education environment occurs only when the nature or severity of the disability of a student is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities/services specified in federal regulations, the District ensures that each student with a disability participates with students without disabilities in those services and activities to the maximum extent appropriate to the needs of that student.

3. Child Find: 20 USC Section 1412(a)(3)

Assurance:

“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 with disabilities 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 has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.”

Procedure:

The Compton Unified SELPA recognizes the need to actively seek out and evaluate children, ages 0-21 inclusive, who may be in need of special education and related services, in order to provide them with appropriate educational opportunities in accordance with state and federal laws. In addition, the Compton Unified SELPA shall consult with appropriate representatives of private school students with disabilities on how to identify, locate, and evaluate students attending private schools.

Public notices are provided in English, Spanish, and other primary languages of families in the community, as appropriate. Parents/guardians and staff are also encouraged to inform the community of the availability of assessments for special education and related services. In addition, a notice regarding the process for referring students with suspected disabilities for assessment is sent to each private school annually. The private schools are encouraged to post and send this notice to parents of students enrolled in their schools. Parents and/or private school representatives may refer students for special education assessments through their local schools, as appropriate.

In collaboration with the South Central Los Angeles Regional Center (SCLARC) and the Los Angeles County Office of Education, Child Find procedures have been developed through active networking with agencies representing education, health (hospitals, public health services, and physicians), developmental services, social services, and parent groups. If a child has not yet reached his third birthday, the referral is forwarded to the SCLARC. Vision and hearing screening activities are completed on all students within the district in accordance with state guidelines. Parents/guardians and staff may contact the school of attendance to make a referral for assessment. In the case of parentally placed students in a private school, the district of service shall be contacted regarding Child Find and assessment.

All referrals for special education and related services are documented. When a verbal referral is made, staff will offer to assist the individual in making a written request and assists the individual if a request is made for assistance. The District provides parents/guardians with a written notice that their child is being referred to determine eligibility for special education and related services and the reason for the referral.

Identification and Referral Procedures

Referral for assessments may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may be in need of special education and related 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 assessment. When a verbal referral is made, staff of the school, Compton Unified SELPA, or the Los Angeles County Office of Education (LACOE) 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 Success and Monitoring Team (SSMT) process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an assessment plan.

Families of children under the age of three with identified or suspected disabilities are referred to the SCLARC.

Initial referrals for preschool children are processed through the District's Preschool Assessment Team. Assessment team staff collect 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 assessments to determine eligibility for special education and related services.

The process for referring school-age students for special education and related services begins at the student's school of attendance. An individual with a concern about a student's progress may request a SSMT meeting. Forms to request a SSMT meeting are available at each school site and/or through the Pupil Services Department. SSMT meetings are a general 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 special education staff such as the speech pathologist, education specialist, and/or school psychologist. The SSMT chair sends notification of SSMT meetings to the appropriate participants, including parents/guardians, and facilitates the meeting. If the SSMT finds that the student's needs cannot be appropriately met with accommodations/modifications of the general program, a referral for special education assessment may be considered. At the time of the referral, parents/guardians are provided with a copy of the Notice of Procedural Safeguards.

Referral procedures are coordinated with other school site programs to ensure that all students have access to needed special education and related 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 of the process to persons making referrals. Private schools must show that accommodations/modifications of their programs have been attempted and the results of those accommodations/modifications. The accommodations/modifications attempted may be verified by assessment team members through personal interviews with private school teachers and parents/guardians.

A completed referral from includes information regarding the reasons for the referral, the results of accommodations/modifications of the student's general school program, review of academic performance, indication of health status, 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 assessment plan. Referrals are processed for all potential students in accordance with state-mandated procedures and timelines.

Procedures for Utilization of General Education

The Student Success and Monitoring Team (SSMT) process is a general education function. The SSMT may recommend implementation of accommodations of the general education program before referring students for a special education assessment. The SSMT may recommend additional instruction and/or behavioral intervention strategies, utilization of other categorical programs on site, provide various interventions based on need, recommend assessment, refer for a Section 504 of the Rehabilitation Act of 1973 service plan, and/or make other recommendations. The SSMT must consider if the student's needs can be met with accommodations/modifications to the general education instructional program. A student may be referred for special education and related services only after the resources of the general education program have been considered and utilized, as appropriate.

If there is a suspected area of disability, a proposed assessment plan is developed and shared with parents/guardians. Assessments are conducted only after the parent/guardian has signed the assessment plan and provided consent.

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 District's SSMT to determine the need for a service plan and its protections. Please refer to the District's Section 504 Administrator with questions related to Section 504 of the Rehabilitation Act of 1973. Students needing additional assessments may be referred for an appropriate multi-disciplinary assessment.

4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4)

Assurance:

“It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student’s progress and make appropriate revisions.”

Procedure:

The Compton Unified SELPA provides a free and appropriate public education (FAPE) in the least restrictive environment (LRE) to all students residing within the SELPA. The Compton Unified SELPA provides a full range of special education and related services to facilitate services for students with disabilities in a supportive, cooperative, and mutually respectful environment. The appropriate special education and related services in the LRE, for each student with a disability, is determined by an IEP team. The IEP team is comprised of the student’s parents/guardians, administrator, general education teacher, and special education staff with knowledge or expertise regarding the student.

The IEP team shall consider the educational and nonacademic benefits of placing the student in a general class and shall determine what supports and services would be needed in order to support this placement. All decisions should promote maximum interaction between students with disabilities and students without disabilities, in a manner that is appropriate to the needs of both. Special education and related services shall be provided outside the general education environment only when the IEP team determines that the student’s individual needs cannot be appropriately met in the general education setting without support.

Parents/guardians shall have the right to approve the student’s placement in a special education program and written parental/guardian 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 appropriate services with parent/guardian consent, those services remains in effect unless modified through the IEP process, mutual agreement, or a due process hearing officer’s order.

Individualized Education Program (IEP) Procedures

The District will initiate and conduct meetings for the purpose of developing, reviewing, and/or revising the IEP of each student with a disability. The description of IEP development included in Education Code Section 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 Compton Unified 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 of the Assessment Plan, and (c) at least annually. Timelines 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/guardian's signed consent for assessment not counting days between school sessions or terms, or vacation days in excess of five consecutive days.
- b. 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 30 days prior to the end of the school year.
- c. An IEP team meeting shall be held within 30 days of a parent's/guardian's written request, not counting days between school sessions or terms, or vacation days in excess of five consecutive days.

The IEP meeting will always include a parent/guardian (or surrogate parent) unless the parent/guardian is unwilling/unable to attend and district staff has maintained a record of attempts to include the parent at a mutually agreeable time and location or unless the student has reached the age of majority and holds their own educational rights.

The District encourages meaningful participation of parents/guardians at IEP meetings by scheduling meetings at times convenient for parents/guardians, within reason, providing interpreters for non-English speaking or deaf/hard of hearing parents/guardians, conducting teleconferences or virtual meetings when appropriate, etc.

Parents/guardians 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 and offer alternative meeting dates, times, and locations. IEP meeting notifications forms will include the purpose, time, and location of the meeting as well as the staff who will attend.

Required IEP Participants

- a. The parent(s)/guardian(s) of the student;
- b. At least one general education teacher or general education representative of the student;
- c. At least one education specialist (special education teacher) of the student; or if appropriate, at least one special education related service provider of the student;
- d. A representative of the district (administrator or administrative designee) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities, and who is knowledgeable about the availability of resources in the district;

- e. An individual who can interpret the instructional implications of assessment results, who may be a member of the team described in a-d;
- f. At the discretion of the parent or the district, other individuals who have knowledge or special expertise regarding the student, including related service providers, as appropriate;
- g. The student, if appropriate

The Individuals with Disabilities Education Act (IDEA) 2004 allows for amendments to the IEP, which may be made with a District Administrative representative and the parent/guardian, 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.

Excusal of IEP Participant

An IEP team member could be excused from a meeting only when mutually agreeable and with written consent from the parent/guardian. The excused IEP team member will provide prior written input to the parent/guardian and IEP team prior to the IEP meeting if his/her area of expertise is to be discussed.

Purpose of IEP Meeting

The IEP team meets when:

- a. The student has received an assessment for special education;
- b. The student's special education and related services are to be initiated, changed, or terminated;
- c. The student's progress is less than anticipated;
- d. A parent/guardian 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 special education and related services, and determine ongoing needs and supports.

At the IEP Meeting

To facilitate the meeting, district staff may arrange for interpreters for parents/guardians who are deaf/hard of hearing or whose primary language is not English. The IEP documents serve as a record of the persons attending, and the deliberation, planning, and decisions of the IEP team regarding the special education and related 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 academic achievement and functional performance includes not only results of standardized achievement test scores, but also

classroom performance, observations, and parent/guardian, teacher, and related service provider, as applicable, reports.

The IEP process enables the team to develop a completed IEP which shows a direct relationship among the present levels of performance and the goals and objectives, and to identify the specific services required to enable the student to advance appropriately toward attaining the annual goals, to what extent the student should be involved and progress in the general curriculum, to participate in extracurricular or other nonacademic activities, and to be educated and participate with students with disabilities and students without disabilities 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 and related services is written on each IEP developed by the IEP team.

At the IEP meeting, introductions are made, and the purpose and anticipated outcomes of the meeting are described. Each required component of the IEP is discussed by the team and recorded on the forms including:

- a. The strengths, interests, and learning preferences of the student;
- b. The student's present levels of academic achievement and functional performance, including the results of the initial or most recent assessment of the student and/or the results of the student's performance on any general State or district-wide assessment programs, as appropriate;
- c. Annual goals and short-term objectives or benchmarks, when appropriate related to meeting the student's needs that result from the disability to enable the student to be involved in and progress in the general curriculum [or appropriate activities for preschool children] or to meet each of the student's other educational needs that result from the disability;
- d. The concerns of the parent/guardian relevant to the student's educational progress;
- e. A description of how the student'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 student will not participate with students without disabilities in the general education 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 accommodations/modifications or supports for school personnel that are required for the student 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/guardians will be informed of their student's progress;
- k. If the student is Limited English Proficient, a description of how his or her level of English proficiency, related to the IEP, will be addressed;
- l. If the student is deaf/heard 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 student's behavior impedes learning, a description of positive behavior interventions, strategies, and supports to address the behavior, including a Behavior Intervention Plan, if required;
 - n. By the time a student reaches the age of 16m 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 student, including the projected data for beginning the services and accommodations/modifications, anticipated frequency, location, and duration of those services and accommodations/modifications;
 - q. Individual accommodations/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 student, designating a state approved alternate assessment as the means to measure the student's progress;
 - r. The determination of the need for Extended School year (ESY) services, 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)/guardian(s). Upon request, the IEP will be translated into the primary language of the parent/guardian, unless it is clearly not feasible to do so. Case managers inform all appropriate staff who are responsible for portions of the student's education of the content of the IEP and their respective roles following parent consent to the IEP. Service providers from other agencies who provide instruction or related services will be provided with a copy of the IEP. IEPs are maintained in accordance with state and federal pupil record confidentiality laws.

5. Least Restrictive Environment: *USC Section 1412(a)(5)*

Assurance:

“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 classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

Procedure:

It is the intent of the Compton Unified SELPA to serve students with disabilities in the least restrictive environment (LRE) consistent with their academic and nonacademic needs. Students with disabilities shall receive their education in chronologically age-appropriate general education classrooms at neighborhood school sites unless there is a compelling educational reason why this cannot be accomplished. Close cooperation of all school personnel is encouraged by district and site administrators to facilitate opportunities for social interaction between individuals with and without disabilities.

The Compton Unified SELPA provides a full range of special education and related services to meet students' educational needs in their least restrictive environment. This includes District programs, County programs, regionalized services, state schools, and nonpublic schools. The determination of the least restrictive environment is based on the IEP team's consideration of each individual student's unique needs, including present levels of academic and functional performance, goals and objectives, and the configuration of special education and related services support required to implement the IEP.

Removal of students from general education classes occurs **only when** the nature of the student's disability is such that education in a general education class with the use of supplementary aids and services cannot be achieved satisfactorily. To the maximum extent possible, individuals with disabilities are educated, and participate with, students without disabilities in academic, nonacademic, and extracurricular activities. Students attend the school they would attend if they did not have disabilities unless their IEP requires other arrangements. If other arrangements are determined necessary, students are served in the nearest appropriate school based upon the district developed feeder pattern.

Special education and related services, and supports, will be provided for students with disabilities to ensure maximum interaction with their peers in the general education environment as appropriate for student's individual needs. The IEP team will make the decisions regarding the LRE for each student on an annual basis. Individuals with disabilities shall have equal access to all activities, programs, and facilities in the general school environment. Participation in activities will be determined based on the individual needs of the student.

The location of specialized academic instruction classes and other special education services will be included in decisions regarding facilities planning and allocation. District

commitments to ensure appropriate size, configuration, and location for special education classroom space on school campuses will continue in order to avoid frequent or disruptive program relocations. Ramps, handrails, and adapted equipment are provided as necessary to ensure access and safety for students with disabilities. Continuity in the assignment of appropriate classroom space for the provision of special education and related services allows students with disabilities the opportunity to develop relationships with peers without disabilities. Timely access to general education programs will be prioritized for all students.

Supports and programs are available to assist students without disabilities in understanding, supporting, and interacting with students with disabilities. Staff development, collaborative activities, and consultation by special education staff are available and provided to general education staff to assist them in addressing the unique needs of students with disabilities.

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Assurance:

“It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.”

Procedure:

Students with disabilities and their parents/guardians shall be provided written notice of their rights in a 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; 34CFR 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 Section 1415(d))

1. Initial referral for assessment;
2. Each notification of an IEP meeting;
3. Reassessment of the student; and
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 annual IEP meeting. (Education Code 56321, 56321.5)

In addition, this notice shall include the procedural safeguards relating to: independent educational evaluations (IEE); prior written notice (PWN); parental consent; 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 parents/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees.

7. Evaluation: 20 USC Section 1412(a)(7)

Assurance:

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

Procedures:

The Compton Unified SELPA shall conduct a reassessment of each student with a disability at least once every three years, but not more than once a year unless conditions warrant a reassessment or if the student's parent/guardian or teacher requests a reassessment and a new IEP to be developed.

Annual Assessments

The Compton Unified SELPA procedures ensure that initial and subsequent triennial assessments are completed 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, not including official school breaks exceeding 5 days. In addition, a special review of services 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 case manager shall schedule a review meeting within 30 calendar days, not exceeding official school breaks of more than 5 days.

Parents/guardians 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 for more intensive or less intensive services.
- Recommend the continuation of the current program.

Triennial Assessments

All reassessments are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent/guardian or teacher. The reassessment determines if the student continues to have a disability and if he/she continues to require special education and related 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, not including official school breaks in excess of 5 days.

The Compton Unified SELPA uses Special Education Information System (SEIS) to track IEPs and the due dates for annual and triennial reviews to ensure that timelines are met.

Assessment Plan

For all individuals referred for special education and related services with an area of suspected disability, an initial Assessment Plan is developed within 15 days of receipt of the referral. The Assessment Plan is developed based on intake interview information, SSMT findings and recommendations, or parent/guardian request for assessment. The Notice of Procedural Safeguards is included. If the referral is received with 10 days or fewer to the end of the school year, the assessment plan will be due to the parent/guardian within the first 10 days of the next school year.

An Assessment Plan is developed for all initial and triennial assessments 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 assessment procedures relevant to the proposed action;
- b. Description of the type of assessment, 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 assessment 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 independent evaluations;
- f. Results of recent assessments, including any available independent educational 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 to do so and written in language easily understood by the general population. Written consent of the parent/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).

Assessment Process

Assessments are conducted by qualified 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 impairment, deafness, hard of hearing, deaf-blindness, or orthopedic impairment are suspected. Students assessed for initial and three-year assessments have a vision and hearing screening unless parental permission is denied.

Assessment personnel are qualified 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 Learners. When appropriate, an interpreter is used and reported in the evaluation.

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. The assessment process ensures that no single procedure or assessment 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 assessment. Each report contains the following required components:

- a. Results of the test(s) administered in the primary language of the student by qualified personnel;
- b. A statement regarding the validity of the assessment;
- c. A statement regarding whether the tests are valid for the purpose for which they are used;
- d. Recommendations that support the student's needs in the 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 relationship of that behavior to the pupil's academic and social functioning;
- h. The educationally relevant health, developmental, and medical findings, if any;
- i. A determination of the effects of environmental, cultural, or economic disadvantage;
- j. For students with learning disabilities, whether there is such a discrepancy between achievement and ability that cannot be corrected without special education and related services;
- k. The need for specialized services, materials, and equipment for students with low incidence disabilities, consistent with guidelines established pursuant to Section 56136;
- l. Consideration of independent assessments, if any; and
- m. 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. Data obtained from standardized assessment instruments;
- b. Information provided by the parent/guardian;
- c. Information provided by the pupil's present teacher;
- d. Evidence of the pupil's performance in the general and/or special education classroom obtained from observations, work samples, and group test scores;
- e. Consideration of the pupil's age, particularly for young children; and
- f. Any additional relevant information.

A severe discrepancy shall not be primarily the result of limited school experience or poor school attendance.

Independent Educational Evaluations

If a parent/guardian disagrees with an assessment conducted by the District, the parent/guardian may inform the District in writing of the disagreement and request an independent educational evaluation (IEE). Upon receipt of a parent/guardian request for an IEE, the District must either 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.

8. Confidentiality: 20 USC Section 1412(a)(8)

Assurance:

“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, non-academic programs, and services available to non-disabled children.”

Procedure:

“Confidentiality” means the restriction of access to verbal and written communication, including clinical, medical, and educational records, to appropriate parties under Section 99.3 of Title 45 of the Code of Federal Regulations, Section 300.560 et seq. of Title 34 of the Code of Federal Regulations, Section 827, 4514, 5328, and 10850 of the Welfare and Institutions Code, Section 2890 of Title 17 of the California Code of Regulations, and Sections 49060 through 49079 of the Education Code.

Confidentiality

All information that specifically relates to a child's exceptional needs and/or family is to be kept confidential. Such information is to be shared only with other professionals as they need to know in order to effectively meet the student's educational needs. Any sharing of information outside the school system requires written consent from the parent/guardian except for transference of records in California.

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Assurance:

“It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child’s third birthday.”

Procedure:

For children participating in early intervention programs assisted under Part C of the Individuals with Disabilities Education Act (IDEA), a transition conference is held when the child is between two years and six months and two years and nine months of age. At the transition conference, the team will discuss the child’s present levels of development, possible options for the child when he or she turns three years of age that are based on the child’s present levels of development, needs of the family during the six-month transition period, assessment needs of the child during the six-month transition period, equipment/program needs the child may have at the age of three.

At the transition meeting, the LEA representative, with the input from the parents/guardians and the Individual Family Service Plan (IFSP) transition team, will highlight the needed areas of assessment and the areas of suspected disability on the assessment plan. When the child turns two years and ten months, the LEA assessment team will contact the parents/guardians to have the assessment plan signed and to begin the assessment.

The exit IFSP meeting and initial IEP meeting are held together prior to the child’s third birthday with responsible agencies and potential service providers present. The district of residence shall attend the IEP meetings. The Regional Center Service Coordinator reviews the exit IFSP form with the team and ensures that all areas are discussed and completed. Continued eligibility for Regional Center services for the child is discussed. If appropriate, the LEA administrator or designee reviews the steps of the IEP portion of the meeting. The IEP document is written as the team discusses each section. If the child is eligible for services, special education and related services are discussed with the team, and service decisions are made.

10. Private Schools: 20 USC Section 1412(a)(10)

Assurances:

“It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents/guardians 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.”

Procedure:

The Compton Unified SELPA policy ensures that the Compton Unified SELPA locates, identifies, and evaluates all children who may be eligible for special education and related services. Child Find activities for parentally placed private school children are similar to those activities undertaken for pupils in public schools.

IDEA 2004 determined that the District where the private school is located is responsible for conducting Child Find activities for activities enrolled by their parents/guardians in private schools. The District of Residence of the private school student will be responsible for the assessment and determination of eligibility for special education and related services.

For private school students who are parentally placed, there is no individual right to receive some or all of the special education and related services that the student would receive if enrolled in a public school. The SELPA determines the scope and type of services after consultation with private school representatives. A proportionate share of the District's special education federal funds is utilized to provide services to parentally-placed private school students with disabilities.

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Assurance:

“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 IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California Education Code, Part 30.”

Procedure:

The Compton Unified SELPA follows State and Federal guidelines in the assessment, identification, and provision of services to students with disabilities.

12. Interagency: 20 USC Section 1412(a)(12)

Assurance:

“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 free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.”

Procedure:

The Compton Unified SELPS participates with the Los Angeles County Office of Education (LACOE) and other agencies in the development and maintenance of Interagency Agreements to ensure that all eligible students with disabilities receive appropriate services through designated agencies, as outlined in their IEPs.

13. Governance: 20 USC Section 1412(a)(13)

Assurance:

"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 Education Agency."

14. Personnel Qualifications

Assurance:

“It shall be the policy of this LEA to ensure that personnel providing special education and related services are appropriately and adequately prepared and trained, and 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 member to be highly qualified or to prevent a parent/guardian from filing a State complaint with the California Department of Education (CDE) about staff qualifications.”

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Assurance:

“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 Section 1412(a)(16)

Assurance:

“It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective IEPs.”

Procedure:

Students with disabilities are included in general state and district-wide assessment programs, with appropriate accommodations or modifications, where necessary in accordance with their IEP. Each student's IEP team shall determine, at least on an annual basis, the individual accommodations/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 student and how the student will be assessed.

Students with significant cognitive disabilities may be eligible to participate in the state alternate assessment system, in accordance with state guidelines for determination of appropriate assessment participation.

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Assurance:

“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, and will be used to supplement and not to supplant state, local, and other federal funds.”

Procedure:

Students with disabilities are first and foremost general education students, and thus their base funding is the same as any other student. Part B funds are used to supplement the base funding and provide those specialized supports and services outlined in a student’s IEP.

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Assurance:

“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 laws and regulations.”

19. Public Participation: 20 USC Section 1412(a)(19)

Assurance:

“It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.”

Procedure:

Members of the public, including parents/guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns at regularly scheduled meetings according to Brown Act requirements to receive and take action on information or business related to special education and the administration of the Compton Unified SELPA.

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Assurance:

“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.”

Procedure:

California has extensive law regarding suspension and expulsion. Educational opportunities are provided to 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 for reporting annually to the CDE the 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 CDE analyzes the data to determine if a 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 CDE 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 CDE is required annually to provide the data from these reports to the Commission on Special Education. Excessive suspension and expulsion rates will trigger an action for CDE and the Compton Unified SELPA staff to work towards 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.

In accordance with federal requirements: it shall be the policy of the Compton Unified SELPA that the state prescribed data rates on suspension and expulsion will be collected on the District’s CALPADS system. The data will be reported to the State Department of Education as directed by State guidelines.

21. Access to Instructional Materials—20 USC Section 1412(a)(23)

Assurance:

“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.”

Procedure:

Students with print disabilities have access to appropriate instructional materials including Braille materials, large printed, and record media. Materials are transcribed into Braille as required by the unique needs of each student.

These materials may be obtained by contacting the visual impairment teacher(s), the assistive technology specialist, or the special education administrator overseeing visual impairment services.

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Assurance:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities."

Procedure:

The Compton Unified SELPA provides technical support and training on assessment methodology, data review and analysis, and root causes for equity issues.

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Assurance:

“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.”