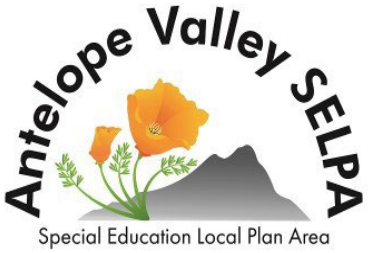


Procedural Manual
Teacher/Service Provider

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Procedural Manual
Teacher/Service Provider

SECTION 1

Special Education Referrals, Eligibility Determination and Continuum of Program Options

CHILD FIND

Each Local Education Agency (LEA/District) or Special Education Local Plan Area (SELPA), shall actively and systematically seek out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs, children who are homeless, or wards of the State, who reside in the district or are under the jurisdiction of a SELPA regardless of their disabilities who are in need of special education and related services. For students from birth to 3 years of age, for Districts within the Antelope Valley SELPA child find responsibilities are for children with solely low incidence disabilities (deafness, blindness, or orthopedic impairments). North Los Angeles County Regional Center has Child Find responsibilities for all other Infants/Toddlers.

Each District or SELPA shall provide for the identification and assessment of an individual's exceptional needs and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of students from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of students with needs that cannot be met with modification of the general instructional program.

NOTE: A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized.

Potential sources for referral include the following:

- **Parents** have the right to request in writing that their child be assessed to determine eligibility for special education services.
- Through the **student study/success team** process, a student may be referred for assessment to determine eligibility for special education services.
- **Private school personnel** may make a referral in writing to have a student assessed to determine eligibility for special education services.

The process for a parent referral is as follows:

The parent requests, in writing, that her/his child be assessed to determine eligibility for special education services. Within 15 days of the request, the parent shall be given, in writing, a proposed assessment plan. A copy of the notice of parent rights and procedural safeguards shall be attached to the assessment plan. No assessment shall be conducted unless the written consent of the parent is obtained. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the parent consent. At this point, the 60-day timeline for assessment begins.

The process for the student study/success team referral is as follows:

A student study/success team may refer a student for assessment to determine eligibility for special education services. Prior to referral, the student study/success team will generally consider and/or review the interventions, adaptations, and modifications that

have been (or may be) made in the general education curriculum, instruction and/or environment in order to meet the educational needs of the student. The student study/success team is established by the district and is a function of the general education program/process.

The process for a referral made by a private school is as follows:

The staff or the parent of a student attending a private school may make a referral, in writing, to the student's district of residence to determine eligibility for special education services. All special education timelines for offering an assessment plan and holding an IEP must be followed by the district of residence.

60 DAY ASSESSMENT TIMELINES

An Individualized Education Program (IEP) shall be developed within a total time not to exceed 60 calendar days from the date of receipt of the parents' written consent of assessment, not counting days between school sessions, terms, or days of school vacation of six or more days.

In the case of school vacations of six or more days, the 60-day timeline shall recommence on the date that student school days reconvene.

When a referral for special education is made within 30 days or less of the end of a school year, the assessment shall be completed and an IEP developed within the first 30 days of the subsequent school year.

REFERRAL FOR ASSESSMENT

Students who have received general education intervention(s) and are suspected of being a student with a disability must be referred for an assessment to determine eligibility for special education. The Assessment Plan must be developed and shall address **all areas of suspected need**. Within 15 calendar days of any school staff receiving a written request for a special education assessment, an assessment plan shall be developed and presented to the parent. When a district declines to assess, a district shall develop a prior written notice to explain their refusal to assess and simultaneously provide parents with procedural safeguards. If a parent makes an oral request, school staff should assist in developing a written request. The parent/guardian has at least 15 days from the oral and/or written request to provide consent for the proposed assessment. No assessment shall be conducted without parental consent. If consent for assessment is refused, in the case of an initial referral, the case manager must notify the special education district office administrator.

PARENTAL CONSENT

Following are the state definitions of "parent". Anyone who meets one of the definitions included in either list may serve as a parent in relation to consent.

(a) Parent means—

(1) A biological or adoptive parent of a child;

(2) A foster parent, unless State law, regulations, or contractual obligations with a State or local entity prohibit a foster parent from acting as a parent;

(3) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the child (but not the State if the child is a ward of the State);

(4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare; or

(5) A surrogate parent who has been appointed in accordance with Section 300.519 or section 639(a)(5) of the Act.(b)(1) Except as provided in paragraph (b)(2) of this section, the biological or adoptive parent, when attempting to act as the parent under this part and when more than one party is qualified under paragraph (a) of this section to act as a parent, must be presumed to be the parent for purposes of this section unless the biological or adoptive parent does not have legal authority to make educational decisions for the child.(2) If a judicial decree or order identifies a specific person or persons under paragraphs (a)(1) through (4) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then such person or persons shall be determined to be the "parent" for purposes of this section.

For initial evaluations only, if the **child is a ward of the State and is not residing with the child's parent**, the District shall NOT be required to obtain informed consent from the parent for an initial assessment to determine eligibility for special education and related services under the following circumstances:

- Despite reasonable efforts to do so, the District cannot discover the whereabouts of the parent of the child.
- The rights of the parent of the child have been terminated in accordance with state law.
- The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial assessment has been given by an individual appointed by the judge to represent the child.

Consent for initial assessment may not be construed as consent for initial provision of special education and related services.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services. A screening includes basic tests administered to or procedures used for all students in a school, grade or class. Universal screenings used in connection with child find activities are not considered evaluations and thus do not require prior parental notice and consent requirements that apply to initial evaluations.

For the following circumstances, the case manager shall immediately notify the district special education administrator:

- The parent refuses all services after having consented to them in the past (i.e., revocation of consent)
- The parent consents to special education and related services, but not all components of the IEP which are required for FAPE. Those components of the IEP to which the parent consents shall be provided.

NOTE: After revoking consent, if parent requests reinstatement of special education services, the request will be treated as an initial referral to special education.

ASSESSMENT

Once consent for assessment has been given by the parent, the case manager shall distribute a copy of the Assessment Plan to all staff conducting the assessment. All assessments must be completed and an IEP meeting held within 60 calendar days, which may exclude those days in which the student's educational program has not been in session for six or more days (e.g., winter break, spring break, off-track time, and summer vacation). All assessments shall be administered by trained and properly credentialed, qualified staff and is:

- Administered in the student's primary language or other mode of communication unless it is clearly not feasible to do so;
- Selected and administered so as not to be racially, culturally or gender biased;
- Validated for the specific purpose for which it is intended;
- Tailored to assess specific areas and provide information to determine the student's educational needs;
- Inclusive of an observation by at least one member of the team.

Qualified means a person who has met federal and state certification, licensing, registration, or other comparable requirements that apply to the area in which they provide special education or related services. All entities and individuals, including non-public schools and non-public agencies, providing related services shall meet the qualifications found in 34 C.F.R. sections 300.156(b) and 3001(r) and the applicable portions of 3051 et seq.

No single procedure shall be used as the sole criterion for determining eligibility for special education. The student shall be assessed in ALL areas of suspected disability. No service will be included on the IEP unless an appropriate assessment has been conducted by personnel credentialed in the designated area of need (i.e. Language and Speech, APE, Vocational, etc.),

It is recommended that IEP team members who have conducted assessments share their results with parents and remaining team members prior to the IEP meeting.

Copies of all assessment reports must be provided to parents at the IEP meeting and when

possible prior to the meeting. For information related to independent educational evaluations please contact your district special education administrator(s) and refer to Independent Educational Evaluations Policy (SP:L-3).

WRITTEN ASSESSMENT REPORT

Those persons assessing a student shall maintain a complete and specific record of assessment procedures and the instruments utilized, the conclusions reached and the proposed education or alternatives indicated by the assessment results. Assessment team members shall prepare written reports that address all areas included in the assessment plan.

The results of each assessment shall include:

1. Results of any relevant, previous assessments.
2. Relevant behavior noted during testing sessions and observation(s) in the classroom or other setting(s).
3. The relationship of that behavior to the student's academic and social functioning.
4. The educationally relevant health, development and medical findings, if any.
5. Relevant information from the parent.
6. Information related to enabling access to and progress in the general curriculum.
7. Specific test scores for all assessments administered. An analysis and integration of assessment data depicting strengths and weaknesses as related to ability/performance levels within the areas of academic achievement, language development, cognitive development, self-help, visual/auditory functioning, and sensory motor skills.
8. Determination of the effects of environmental, cultural and economic disadvantages upon overall performance level. This shall include, as appropriate, a review of the student's school and/or developmental history, as well as student's English language proficiency.
9. For students with a specific learning disability, there shall be a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development, that is determined by the IEP Team to be relevant to the identification of a specific learning disability, using appropriate assessments.
10. A summary of the findings and characteristics which identify the student as an individual with a disability and states the eligibility category if appropriate and documents the need for special education and/or related services.

NOTE: When conducting a file review for Eligibility Evaluation (i.e, Triennials) a summary of pertinent information and the determination of continuing eligibility shall be developed and presented to the IEP team.

PRIMARY LANGUAGE ASSESSMENT

Materials and procedures used to assess a student with limited English proficiency shall be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills.

Evaluations are to be administered in a language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless not feasible. If an assessor fluent in the student's primary language is not feasible, a bilingual interpreter may be used to assist school personnel in administering assessments.

ASSESSMENT PROCEDURES WHICH MAY LEAD TO SPECIAL EDUCATION ELIGIBILITY DETERMINATION

Disclaimer: The following questions and answers are designed to assist special education personnel in navigating through the laws and regulations set forth by the federal and state government as it pertains to assessment and eligibility. This is not meant to be construed as the sole reference or measure for identification of students into special education programs.

1. Why should I be concerned about test normative samples? E.C.56320 (a)

Testing and assessment materials and procedures used for the purposes of assessment and placement of individuals with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory.

2. How shall I select testing and assessment materials for students with limited language ability? E.C.56320(a)(b)(1)

Testing and assessment materials should be provided and administered in the student's native language or other mode of communication, unless the assessment plan indicates reasons when this provision and administration are not clearly feasible.

3. Are they validated for a specific purpose? E.C.56320(b)(2)

Tests and assessment materials must be used for purposes for which the assessments or measures are valid and reliable.

4. Who administers the assessments? E.C.56320(b)(3)

Trained personnel, in accordance with the instructions provided by the producer of tests and other assessment materials, except that a credentialed school psychologist should administer tests of intellectual or emotional functioning.

5. **Are the test results accurate? E.C.56320(d)**

Tests are selected and administered to best ensure than when a test administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.

6. **Are their multiple procedures being used? E.C.56320(e)**

No single procedure is used as the sole criterion for determining an appropriate educational program for an individual with exceptional needs.

7. **Is the student being assessed in ALL areas of suspected disabilities? E.C.56320(f)**

The student is assessed in all areas related to the suspected disability including, where appropriate, health and development, vision, including low vision, hearing, motor abilities, language function, general ability, academic performance, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status.

8. **Are the persons conducting the assessment knowledgeable of the disability? E.C.56320(g)**

The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines

ELIGIBILITY CRITERIA

To qualify for special education and related services under the state and federal criteria, a student must be between the ages of 3 and 22 and must satisfy both parts of a two-part test. First, the student must meet the definition of one or more of the categories of disabilities specified under the IDEA. Second, the student must need special education and related services as a result of his disability or disabilities. When enacted IDEA 2004, Congress created a special rule for eligibility determination not found in the previous version of the statute or in its implementing regulations.

Additionally, state and federal law exclude from eligibility for determinant factors of lack of appropriate instruction in reading or math, or limited English proficiency.

The specific disabling conditions identified are: 1) autism; 2) deaf-blindness; 3) deafness; 4) emotional disturbance; 5) hearing impairments; 6) intellectual disability; 7) multiple disabilities; 8) orthopedic impairments; 9) other health impairment; 10) specific learning disability; 11) speech or language impairments; 12) traumatic brain injury; 13) visual impairment including blindness; 14) Established medical disability (EMD)

The decision as to whether or not a student requires special education and related services shall be made by the IEP team which shall include those persons conducting the assessments. The IEP team shall consider all the relevant material which is available on the student. No single score shall be used as the sole criterion for the decision of the IEP team as to the student's eligibility for special education.

Each of the eligibility categories listed below begin with the California Code of Regulations pertaining to that category. Explanations in italics are added for your information.

Autism/Characteristics Often Associated with Autism

(1) Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance, as defined in paragraph (c)(4) of this section.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria in paragraph (b)(1) of this section are satisfied. C.F.R 300/A/300.8 CCR3030(b)(1)AB

Deaf-Blindness/Concomitant Hearing and Visual Impairment

Deaf-blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. CCR 3030(b)2

A state licensed ophthalmologist and a state licensed audiologist must verify the presence of both deficits, and the combination of the visual and hearing impairments cause severe communication, developmental, and educational needs that cannot be accommodated in general education, but require special education and related services solely for deaf or blind students.

A student shall be assessed by a multidisciplinary team. Relevant information includes the following:

- *Current audiological measures of auditory functioning document a severe hearing loss, with and without amplification, as determined by a qualified*

audiologist.

- *Assessment of receptive and expressive communication skills and current education performance reveal significant dysfunction directly related to the physical impairment.*
- *A written report of an eye examination by either a physician or an ophthalmologist that states that the student's acuity is 20/200 or less in the better eye after the best correction (legally blind).*

Deafness

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child's educational performance. CCR 3030(b)(3)

For education purposes, a student is considered to be deaf when all of the following apply:

1. *The student has a written diagnosis/report of hearing impairment from a licensed or credentialed audiologist with a specialization in clinical or rehabilitation services in audiology. This diagnosis/report should specify the range, nature and degree of hearing impairment. This report must be current and provide measures of audiological functioning both with and without amplifications. Such hearing impairment may be permanent or fluctuating, be present at birth or develop later in life, but results in a functionally severe loss. That is, it severely impairs the student's processing of linguistic information through auditory channels and adversely affects educational performance.*

2. *An assessment of the student's current level of receptive and expressive language skills has been made, which indicates severe problems in speech reception and discrimination due to the hearing loss, even with appropriate amplification.*

3. *The IEP Team has studied the assessments specified above plus any other relevant assessments and information and determined that the diagnosed hearing impairment results in the student functioning as a severely hearing-impaired individual, i.e., all of the following apply:*

    - *The student is severely impaired in processing linguistic information through auditory channels even with amplification, resulting in severe impairment of receptive and expressive oral language.*
    - *Based on an educational assessment, the IEP team determines that such impairment adversely affects the student's educational performance.*
    - *The student's educational needs are such that the student requires special education and/or related services that cannot be provided with modification of the general school program.*

Emotional Disturbance

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

(A) An inability to learn that cannot be explained by intellectual, sensory, or health factors.

(B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.

(C) Inappropriate types of behavior or feelings under normal circumstances.

(D) A general pervasive mood of unhappiness or depression.

(E) A tendency to develop physical symptoms or fears associated with personal or school problems.

(F) Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance under paragraph (b)(4) of this section. CCR 3030(b)(4) A-F)

Hearing Impairment

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

Intellectual Disability

Intellectual disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance. CCR 3030(b)(6)

1. *General intellectual functioning is defined as the results obtained by assessment with one or more of the individually administered general intelligence tests developed for the purpose of assessing various aspects of intellectual functioning.*

2. *Adaptive Behavior is defined as the effectiveness or degree with which individuals meet the standards of personal independence and social responsibility expected for their age and culture group.*

Multiple Disabilities

Multiple disabilities means concomitant impairments, such as intellectual disability-blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. "Multiple disabilities" does not include deaf-blindness. CCR 3030(b)(7), C.F.R 300/A/300.8(c)(7

Orthopedic Impairment

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). CCR 3030(b)(8), C.F.R 300/A/300.8 (c)(9)

The student has a written diagnosis from a licensed physician or surgeon that he or she has a severe orthopedic impairment which results in a serious impairment of locomotive and/or other motor functions, and based on educational assessment, the IEP Team determines that such impairment adversely affects the student's educational performance.

Other Health Impairment

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment that:

(A) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(B) Adversely affects a child's educational performance. CCR 3030(b)(9), 34 C.F.R 300/A/300.8(c)(9)

Speech or Language Disorder

A student shall be assessed as having a language or speech disorder which makes him/her eligible for special education and related services when he/she demonstrates difficulty understanding or using spoken language to such an extent that it adversely affects his/her educational performance and cannot be corrected without special education and related services. In order to be eligible for special education and related services, difficulty in understanding or using spoken language shall be assessed by a language, speech, and hearing specialist who determines that such difficulty

results from any of the following disorders:
California Ed. Code 56333

(A) Articulation Disorder

1. The student displays reduced intelligibility or an inability to use the speech mechanism which significantly interferes with communication and attracts adverse attention. Significant interference in communication occurs when the student's production of single or multiple speech sounds on a developmental scale of articulation competency is below that expected for his or her chronological age or developmental level and which adversely affects educational performance.

2. The student does not meet criteria for an articulation disorder if the sole assessed disability is an abnormal swallowing pattern.

The student does not meet criteria for an articulation disorder when the student exhibits:

- *atypical speech resulting from a lack of familiarity with the English language.*
- *dialectical patterns resulting from the use of non-standard English.*

(B) Abnormal Voice

A student has an abnormal voice that is characterized by persistent, defective voice quality, pitch, or loudness.

(C) Fluency Disorders

A student has a fluency disorder when the flow of verbal expression, including rate and rhythm, adversely affects communication between the student and the listener.

(D) Language Disorder

A student has an expressive or receptive language disorder when he or she meets one of the following criteria:

1. The student scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or developmental level on two or more standardized tests in one or more following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for a specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan, or

2. The student scores at least 1.5 standard deviations below the mean or below the 7th percentile for his or her chronological age or developmental level on one or more standardized tests in one of the areas listed in subdivision (A) above and displays inappropriate or inadequate usage of expressive or receptive language as

measured by a representative spontaneous or elicited language sample of a minimum of fifty utterances. The language sample must be recorded or transcribed and analyzed and the results included in the assessment report. If the student is unable to produce this sample, the language, speech, and hearing specialist shall document why a fifty-utterance sample was not obtainable and the contexts in which attempts were made to elicit the sample. When standardized tests are considered to be invalid for the specific student, expected language performance level shall be determined by alternative means as specified in the assessment plan.

Specific Learning Disability

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may have manifested itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The basic psychological processes include attention, visual processing, auditory processing, sensory-motor skills, cognitive abilities including association, conceptualization and expression.

(A) Specific learning disabilities do not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of intellectual disability, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

(B) The Antelope Valley SELPA member LEAs use a Patterns of Strengths and Weaknesses (PSW) model to identify students with a specific learning disability. The PSW model works best when it is used in conjunction with an instruction and intervention model that includes Multi-Tiered Systems of Support (MTSS) along with effective screening and progress monitoring procedures. Please review the Antelope Valley PSW manual for more specific information.

Traumatic Brain Injury

Traumatic brain injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one of more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

(A) Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. CCR 3030(b) 12

For educational purposes, special education and/or related services will be considered when the IEP Team determines that such impairment adversely affects the student's

educational performance.

The student must have a written diagnosis from a licensed physician or surgeon that the student has a severe medical condition due to traumatic brain injury that inhibits participation in the general education program without the support of special education services.

Visual Impairments

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partial sight and blindness. CCR 3030(b)(13)

A student is Visually Impaired for education purposes, when a visual impairment, even with correction, adversely affects the student's educational performance.

Vision Services

Relevant information to assist in identifying a student's needs include:

1. *A written report of an eye examination by a licensed ophthalmologist verifies the visual impairment, and*

2. *An assessment by a credentialed teacher of the visually handicapped determines that such services are necessary in order for the student to benefit from the educational program, and*

3. *The provision of service(s) is not within the expertise of the general education or special education teacher.*

4. *An individual is ineligible for vision services if the individual demonstrates visual perceptual problems that do not relate to physiological or structural defects of the visual system.*

Vision services may include one or more of the following:

1. *Adaptations in curriculum, media, and the environment.*

2. *Instruction in special skills.*

3. *Consultative services to students, parents, teachers and other school personnel.*

Orientation and Mobility Services

Relevant information to assist in identifying a student's needs include:

1. *A written report of an eye examination by a licensed ophthalmologist verifies*

the visual impairment, and

2. *An assessment by a credentialed mobility instructor determines that such instruction is a necessary part of the student's education program, and*

3. *The provision of service(s) is not within the expertise of the general education teacher or special education teacher.*

An individual is ineligible for orientation and mobility services if the individual demonstrates visual motor problems that do not relate to physiological or structural defects of the visual system.

EXIT CRITERIA

The IEP Team shall determine based on assessment the exit decision for each student based upon the following criteria:

1. The student shall be ineligible for special education services when the impairment no longer adversely affects educational performance or when the student no longer meets eligibility criteria.

2. The student's needs can be met in a less restrictive environment or in general education not necessarily at grade level.

3. A plan to facilitate the student's transition to a less restrictive environment will be developed, including alternative placement if needed, and a plan to assist the receiving teacher.

CONTINUUM OF SERVICES

Once a student is eligible for special education, a continuum of program options is available.

1. General Education

Placement in the general education program shall occur when the student's educational needs can be addressed through accommodations and modifications of the general education program **with supplemental aids and services.**

2. Related Services:

Related Services shall be available when the instruction and services are necessary for the student to benefit educationally from their instructional program. Some students may need assistance in special areas that may include, but are not limited, to the following:

- Language/speech development & remediation (LSH)
- Adapted physical education (APE)
- Physical therapy
- Parenting counseling and training
- Occupational therapy services
- Health/Nursing Services
- Social Worker services
- Transportation
- Recreation
- Vision Services
- Psychological services other than assessment and developing IEP's
- Counseling and guidance services, including rehabilitation counseling
- Interpreting services
- Audiological Services
- Orientation/Mobility services
- Specially designed vocational education and career development (Voc Ed)
- Specialized services for low incidence disabilities such as readers & vision/hearing services.
- Medical services for diagnostic and evaluation

3. **Specialized Academic Instruction**

Specialized Academic Instruction (SAI) is adapting, as appropriate to the needs of the student with a disability, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the LEA that apply to all students. Federal law requires that Students with Disabilities (SWD) be educated in separate settings only when the nature or severity of their disabilities is such that the regular educational environment is not practical, even with the use of supplementary aids and services. Educating SWDs alongside their nondisabled peers often is referred to as "inclusion" or "mainstreaming." SAI is not a "place", it is a "service".

4. **Special Classes**

Students may need special instruction for a **majority of the day in a self-contained special education class** on an **integrated or** separate location to accommodate their unique needs. These classes are staffed by specially trained personnel. Placement in a special class shall only occur when the student's needs and/or goals and objectives cannot be met in a less restrictive environment.

5. **Nonpublic, nonsectarian school services**

   Students may need educational services and programs that are not offered by the public schools. These students may attend state certified non-public and non-sectarian schools on a full or part-time basis. This placement recommendation is based on the IEP Team decision that an appropriate public program is not available.

6. **State Special Schools**

   Students may need a special school such as one of those operated by the State of California for students with vision/blind or deaf/hearing impairments. These schools may be considered as a placement option when the IEP Team has determined that no appropriate placement is available within the SELPA.

7. **Instruction in settings other than classrooms where specialized academic instruction occurs.**

   Students may need instruction in settings other than classrooms where specialized academic instruction may occur. Community-based instruction, vocational training and/or work experience training would be examples.

8. **Itinerant instruction**

   Students may need itinerant support from related service providers in multiple settings within the educational program. Examples would include itinerant speech/language within the specialized academic instruction classroom and/or visually handicapped services in general education or orientation and mobility training in the community.

9. **Instruction using telecommunication, instruction in the home, in hospitals, & in other institutions as required**

   Students may need such instruction due to illness. With constant technological advances, long-distance learning through telecommunication becomes an increasingly valuable support on the educational continuum.

PROMOTION, RETENTION AND GRADING – Frequently Asked Questions- https://www.cde.ca.gov/sp/se/sr/promoretntn.asp#accordionfaq

- **May students with disabilities be retained?**

  Yes, students with disabilities may be retained; however, careful consideration in the development, implementation, and revision of the student's individualized education program (IEP) should prevent student failure in most cases.

- **Do local governing board-adopted standards for promotion apply to students with disabilities?**

  Local governing board-adopted standards for promotion apply to students with disabilities; however, IEP teams should consider whether the student's disability adversely impacts the student's potential for learning or rate of learning. If so, the IEP team should consider whether accommodations or curricular modifications can minimize this impact.

- **Are individualized promotion standards determined by the location where services are provided to students with disabilities?**

  No. For example, a student with significant disabilities who spends all or most of the instructional day in general education classrooms learning social or communication skills may have individualized promotion standards. Yet, a student with emotional or behavioral disabilities who spends most or part of the instructional day in a more restrictive environment may be held to the general promotion standards.

- **What if a student with a disability fails to meet board-adopted or individualized promotion standards?**

  If a student with a disability fails to meet board-adopted or individualized promotion standards, the IEP team should reconvene immediately to consider the following:

  - Is the current IEP for the student's academic, linguistic, social, emotional, and behavioral needs appropriate?
  - Is the manner of assessment appropriate, including accommodations and modifications identified in the IEP?
  - Were all the services required by the student to make progress in the general education curriculum appropriately identified in the student's IEP?
  - Were the linguistic needs of English learners appropriately identified?
  - Did the student receive all the services identified in the IEP?
  - Was the assessment conducted consistent with the IEP?
  - Was the student's promotion standard appropriate and clarified in the IEP?

- **What if the IEP was written to consider the student's individualized needs, but the student still failed to meet the promotion standards?**

  If the questions in item #5 above were answered positively, but the student still failed to meet the promotion standards, then the student should participate in intensive supplemental instruction. The IEP team should document all the supports and related services the student will need to benefit from supplemental instruction.

  If after intensive supplemental instruction, the student still does not meet the board-adopted or individualized promotion standards, an IEP meeting should be held to develop an appropriate plan for helping the student advance. The IEP team should

also consider not promoting the student to the next grade level.

If the questions in item #5 were answered in the negative, the IEP team should determine why such supports were not provided, develop an alternate plan, provide intensive supplemental instruction, and consider not retaining the student because the District did not provide the supports and services necessary for the student to benefit from the educational program.

- **May students with disabilities participate in intensive supplemental instruction pursuant to *Education Code* 37252.2 – 37252.8 and Extended School Year (ESY) under the Individuals with Disabilities Education Act (IDEA) simultaneously?**

  Yes, a student may participate in the two programs simultaneously, but only if the need for supplemental instruction is documented in the student's IEP. In order to receive both services, ESY and supplemental instruction, the IEP must reflect that the student needs to participate in an intensive supplemental instruction program as part of the ESY services necessary for the provision of a free appropriate public education (FAPE). In other words, the student is receiving supplemental instruction in order to meet the standards-based goals of the IEP, and special education and related services will be provided in order for the student to benefit from that instruction.

GRADES, REPORT CARDS, AND TRANSCRIPTS FOR STUDENTS WITH DISABILITIES - Frequently Asked Questions- https://www.cde.ca.gov/sp/se/sr/promoretntn.asp#accordionfaq

1. **Should a student's grade reflect that accommodations have been made for that student to access the general education curriculum?**

   No. A student's grade should not reflect that accommodations have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

   An accommodation is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attributes that provides access for a student with a disability to participate in a course, standard or test, and it does not fundamentally alter or lower the standard or expectation of the course, standard or test.

2. **May a student's grade reflect that modifications have been made for that student to access the general education curriculum?**

   Yes. If modifications have been made to the curriculum of any course, it is important that the student's grade reflect the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the

student's IEP and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

A modification is a change in the course, standard, test preparation, location, timing, scheduling, expectation, student response, or other attribute that provides access for a student with a disability to participate in a course, standard or test, and it does fundamentally alter or lower the standard or expectation of the course, standard or test.

3. **May some type of symbol or code be used on a student's report card to indicate that the student has had a modified curriculum in the general education classroom?**

   Yes. A symbol or code may be used on a student's report card to indicate that the student has had a modified curriculum in the general education classroom. However, this type of coding should not be used solely for students with disabilities. A policy should be developed that applies to all students.

4. **May pass/fail grades be used for students with disabilities in the general education classroom?**

   Yes. A student with disabilities may be given a pass/fail grade as long as participation in this grading system is voluntary and is available to all students. In addition, the grading system must meet the student's special needs and must be documented in the IEP.

5. **May a report card for a student with a disability identify Special Education or other related services or resources being provided for that student or otherwise indicate that the student has a disability? For example, may the report card refer to an IEP or a plan providing for services under Section 504?**

   Yes. Report cards are provided to parents to indicate their child's progress or level of achievement in specific classes, course content, or curriculum. Consistent with this purpose, it would be permissible under Section 504 and Title II for a report card to indicate that a student is receiving special education or related services, as long as the report card informs parents about their child's progress or level of achievement in specific classes, course content, or curriculum. For instance, a report card for a student with a disability may refer to an IEP or a plan for providing services under Section 504 in order to report on the student's progress on the specific goals in the IEP or plan developed under Section 504.
   However, the mere designation that a student has an IEP or is receiving a related service, without any meaningful explanation of the student's progress, such as a grade or other evaluative standard established by an LEA and/or SEA, would be inconsistent with IDEA's periodic reporting requirements, as well as with Section 504 and Title II. Under Section 504 and Title II, in general, the LEA must provide students with disabilities report cards that are as informative and effective as the report cards

provided for students without disabilities. See 34 *C.F.R.* § 104.4(b)(1)(i)-(iv) and 28 *C.F.R.* § 35.130(b)(1)(i)-(iv). Without more meaningful information, a report card that indicates only special education status provides the student with a disability with a benefit or service that is different from and not as informative and effective as the benefit or service that is provided through the report card for students without disabilities.

6. **May a report card for a student with a disability distinguish between special education programs and services and general education curriculum classes through specific notations or the use of asterisks or other symbols?**

   In general, yes. LEAs frequently distinguish between general education curriculum classes and other types of programs and classes, such as advanced placement, honors, or remedial classes. Making similar distinctions on report cards would be consistent with the general requirements of Section 504 and Title II that individuals with disabilities may not unnecessarily be treated differently than individuals without disabilities. See 34 *C.F.R.* § 104.4(b)(1)(i)-(iv) and 28 *C.F.R.* § 35.130(b)(1)(i)-(iv). Under Section 504 and Title II, in order to properly reflect the progress of a student with a disability in a modified or alternate education curriculum, an LEA may distinguish between special education programs and services provided under a modified or alternate education curriculum and regular education classes under the general education curriculum on the student's report card. For instance, where a student's IEP calls for a modified tenth grade literature curriculum to be provided through the special education program, it would be appropriate for the report card to indicate that the student's progress was measured based on the modified education curriculum. This distinction also may be achieved by using an asterisk or other symbol meant to reference the modified or alternate education curriculum as long as the statements on the report card, including the asterisks, symbols or other coding, provide an explanation of the student's progress that is as informative and effective as the explanation provided for students without disabilities.

7. **May a report card for a student with a disability simply refer to another document that more fully describes the student's progress?**

   Yes. Nothing in Section 504 or Title II requires that LEAs use any particular format or method to provide information to parents about their child's progress or level of achievement in specific classes, course content, curriculum, IEP, or plan under Section 504. As explained above, under Section 504 and Title II, the LEA must provide students with disabilities report cards that are as informative and effective as the report cards provided to students without disabilities. As noted above, there are also IDEA-specific provisions that require periodic reporting.

8. **May report card grades for a student with a disability be based on grade level standards?**

   Yes. Assigning grades (i.e., achievement or "letter" grades) for a child with a disability based on the student's grade level (i.e., year-in-school) standards would

not be inconsistent with Section 504 or Title II. Generally, Section 504 and Title II would require that students with and without disabilities in the same regular education classes in the general education curriculum be graded using the same standards. That is, if an LEA assigns grades to nondisabled students participating in regular education classes using grade level standards to reflect progress in the general education curriculum, then the LEA would also use those standards to assign grades to students with disabilities in those same classes. See 34 *C.F.R.* § 104.4(b)(1)(i)-(iv) and 28 *C.F.R.* § 35.130(b)(1)(i)-(iv). Nothing in Section 504 or Title II prohibits SEAs and LEAs from deciding how to establish standards to reflect the progress or level of achievement of students with disabilities who are taught using different course content or a modified or alternate education curriculum. To the extent that a student with a disability is not participating in regular education classes, but is receiving modified course content or is being taught under a modified or alternate curriculum, it would be up to the SEA and/or the LEA to determine the standards to be used to measure the student's progress or level of achievement.

9. May special notations, including asterisks or other symbols, appear on a transcript for a student with a disability who received accommodations in general education curriculum classes?

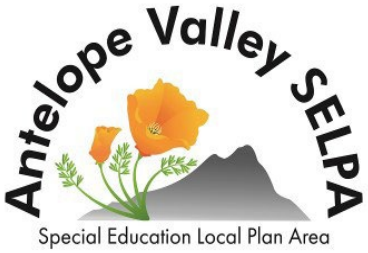
In general, no. Because the use of accommodations generally does not reflect a student's academic credentials and achievement, but does identify the student as having a disability, it would be a violation of Section 504 and Title II for a student's transcript to indicate that the student received accommodations in any classes. For example, a notation indicating the use of Braille materials is not related to whether that student mastered all the tenth-grade objectives for her literature class. The only purpose of such a notation is to identify that student as having a visual impairment. Because accommodations are generally understood to include aids and adjustments to enable a student with a disability to learn and demonstrate knowledge, this notation could identify the student as having a disability and therefore constitute different treatment on the basis of disability.

10. May a transcript for a student with a disability indicate that a student received a certificate of attendance or similar document rather than a regular diploma?

A transcript for a student with a disability may indicate receipt of a certificate of attendance or a similar document, rather than a regular diploma, under certain circumstances. These circumstances are where this does not disclose that a student has received special education or related services, does not otherwise specifically disclose that a student has a disability (for example, because certificates of attendance are available to both students with disabilities and students without disabilities), is not used for the purpose of identifying programs for students with disabilities, and is consistent with the purpose of a student transcript -- to inform postsecondary institutions and prospective employers of a student's academic credentials and achievements.

11. **May a student's transcript indicate that the student participated in a modified curriculum?**

Yes. The purpose of the transcript is to present an accurate picture of a student's coursework. If the curriculum content has been modified, the transcript may reflect that modification through some type of symbol or code that indicates that the student received modified grades or completed work at a lower grade level. The explanation of the symbol or code cannot indicate that the student has a disability or that the student is in special education.



Procedural Manual
Teacher/Service Provider

SECTION 2

IEP Meeting Types, Sequence, and Resources

TYPES OF IEP MEETINGS AND TIMELINES

Meeting	Timeline	Exceptions/Notes/Considerations
Initial IEP	Assessment plan must be sent to the parent within 15 calendar days from the date of referral or request for assessment. Assessment must be completed within 60 days of parental consent.	• School breaks in excess of 5 schooldays. • If referral received 10 days or fewer before end of school year, then assessment plan due within first 10 days of next school year. • Student enrolls in another LEA • Student not made available
Plan Review	No longer than 12 months from the date of the last annual IEP	• School breaks in excess of 5 schooldays. • If referral received 10 days or fewer before end of school year, then due within first 10 days of next school year. • Student enrolls in another LEA • Student not made available
Eligibility Evaluation	Every 3 years based on the date of the last eligibility evaluation	• No more than once per year unless parties agree • Parent and LEA may agree in writing that triennial assessments are not necessary to determine continued eligibility and/or to limit scope of review
Parent request for IEP team meeting	30 calendar days after written request from parent for IEP team meeting	• School breaks in excess of 5 schooldays • if parent makes an oral request, LEA must direct parent to make a written request
Meeting to review lack of anticipated progress	Team should reconvene within 30 days after determining that the student is demonstrating a lack of anticipated progress	None
Within 30 days after an administrative placement of a transfer student into any special education program	Convene an IEP within 30 days of enrollment to either adopt the prior IEP or develop a new Annual IEP.	None
Student in residential placement	IEP must be held every six months	None

An IEP team meeting must be held when the following occurs:

- When a formal assessment has been conducted
- At least annually to review progress, goals, related services and supplementary aids and services and make any revisions to the IEP
- Every three years to determine continued eligibility
- Within 30 days when a parent or education staff member requests a meeting to review and/or revise the IEP
- When a student demonstrates a lack of anticipated progress
- When placement in a less or more restrictive program is under consideration
- Within 30 days after an administrative placement of a transfer student into any special education program
- For any change of placement, including those involving discipline
- When a Manifestation Determination must be made due to student discipline issues

Although the structure and sequence of IEP meetings are the same, the purpose may be different. It is important to check all appropriate boxes on the meeting notice stating the purpose(s) of the meeting (i.e. if the meeting is both an Eligibility Evaluation and Plan Review meeting, both boxes should be checked). As you prepare the agenda for the meeting, be sure it is linked to the specific purpose(s) and proposed outcome(s) of the IEP meeting.

Initial IEP

The IEP is convened at the conclusion of the assessments conducted to determine initial eligibility. Anyone may refer for special education eligibility assessment but parents must be in agreement and give written permission through a signed assessment plan. Assessments must be conducted in all areas of suspected disability. Procedural safeguards and explanations are critical as "informed consent" is the standard. Parents must understand that permission for this assessment may lead to the recommendation for special education eligibility.

The purpose of the initial IEP is to review the student's present levels of performance and determine eligibility. If eligible, the team goes on to address all areas of need through goal development, determination of needed supports & services. Once service needs are identified, the team must consider the continuum of service options.

Plan Review

Once a student has been found to be eligible for special education, a review of goals/objectives, services and supplemental aids and supports shall be held at least annually. The plan review procedures should be conducted so that the IEP that is to be the basis of an upcoming school year's programming is finalized prior to the start of the new school year. There must be an IEP in effect at the beginning of each school year.

Parents shall be provided with a copy of their parents' rights and procedural safeguards at the Plan Review meeting. The case manager shall be responsible for coordination of the review on an annual basis.

When reviewing a student's progress at the Plan Review IEP, the team must consider the following when determining whether changes are needed in the student's program:

- Any lack of expected progress toward the student's IEP goals and in the general education curriculum, where appropriate.
- The results of any reevaluation.
- Information about the student provided to, or by, the parents.
- The student's anticipated needs.
- Any other relevant information.

Eligibility Evaluation

A reevaluation of the student shall be conducted at least once every three years or more frequently, if conditions warrant a reevaluation, or if the student's parent or teacher requests a reevaluation and a new individualized education program is to be developed. If the reevaluation so indicates, a new individualized education program shall be developed. Reassessments shall be administered by qualified personnel who are competent in both oral or sign language skills and written skills of the individual's primary language or mode of communication. The evaluator must also have knowledge of the cultural and ethnic background of the child. If it is clearly not feasible to do so, an interpreter must be used, and the assessment report shall document this condition and note that the validity of the assessment may have been affected. CCR § 3023 (a)

As part of any reevaluation, the individualized education program team and other qualified professionals, as appropriate, shall do the following:

1. Review existing assessment data on the student, including assessments and information provided by the parents of the student, current classroom-based assessments and observations, and teacher and related services providers' observations.

2. On the basis of this review and input from the student's parents, identify what additional data, if any, is needed to determine:

- Whether the student continues to have a disability.
- The present levels of performance and educational needs of the student.
- Whether the student continues to need special education and related services.
- Whether any additions or modifications to the special education, related services and supplemental aids and services are needed to enable the student to meet the measurable annual goals set out in the individualized education program of the student and to participate, as appropriate, in the general curriculum.

In the event it is determined that a file review will suffice for the Eligibility Evaluation, a

summary of pertinent information and the determination of continuing eligibility shall be developed and presented to the IEP team.

If the IEP team and other qualified professionals, as appropriate, determine that no additional data is needed to determine whether the student continues to be an individual with exceptional needs, the LEA shall provide prior written notice to the student's parents of that determination and the reasons for it, and the right of the parents to request an assessment to determine whether the student continues to be an individual with exceptional needs; however, the LEA shall not be required to conduct an assessment unless requested by the student's parents.

No reevaluation shall be conducted unless the written consent of the parent is obtained prior to reevaluation.

If the LEA is unable to get parent consent, the LEA may, but is not required to, file for Due Process with the Office of Administrative Hearings to get consent.

Special

An IEP meeting shall be held at least annually, and more frequently if requested by the parents or a member of the IEP team. The Special IEP meeting must be held within 30 days of the request for the meeting. The purpose of a Special IEP shall be to discuss additions and/or revisions to the IEP that are necessary to provide a FAPE for the student. For a Special IEP team meeting, only those IEP team members whose services are being discussed are required to attend, although all members of the IEP must receive a copy of the revised IEP document/addendum IEP.

30 Day Administrative Placement/Transfer Students

If a student with a disability (who had an IEP that was in effect in a previous LEA within the state) transfers to a new LEA in the same state, and enrolls in a new school within the same school year, the new LEA (in consultation with the parents and previous LEA) must provide the student with FAPE, including services comparable to those described in the previously held IEP, until it adopts the previously held IEP or develops, adopts, and implements a new IEP.

If the student transfers from outside the Antelope Valley SELPA the receiving LEA is required to hold an IEP within 30 days. If a student transfers from an LEA within the SELPA, the receiving LEA is not required to hold a 30-day IEP. If additional assessment is to be completed, an Assessment Plan (AP) must be signed.

In the case of a student with a disability who transfers LEAs within the same academic year, and who had an IEP in effect from another state, the LEA must provide the student

with FAPE, including services comparable to those described in the previous IEP, in consultation with the parents and the previous LEA until such time as the current LEA conducts an evaluation, and develops a new IEP.

To facilitate either an in-state or out-of-state transfer, the new LEA where the student now resides shall take reasonable steps to promptly obtain the student's records, including the IEP, any supporting documents and other records concerning the provision of special education or related services. The prior LEA where the student was enrolled shall take reasonable steps to promptly respond to the request from the new LEA.

Manifestation Determination

Students with disabilities who violate a code of student conduct may be removed from their current placement to another setting or suspension for not more than 10 days, so long as the same change in placement would be made in the case of a nondisabled student. (i.e., SWDs may be disciplined in the same manner as non-disabled peers for up to 10 days). It is important to carefully track the number of days of removal for SWDs during this 10-day period because special education student discipline protections and procedures must be followed for removals immediately starting on the 11th day of removal. A "manifestation determination" means the evaluation of the relationship between a student's disability and the behavior subject to the disciplinary action. The manifestation determination shall be made immediately if possible, but in no case later than 10 school days after the decision to take serious disciplinary actions such as suspension or expulsion.

The manifestation determination review is conducted by the LEA, the parents, and relevant members of the IEP team as determined by the LEA and the parent. This review does not have to be conducted by the full IEP team. The individuals involved in making the manifestation determination are charged with reviewing all relevant information in the student's file, including the IEP, any teacher observations and any relevant information provided by the parent. The purpose of this review is to determine the following:

1. If the conduct in question was caused by, or had a direct and substantial relationship to the student's disability, or

2. If the conduct in question was the direct result of the LEA's failure to implement the IEP.

Note: The suspension/expulsion may not go forward if the answer to #1 or #2 is affirmative.

Only if the LEA concludes, after performing a manifestation determination review, that the misconduct was not related to the student's disability, can it impose the proposed disciplinary sanction (except for removals due to special circumstances, i.e., weapons, drugs or infliction of serious bodily injury which can be made without regard to whether the behavior is a manifestation of the disability). If a LEA seeks to change a student's

placement after the manifestation determination meeting is held, the LEA must convene an IEP to determine appropriate placement.

FACILITATED IEP

The AV SELPA encourages the use of the Facilitated Individualized Education Program meeting for all IEP meetings. A Facilitated Individualized Education Program (FIEP) meeting is one in which an IEP is developed by a collaborative team, led by a trained facilitator, and whose members share responsibility for the meeting process and results, and decision making is managed through the use of facilitation skills.

IEP TEAM MEMBERS

Parents/Guardians One or both of the student's parents/guardians are considered necessary members of the team. While a school LEA cannot compel the attendance of parents/guardians in the same way it can demand attendance of its own personnel or contractors, it must ensure that parents are invited with sufficient notice and encouraged to participate.

General education teacher(s) A student's IEP team must include not less than one general education teacher, if the student is, **or may be**, participating in the general classroom environment. The general education teacher must be knowledgeable of the curriculum and setting into which the student is or may be included.

In the situation in which there is more than one general education teacher, the IEP Team need not include more than one general education teacher. The general education teacher who serves as a member of a student's IEP Team should be a teacher who is, or may be, responsible for implementing a portion of the IEP so that the teacher can participate in discussions about how best to instruct the student. If the student has more than one general education teacher responsible for carrying out a portion of the IEP, the LEA may designate which teacher or teachers will serve as the IEP member(s), taking into account the best interest of the student. An LEA also could agree that each teacher attend only the part of the meeting that involves modification to, or discussion of, the teacher's area of the curriculum. But the LEA must ensure that a general education teacher of the student attend for the entirety of the IEP meeting.

Special education teacher(s) The IDEA requires inclusion on the team of not less than one special education teacher, or where appropriate, not less than one special education provider. The choice of the particular individual(s) is up to the LEA, but it should select, to the extent possible. the person who is (or will be) responsible for implementing the student's IEP. If a student is receiving services at a private school, the provider of services for the student should attend the meeting. Also note that a student's related services provider will not always qualify as the student's special education provider.

LEA representative A representative of the local educational agency who meets all of the following:

- is qualified to provide or supervise the provision of specially designed

instruction to meet the unique needs of individuals with exceptional needs
- is knowledgeable about the general education curriculum
- is knowledgeable about the availability of resources of the local educational agency and/or SELPA
- is authorized to make decisions on behalf of the LEA, commit its resources and be able to ensure that whatever services are set out in the IEP actually will be provided

Evaluator An individual who can interpret the instructional implications of evaluation results. The law does not preclude other team members (except the parents and the student) from serving in this capacity.

Other individuals At the discretion of the parent/guardian, or the LEA, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the IEP team. Attorney General opinion (85 Cal. Atty. Gen. 157 -2002) stated that members of the media may not attend IEP team meetings as observers even though parents/guardians have consented to such attendance. The Attorney General based the decision on the fact that the media would be "observers", not "a person with knowledge or expertise regarding the student."

Additionally, according to 34 CFR 300.321 (f), in the case of a student previously served under Part C, "an invitation to the initial IEP meeting shall, at the request of the parents, be sent to the Part C services coordinator or other representatives of the Part C system to assist with the smooth transition of services."

Student Wherever appropriate, the student must be a member of the Team. The local educational agency shall invite the student to attend their IEP meeting when the IEP team convenes a meeting to discuss postsecondary goals and the transition services needed to assist the student in achieving those goals. If the student does not attend the transition services meeting, the LEA must take other steps to ensure the student's preferences and interests are considered.

EXCUSALS

A member of the IEP team may be excused from attending the IEP team meeting in whole or in part if the parents and LEA **agree in writing** because the area of curriculum or related service provided by that team member is not being modified or discussed. (34 CFR 300.321(e) (1)

An IEP team member may be excused from attending an IEP team meeting even if the student's curriculum or related service area is being discussed by the written agreement and consent of the parent and the LEA. The excused team member shall submit their input in writing to the team prior to the meeting. (34 CFR 300.321(e) (2))

COMPONENTS OF THE IEP

Both federal and state law provide an IEP team with a determined sequence which focuses the IEP team's discussion in a logical manner leading to its decisions. The basic required components of an IEP in order by law are as follows:

- a statement of the individual's present levels of academic and functional performance
- a statement of measurable annual goals
- a description of how the goals will be measured and when progress toward meeting the goals will be reported
- a statement of the special education and related services and supplementary aids and services to be provided and the program modifications or supports for school personnel
- an explanation of the extent (if any) to which the pupils will not participate with non-disabled students in the regular class
- a statement of appropriate individual accommodations necessary to measure academic and functional achievement on LEA-wide and state assessments
- the projected date for the beginning of services and the anticipated frequency, location and duration of the services
- appropriate measurable postsecondary goals based on age-appropriate transition assessments and the transition services to be provided. Beginning not later than the first IEP to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the IEP team, the IEP must contain such **measurable post-secondary goals.** The Individual Transition Plan (ITP) is part of the student's IEP and not a separate document**. (See Transition Services)**

SEQUENCE OF THE IEP



An IEP has a logical sequence and can be summarized as follows.

Assessment results and present levels of performance lead to the determination of eligibility (in an initial or eligibility evaluation IEP). If eligible, assessment information and present levels of performance are then the basis for the development of measurable goals to meet the student's identified needs. The program and/or services that will implement the goals are then developed and offered. Special education services are determined based upon where and how the goals can most appropriately be implemented in the least restrictive environment. Finally, parents' written consent is obtained.

In addition to these major tasks, the IEP team is required by law to discuss and describe the other legally required components that must be agreed to and included in the completed IEP document. (See above, *Components of the IEP*). By carefully following the Antelope Valley SELPA IEP forms, addressing every area and leaving nothing blank, the legal requirements for the contents of the IEP will be met.

It is very important to follow proper sequence in the IEP. For this reason, the AVSELPA Facilitated IEP (FIEP) Agenda should be utilized. (See Agenda in SEIS Document Library.) If the team strays from the topic or attempts to proceed out of the proper sequence, carefully redirect them to the agenda. For example, a team will often want to jump from determination of eligibility to placement and services before drafting goals. This sequence is logically wrong since the goals determine the team's decisions about placement and services. For items brought up by the team that are not on the agenda, it's a good idea to use a "Parking Lot" poster or whiteboard to capture topics of concern to be addressed at a later time.

PLACEMENT OPTIONS THAT MAY BE CONSIDERED BY THE IEP TEAM

After services are determined, the IEP team determines "where" services are best provided for the individual student. It is the IEP team's responsibility to determine the Least Restrictive Environment (LRE), or the place closest to general education, where the student can make appropriate progress and gain **educational benefit.**

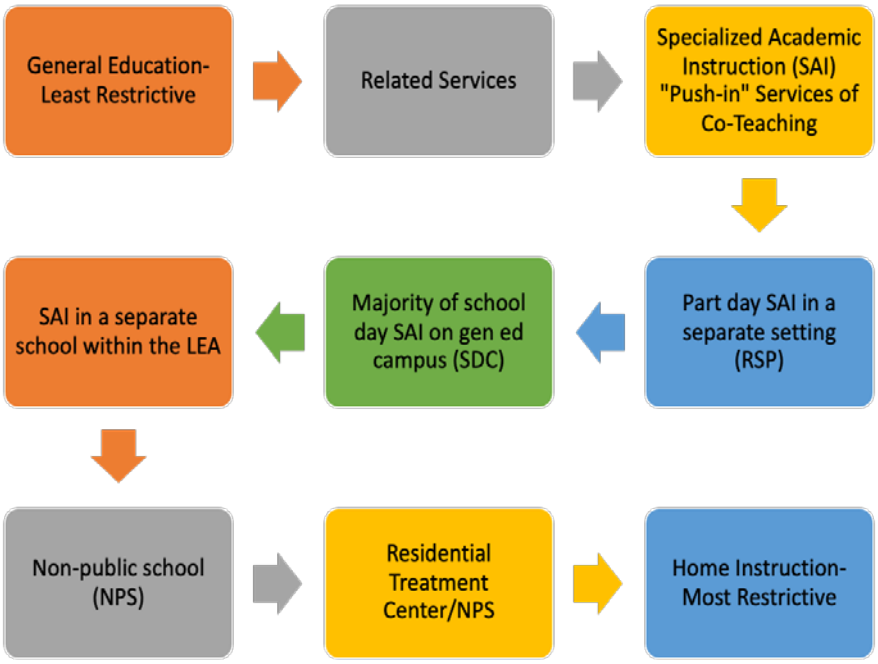
While there may be a great deal of discussion, disagreement and debate, ultimately the LEA makes the offer of placement and services that they believe will provide the student with FAPE in the LRE.

Consideration of Least Restrictive Environment: The team must assure to the maximum extent appropriate that the student is educated with non-disabled peers. Consider questions such as: can it be at the school of residence? What accommodations and or modifications will help support the student in general education?

Considerations of FAPE: The proposed placement should provide specially designed instruction to meet the unique needs of a disabled student supported by such services as are necessary to permit the student to benefit from the special instruction at no cost to the parent. It does not mean maximizing the student's potential ;however, a student is expected to show more than minimal educational benefit over time in the recommended placement.

IDEA in general tells us that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled, and special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with

the use of supplementary aids and services cannot be achieved satisfactorily. Remember that LRE is based on individual needs. Appropriate special education services for one student may be too restrictive for another student. For example, services in a general education setting with a modified curriculum and a one-to-one assistant, creating a class within a class, may restrict a student's development rather than support it. The following chart indicates the common progression of service options from the *least restrictive* to the *most restrictive*.



TRANSITION PLANNING

Please see Postsecondary/Transition Services Section 4 for information on these requirements.

CONCLUDING THE IEP

- Read notes for the team and make corrections before adjourning.
- Review the total IEP with parent/guardian. Be sure that every section and box on IEP forms has been addressed and filled out.
- Develop an action plan for items requiring follow up.
- Confirm agreements and ensure understanding that there is CONSENT given for special education services.
- Obtain signatures for IEP participation (team members and parents). Case manager should review the signature box to ensure all team members have signed.
- Parents may take a copy of the IEP home if needed to review the LEAs offer before signing the consent. Ensure that parent/guardian leaves IEP with a copy of the document and a Cover Letter to provide consent/agreement/partial agreement/disagreement.

- IEP services identified in the current offer of FAPE, cannot be implemented without parent consent. All parts of the previous IEP should continue to be implemented until parent/guardian consent is obtained.
- The IEP should be affirmed in SEIS no later than 7 days from the meeting date or immediately as determined by your LEA. This will memorialize the data, discussions and possible decisions, regardless of whether the parent has agreed to the partial or full offer.

Audio Recording of the IEP Meeting

The parent/guardian or LEA shall have a right to electronically record the proceeding of individualized education program meetings on an audio recorder. The parent/guardian or LEA shall notify the members of the individualized education program team of their intent to record a meeting at least 24 hours prior to the meeting. If the LEA initiates the notice of intent to audio record a meeting and the parent/guardian objects or refuses to attend the meeting because it will be recorded, then the meeting shall not be recorded on an audio recorder.

ADDITIONAL MEETING TIPS

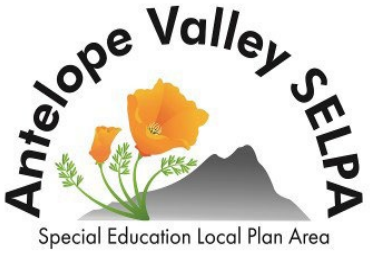
(While waiting for everyone to arrive or at the conclusion of the meeting and waiting for forms to be completed, etc.)

- At the conclusion of the IEP, ask the parent to complete the FIEP brief parent survey (the QR code is available in the SEIS Document Library and also on the FIEP Agenda form.)

- Bring materials/books used in classes. Ask the parent/guardian to look through them to get an idea about the type of work their student is expected to do.

- Have a portfolio of student's work available to look through. Focus on what the student can do, on improvement and on growth.

- If the meeting is in your classroom and the student is at the meeting, ask the student to show the parent/guardian around the room, share some of the work and materials. It might be helpful to rehearse with the student in advance so they know what to show the parent/guardian.



Procedural Manual
Teacher/Service Provider

SECTION 3

Accommodations
Modifications
State Testing

DEFINITIONS:

Accommodation: Generally, an adaptation that enables a student with a disability to participate in educational programming, complete school work or tests with greater ease and effectiveness, to the extent possible. Accommodations do not alter the fundamental nature of the program, work or service. Accommodations are not intended to provide additional advantage but rather to "level the playing field" for students with disabilities. All assistive technology is considered an accommodation; however, not all accommodations are considered assistive technology.

Modification: More significant levels of alteration of participation in the program, work or service for students with disabilities. Changes rather than simply supporting what the student is required to perform. Modifications, when applied, have the potential to alter scores, credits or evaluation of the work.

NOTE: Accommodations and Modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

California Assessment of Student Performance and Progress (CAASPP) is the broad category of state required assessments for all students in California. Special Education students are required participants in CAASPP. IEP teams decide on an individual basis "how" students will participate, which test versions and what universal tools, designed supports and accommodations are necessary. Depending on the test, these universal tools, designated supports, variations, accommodations and modifications may vary. All CAASPP tests are high stakes and great care and caution must be taken by the IEP team to ensure maximum validity and participation status.

Annually, CDE reviews and may amend the California Assessment System. For most current information, refer to the CDE Testing and Accountability website. Current information on the California Assessment System Accommodations and Modification can be found on the CDE website.

The decision to allow a student to use a particular test support should be made on an individual basis and should take into consideration the needs of the student and whether the student routinely receives the support during classroom instruction. IEP teams need to decide what is best for making tests accessible to each student. If, after contacting your LEA Testing coordinator, you have any questions, you can contact the California Assessment of Student Performance and Progress Office at caaspp@cde.ca.gov

Desired Results Developmental Profile © (DRDP 2015)

Q: What is the DRDP (2015)?

A: *The Desired Results Developmental Profile (DRDP 2015) is the current required assessment instrument, as directed by the California Department of Education Special Education Division, for all students aged birth to five years with an IFSP or IEP. The DRDP is given twice per year, in order to determine overall growth and development.*

There are 3 steps to completing the DRDP (2015)

- *Observation–to capture a child's behavior, the DRDP (2015) incorporates observation in natural settings.*
- *Observations by others–Including teachers, family members/caregivers, and other service providers or caregivers, obtained through interview or conversations.*
- *Other documentation–Including samples of children's work, photographs, and video/audio recordings of children's communication and behavior.*

Q: Where can I find information on the DRDP?

A: *All DRDP information including assessment forms, timelines, instructional videos and manuals are available at no charge at www.draccess.org*

Q: Which preschool students should be assessed?

A: *The Desired Results Developmental Profile (DRDP) is required for all children in the California Department of Education's early education programs. The DRDP (2015) Preschool Fundamental View is used with preschool-age children with Individualized Education Programs (IEPs).*

Q: Are five-year old students with disabilities included in the DRDP access Assessment System?

A: *Yes, if they have an IEP and have not yet entered Kindergarten.*

Q: Are students in Transitional Kindergarten included in the DRDP access Assessment System?

A: *No, students who are in Transitional Kindergarten will not be assessed with the DRDP access at this time.*

Q: For a student who has a signed IEP but who has not yet begun to receive services during the current assessment period, is the provider required to complete a DRDP access for this student?

A: *Services are to start as soon as possible after the IEP is signed, but if for some reason a*

student has not received services, then a DRDP access is not required for the current assessment period if the student is not in the program and has not received services by November 1st for fall and April 1st for spring.

Q: When is the DRDP given? Are there scheduled testing dates?

A: *Below are the general timelines for Special Education DRDP Data Collection & Reporting:*

Assessment Period	Assessors Observe & Collect Documentation	Assessors Rate & Submit DRDP Data	SELPAs Submit DRDP Data
Fall	September - December	November – December *(consult your administrator for due date)*	By Feb. 1
Spring	February - May	May – June *(consult your administrator for due date)*	By July 1

NOTE: Check with your administrator about when and where to submit your DRDP (2015) Rating Records.

Q: By what date do students need to enter early childhood special education services to be included in the DRDP access Assessment System?

A: *Students must enter special education with a signed IFSP or IEP and have received services before November 1 to be included in the Fall assessment and before April 1to be included in the Spring assessment.*

Q: Who completes the DRDP access?

A: The primary service provider.

Q: I'm a service provider who sees a student for less than 10 hours per week. Do I need to complete a DRDP access for this student?

A: *Yes, if you are the primary service provider, then you are responsible for completing a DRDP access assessment twice a year for this child. All students with IFSPs or IEPs are assessed regardless of type or level of service and regardless of educational setting.*

Q: On the DRDP access Information Page: "Name of person completing the assessment," whose name goes in this box?

A: *The primary special education service provider should complete the DRDP access assessment for each student served with an IFSP or IEP. This could be an early childhood special education teacher or related service provider such as a Speech and Language Pathologist (SLP).*

Q: Who should complete the assessment for a student who attends a private preschool, and is only receiving speech and language therapy services?

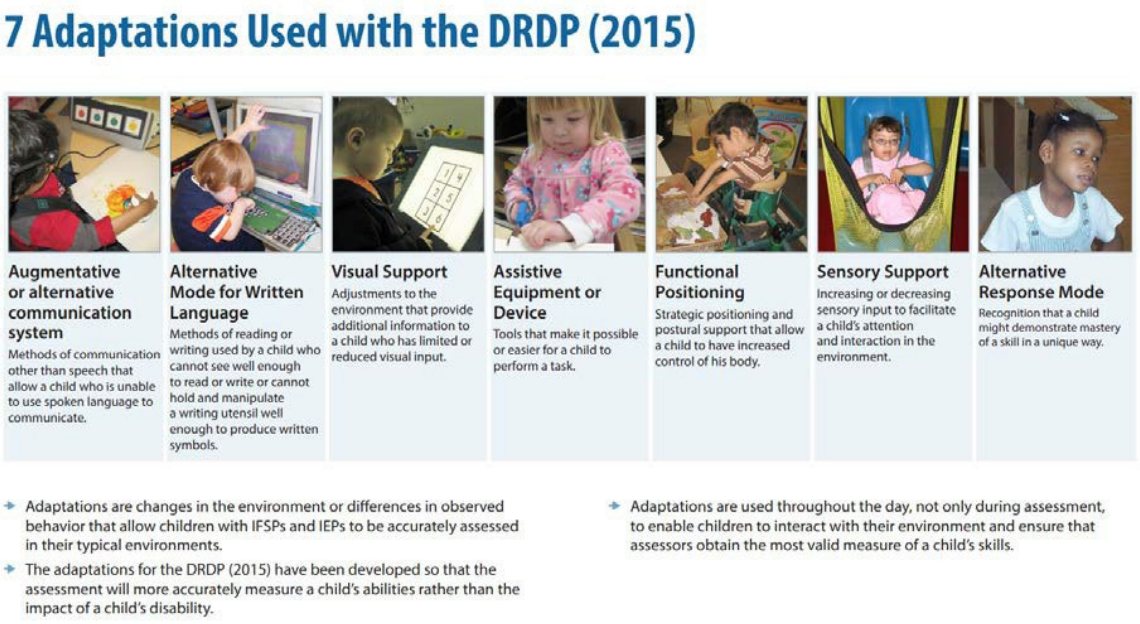
A: *The primary service provider should complete the assessment. In this case, it would be the SLP. The SLP may complete the assessment with input from others and is responsible for reviewing input, making sure the assessment is complete and turning the assessment in as directed to the appropriate Special Education personnel. The SLP should work with the individuals who know the student well in order to gather the observations for all of the Measures (i.e., private preschool teacher and/or parent).*

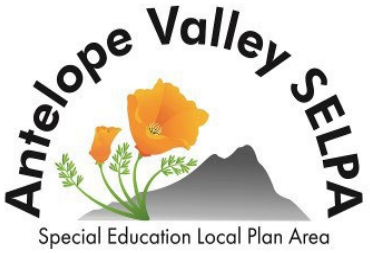
Q: Who is responsible for completing the DRDP (2015) if a student is enrolled in state preschool or head start and also receives special education services?

A: *The preschool teacher and the special education primary service provider should complete the assessment together. Meet with your state preschool or Head Start partners to outline the DRDP assessment. Coordinate calendars to meet and finalize the assessment together. Both the preschool teacher and the primary service provider are required to submit the DRDP Rating Records to their respective data systems. Refer to DRDP (2015) Assessment Manual Appendices A and F.*

Q: Can I adapt the DRDP access for my student?

A: There are seven categories of adaptations, which can be used with the DRDP. Any adaptations used, must be noted on the students IFSP/IEP and DRDP access information page. Please see the adaptation chart below. or go to https://www.draccess.org/sites/default/files/pdfs/AdaptationsWallChart.pdf.





Procedural Manual
Teacher/Service Provider

SECTION 4

Transition Post-Secondary Planning

TRANSITION: PLANNING FOR SUCCESS

Transition services (designed with a results-oriented process focused on improving the academic functional achievement of the child) must be addressed in the IEP of the student not later than in the year in which they turn 16 years of age. This really means that Secondary Transition planning, the Individual Transition Plan (ITP), needs to be included in the IEP during the student's 15th year so it is in effect when they turn 16. Recent legislation, AB438, encourages IEP teams to develop the ITP before the student enters high school. The IEP team determine at what grade it would be appropriate to initiate the ITP; however, it is highly recommended that post-secondary transition discussion begin as early as elementary school and a formal ITP begin no later than the students' 9th grade IEP.

Note: When a student exits from special education as a result of earning a diploma or upon reaching maximum age, the Local Education Agency (LEA), which is usually the school district, shall provide the student with a summary of their academic achievement and functional performance along with recommendations on how to assist the student in meeting their post-secondary goals. This Summary of Performance (SOP) can be a stand-alone document; however, it can be included as pages within the IEP document if the IEP team is conducting the SOP in conjunction with the plan review (annual) or eligibility evaluation (triennial). The SOP is recommended to be held with 90 days of the students' anticipated exit date. Documentation of the delivery of the SOP should be kept with student records.

Philosophy

Transition is all about planning for a student's future and how academic courses, functional curriculum, vocational activities, annual goals and services help move a student towards their future goals in a post-secondary environment.

Discussion about transition or future planning should begin an IEP so that the team is focused throughout the meeting on helping the student work towards his or her future goals**.**

What is the goal of Transition?

To provide the student necessary support to access learning all the skills and knowledge necessary to make their post-secondary goals a reality**.**

Transition in a real-world application

Secondary transition is the same as your parents asking you what you wanted to do when you left school. You as a teacher ask the same question but use information and assessments to help the student answer the question. The answers to the question are the student's Measurable Post-Secondary Goals (MPSG's) in Education/Training, Employment/Career and when appropriate, Independent Living.

The next question for the student and IEP team - What subjects or functional skills do you need to learn while in school to help you reach those future goals (MPSG's)? This is the student's course of study. The student's course of study should include a potential four-

year plan of courses that would support the student's strengths and interests as they relate to the post-secondary goals for education, employment, and independent living.

If students are working towards a certificate of completion or alternative diploma, the course of study should include the number of years in which the student plans to be ready to enter into a post-secondary setting.

Based on the above information, the student and IEP team need to discuss what transition activities would help the student learn more about their choices – do they need to attend a career or college fair, do they need some community experience in their area of interests, etc. The areas that need to be looked at are: Instruction; Community Experiences; Employment and other Postsecondary Adult Living Objectives; Related Services and, if appropriate; Daily Living Skills and Functional vocational screenings.

Annual goals should be written that will support the student's movement towards their future goals. For example, to address a future employment goal an annual goal could address: Can they fill out an application? Do they know their address? Can they follow directions?

What transition services would support this annual goal? – For Example - Career Awareness (840) could be the transition service that supports the student's annual goals related to transition – what would these services look like? – Example - Student will be provided opportunities in the classroom and community to explore career options. Student will attend the annual career fair at the high school.

When do you have to address Transition in the IEP?

Transition has to be a part of the IEP that will be in effect before the student turns 16, or younger if appropriate for the individual student and in every IEP thereafter. Recent legislation, AB438, encourages IEP teams to develop the ITP before the student enters high school. The IEP team determine at what grade it would be appropriate to initiate the ITP; however, it is highly recommended that post-secondary transition discussion begin as early as elementary school and a formal ITP begin no later than the students' 8th grade IEP.

How often do you have to address Transition in the IEP?

Once you have addressed it, you must address transition every year until the student leaves school with a diploma or reaches maximum age.

What needs to happen before the IEP meeting where Transition is discussed?

- Prepare student and family for the transition process. Let them know what it is and that it will be addressed in the IEP meeting.
- Age appropriate transition assessments (inventories, skill-based observations, interviews, exploratory assessments, formal and informal assessments, etc.) must be considered for each ITP. A minimum of two assessments for every ITP meeting is considered best practice.
- Help student and family make a connection between the student's

abilities and future career/living situation.

- Discuss H.S. Diploma, Alternative Pathway to Diploma, or Certificate of Completion and what each means.
- Encourage student and family to talk about options for the student after leaving school.
- Help the student and family describe student's disabilities and any accommodations that may be needed.
- Give the student opportunities to discover what he/she can do, cannot do or do with support.
- No later than age 17, or earlier discuss Age of Majority and what it means to the student and family.

What crucial information do you need from the student to develop a good transition plan?

The student's goals and vision (measurable post-secondary goals in IEP language) for his or her future are key to developing a good transition plan.

What are the steps for Transition Development in the IEP?

- Age Appropriate Transition Assessment
- Measurable Postsecondary Goals (MPSG's)
- Course of study (academic or functional classes or instruction) to support MPSG's
- Development of Annual Goals that support MPSG's
- Activities that support the MPSG's
- Transition Services to support annual goals
- Including the student and the family in the planning process and the ITP meeting
- Including outside agencies that may be needed in adulthood (i.e. Regional Center, DOR, Mental Health, etc.)
- Age of Majority Notification (Age 17)
- Summary of Performance (Not part of the IEP process)

What is age appropriate?

Age-appropriate means chronological rather than developmental age.

What is the purpose of age appropriate transition assessments?

- Assist the student to identify needs, interests and preferences.
- Assist the student in developing Measurable Post-Secondary Goals (MPSG's) in Education or Training; Employment; and Independent Living if appropriate.
- Assist the IEP team to determine appropriate instruction, classes and activities that will assist the student in achieving measurable post-school goals.
- Assist the IEP team to determine appropriate accommodations and supports.
- Assist the IEP team to determine what annual goals need to be addressed to assist the student to move towards his or her MPSGs.
- Assist the IEP team to determine what services will support the annual goals for transition.

Do you need an assessment plan?

In your district, do you do an assessment plan for every annual as well as the triennial? If so, on page 2 of the assessment plan, check Career Vocational.
If not - If age appropriate transition assessment information is built into your curriculum, such as interest inventories, career awareness activities, etc., you may not need an assessment plan.

HOWEVER . . .

You should always check with your district/administrator to make sure you are following appropriate policies and procedures for your program.

What components could be considered in an age appropriate transition assessment?

A student interview; career interest inventory; personality or learning style inventory related to careers; other assessment records (classroom based, situational; psycho-educational; state-wide testing; adaptive behavior scale; etc.) would be appropriate. Anything that can assist the student in defining what he/she would like to do in terms of education or training, employment or daily living when they exit secondary education. This information needs to document student's strengths, interests and preferences in these areas. Presence of the above information in the student's file and a clear link of such information to the student's postsecondary goal(s) would meet the requirements of age appropriate transition assessment. Additional data may include a family interview, teacher/transition coordinator observational assessments or various student self-assessments.

An **age appropriate transition assessment** should include information from student, parents and school staff regarding:

(1) Student's vision for the future (Measurable Post-Secondary Goals) and
(2) Student's present levels of functioning as related to transition in:
- Work Experience
- Recreation and Leisure
- Home/Independent Living
- Community Participation
- Postsecondary Training and Learning
- Related Services

How is transition assessment information documented in the Individual Transition Plan in the IEP?

It is documented through measurable post-secondary goals, annual goals, course of study; transition activities and services related to transition. It is also documented on Page 1 of the ITP as the assurances that all of this was done.

What is a Measurable Post-Secondary Goal (MPSG)?

- It is what the student wants to do for education or training, employment and, if appropriate, independent living after he/she leaves secondary education

(including adult transition class – 18-22-year olds)

- *See Goal Bank in SEIS – State Wide Teacher Goal Bank, Post-Secondary Goals for examples*

How do you write an MPSG?

Begin with:

- Upon receiving a diploma…
- Upon graduation with a diploma…
- Upon reaching maximum age…

Use results-oriented terms such as:

- Enrolled in
- Work
- Live independently

Use descriptors such as:

- Full time
- Part time

What are examples of a MPSG for education or training, employment and independent living skills?

Education or Training Example

- Upon completion of high school with a diploma, I will enroll in courses at a four-year college to which I am admitted.
- Upon reaching maximum age, (student's name or I) will obtain entry level training in (insert area of interest)
- Upon reaching maximum age, (student's name or I) will participate in an Adult Service Program with a training component.
- Upon reaching maximum age, (student's name or I) will participate in habilitative and functional skills training through an adult program.

Employment Example

- Upon completion of high school with a diploma, (student's name or I) will work at a retail store.
- Upon completion of high school with a diploma, (student's name or I) will work in a restaurant.
- Upon reaching maximum age, (student's name or I) will participate in an Adult Service Program with a work component.
- Upon reaching maximum age, (student's name or I) will obtain a supported employment position in retail sales (or whatever area of interest).

Independent Living Skills Example

- Upon completion of high school with a diploma, (student's name or I) will complete employment applications correctly.
- Upon completion of high school with a diploma, (student's name or I) will manage my household budget.
- Upon reaching maximum age, (student's name or I) will access Regional Center services for supported employment (or supported living) assistance.
- Upon reaching maximum age, (student's name or I) will take daily medication with assistance from in home support services.

Where do you list a MPSG in the IEP?

The MPSG's are listed on the 1st page of the Individual Transition Plan (ITP) in SEIS. The ITP is designed to develop a long-range plan for the student's movement into the adult world. With information gathered during an age appropriate transition assessment, student MPSG's are to be developed by the student and his family members as part of the ITP/IEP team meeting. All related annual IEP goals will reflect a connection to the ITP activities if appropriate for that goal.

Is a measurable post-secondary goal (MPSG) the same as an annual goal?

No, a MPSG relates to what the student wants to do after he/she leaves school. Annual goals will help the student work towards achieving a MPSG, but the annual goals may have relation to the activities in support of ITP development. For example, a student who has a desire to go to college after high school but has an area of need in organization and task management, there may be an annual IEP goal that will target use of a planner for organization or work completion. That annual goal is related to the student's educational goals for post-secondary school where use of a planner will help the student be more successful with his/her coursework. Both the IEP goal and the ITP will indicate cross collaboration to support this necessary skill for post-secondary success.

According to law, what MPSGs have to be written for each student?

A MPSG has to be written in Education or Training and in Employment for every transition age student. A MPSG in Independent Living has to be written if it is appropriate for an individual student. Independent Living would be appropriate for most students in functional placements. It is also recommended that Independent Living be considered for students who hope to live independently, outside of the family home, immediately upon high school graduation.

Do you have to address transition in annual goals?

Yes. The annual goals should support the student's expressed measurable post school goals and vision, be based upon the student's present levels of performance, and reflect the statement of needed transition services. See Examples below.

- Example: MPSG Education/Training - Student plans to enroll in

a community college upon graduation to complete general education credits need to transfer to a California State University.

- Example of an Annual Goal for written expression related to MPSG for Education/Training: By (next annual date), complete a three-paragraph essay with introduction, supporting details, conclusion, grammar and mechanics, on a topic of choice (i.e. compare/contrast two local college options) with 80% accuracy in 3/4 trials as measured by student work/writing samples.

How do you indicate that an annual goal is related to MPSG?

Each of the three areas (Education/Training, Employment/Career, and Independent Living) on the ITP Page 1 have an area where the service can be linked to the goal number listed in the IEP. Likewise, each annual IEP goal has an area where the corresponding ITP area can be indicated.

Check box c on the annual goal page in SEIS:

Current Present Levels/baseline related to goal below:

By next annual, Student will:

☐Increase participation in general education and access the core curriculum by: (future date)

☐Increase participation in appropriate and functional activities by: (future date)

☒Relates to measurable post-secondary goals

What is a course of study and how does it support the student's MPSGs?

A course of study is an annual description of coursework (classes or functional curriculum) that would assist the student to make progress towards his/her desired measurable post-secondary goals. The course of study may include specific course titles if the team knows what titles exist; however, it may also include a brief description of the credits needed in specific areas to address progress towards their diploma/certificate program. i.e. 40 Credits of English, vs "English 9"

How does a team determine what course pathway is most appropriate for a student?

Page 2 of the ITP describes the coursework that a student may participate in that will lead to their desired outcomes upon graduation with either an LEA high school diploma, the Alternative Pathway to Diploma (APD), or a Certificate of Completion (COC). All students should be encouraged to pursue the most rigorous pathway possible; however, it is up to the IEP team to determine what pathway would be most appropriate for the student to make educational progress based on strengths and challenges.

High School Diploma:

The goal for all high school students should be to progress towards a high school diploma, APD or COC as agreed upon by the IEP/ITP team to meet the students desired outcomes for post-high school. For any student who is progressing in traditional high school courses that meet College Board A-G requirements or the district's high school diploma requirements, credits are needed in the following areas:

English: 40 Credits

Math: 30 Credits (including Algebra)

Science: 20 Credits

Social Science: 30 Credits

Physical Education: 20 Credits

World Language/CTE/VAPA/Ethnic Studies: 10 Credits

Health: 10 Credits

Electives: 70 Credits

Courses taken in the general education setting may also include more rigorous options such as honors, Advanced Placement (AP), International Baccalaureate (IB), or Career Technical Education (CTE), and may have greater impact on a student's overall Grade Point Average (GPA) and class standing. Courses in the above areas that are offered in the Special Day Class (SDC) setting do not meet eligibility requirements according to College Board's A-G criteria and may impact a student's eligibility for 4-year university admittance or NCAA eligibility. IEP/ITP teams should discuss a student's post-secondary education desires when making decisions regarding course progression towards the desired high school diploma.

Alternative Pathway to Diploma:

Education Code 51255.31:

Chapter 2, Required Courses of Study, of SB 141 amended EC Section 51225.31 to read, with emphasis added in bold:

51225.31

(a)

(1) Notwithstanding any other law, a local educational agency shall exempt an individual with exceptional needs who satisfies the eligibility criteria described in subdivision (b) from all courses and other requirements adopted by the governing board or governing body of the local education agency that are additional to the statewide course requirements specified in Section 51225.3 and shall award the pupil a **diploma** of graduation from high school, as described in Section 7801(23)(A)(ii)(I)(bb) of Title 20 of the United States Code.

(2) In accordance with Section 300.102(a)(3) of Title 34 of the Code of Federal Regulations, the award of a diploma of graduation from high

school pursuant to this subdivision does not change a local educational agency's **obligation** to provide a free appropriate public education until twenty-two years of age, or otherwise constitute a change in placement.

(b) An individual with exceptional needs, **who entered ninth grade in the 2022–23 school year** or later, shall be eligible for the exemption and award described in subdivision (a) if their individualized education program provides for all of the following;

(1) The pupil's individualized education program team has deemed the pupil eligible to take the **state alternate assessments**, as described in subdivision (k) of Section 60640.

(2) The pupil is required to complete **state standards aligned coursework** to meet the statewide course requirements specified in Section 51225.3.

(c) An individual with exceptional needs who meets the criteria for the alternative diploma pathway pursuant to this section shall be eligible to **participate** in any graduation ceremony and any school activity related to graduation with their grade-level peers with and without disabilities. Participation in graduation activities that are subject to this **section shall not be construed as termination of the provision of free appropriate public education**, consistent with Section 300.102(a)(3)(ii) of Title 34 of the Code of Federal Regulations, unless the individualized education program team, which includes the parent and pupil, as defined in Sections 300.320 and 300.321 of Title 34 of the Code of Federal Regulations, has determined the pupil has completed their high school experience.

(d) For purposes of this section, "local educational agency" includes a school district, county office of education, charter school, or state special school.

**Although the APD is not the most rigorous of pathways to reach California High School Diploma requirements, the APD would support students with access to apply for jobs after high school that require a diploma in order to be interviewed for competitive employment. The APD still requires completion of 130 credits in specific content areas, including passing Algebra. The Certificate of Completion is available to all students with Disabilities where the IEP team determines that progress towards credits in course work is based on the individual goals and objectives and needs of the student. Due to the APD being specially designed for the students who participate, there has already been significant adaptation to the curriculum to allow for learning outcomes to be presented in unique ways. Therefore, any MODIFICATIONS to the courses in the pathway would present risk to the integrity of the pathway requirements and would be subject to ineligible status for APD completion. Accommodations as appropriate for the student to access the curriculum in the pathway will be honored.

The goal for students who engage in the APD would be to complete within the first four (4) years of high school; however, it is suggested that IEP teams consider the appropriate pathway for the student no later than the 10th grade in order to

ensure sufficient time to meet the 130 credit requirements for the APD before the student would age-out of FAPE services.

Certificate of Completion:

The Certificate of Completion has a minimum requirement of 230 credits in courses determined by the IEP team. If the IEP team determines that the student has met goals and objectives after a minimum of four years of high school participation, but has less than the 230 credits needed for the COC, the team may determine what the appropriate number of credits are needed to award the COC. The COC does not end FAPE. The student may continue to receive services until the age of 22 years.

How do you document this in the IEP?

At the bottom of page 1 on the ITP in the Transition Service Needs box and on page 2 under course of study.

What about transition service activities (these are not listed in the service box on Page 2 of the IEP)?

The activities related to the ITP goals are listed on page 1 of the ITP in the adjacent/corresponding box by category: Education/Training, Employment, Independent Living.

What do Transition service activities include?

- Instruction
- Related Services
- Community Experiences
- Employment and other post-school adult living experiences *and when appropriate*
- Daily living skills and functional vocational evaluation

Transition service activities should be developed as a coordinated set of activities by considering each of the following areas:

- **Instruction** the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills post high school.
- **Related services** the student may need to benefit from special education while in school. Generally, the IEP team should also begin to consider related service needs the student may have as he or she enters the adult world. If related services will be needed beyond school, the IEP should identify, as appropriate, linkages to adult agencies or providers before the student leaves the school system.
- **Community experiences** are provided outside the school building or in community settings. Examples may include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.
- **Employment or other post-school adult living objectives** the student needs to achieve desired post- school goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or

accessing adult services such as Social Security Income (SSI).

- **Acquisition of daily living skills -** Daily living skills are those activities that adults do every day (e.g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming, etc.).
- **Functional vocational evaluation -** This is an assessment process that provides information about job or career interests, aptitudes and skills. Information may be gathered through situational assessment, observation, or formal measures and should be practical. The IEP team could use this information to refine services outlined in the IEP.

The IEP team will need to consider each of these areas when identifying needed transition service activities and include them on the IEP when a service activity is needed. Each area is to be considered in relationship to support the attainment of the measurable postsecondary goals identified by the student. Consideration for each of these areas helps ensure that the services are coordinated, comprehensive and that students will have access to the post-school services, supports and programs they need. It is NO LONGER required to write a statement justifying why any of these areas are NOT addressed in the IEP.

When do you need services listed in the IEP service box that relate to transition?

Any student with a transition plan shall have a transition service in the service box on the offer of services page of their IEP. The transition service code should be also entered on the first page of the ITP.

What are transition services? (CALPADS codes in SEIS)

- College Awareness (820)
- Vocational Assessment, Counseling, Guidance, Career Assessment (830)
- Career Awareness (840)
- Work Experience Education (850)
- Job Coaching (855)
- Mentoring (860)
- Travel Training (870)
- Other Transition Services (890) See attached descriptions of each code.

How do you fill out the service box when you are listing a transition service?

- Service: One of the 800 Series in pull down menus
- Date of Initiation:
- Date of Completion:
- Provider: examples could be 100 – District of Service, 110 – COE
- Description of Services:
- # of Sessions:
- Duration:____min per session
- *Totaling:____min per
- *Frequency: examples – daily, monthly, yearly, any other frequency
- *Location:

Who could provide these services?

Some possibilities:

- The ultimate responsibility is by the LEA to designate the providers
- The teacher/case manager
- A vocational class
- The student & Family
- Regional Center
- Department of Rehabilitation

How would you describe the services?

Examples –

- College Awareness – student will attend the annual H.S. college night – student will research colleges and disseminate information to teacher/parents
- Career Awareness – student will attend annual career fair, career speakers in classroom, WAI presentations
- Travel Training – student will learn the bus routes from home to different sites in the community; student will access transportation, learning routes and safety, to reach a work experience site

How do you determine how much?

- # of Sessions – How often does the activity/teaching/exposure happen?
- Duration – How long does it happen for?
- *Totaling – for a grand total of?
- *Frequency – Does it happen daily, weekly, monthly, yearly or some other frequency?

Where's it going to happen?

Location possibilities:

- Regular classroom
- Special classroom
- Service provider location
- Any other location

Work Experience Education (850)

You may choose to use this code:

- when a student is enrolled in outside work experience education (OWE) through school and is working
- when a student volunteers at a non-profit agency that is traditionally staffed by or uses volunteer workers

- when a student is actively working at a training site as part of an ROP class

Some suggestions for filing out the service box would be:

- duration - # of session 1 – minutes - 30 – frequency – 40 (yearly) or 90 (any other frequency) location 620 (Alternative work education center/work study facility) or 900 (any other location or facility) trying to keep it as general as possible so service could still be met and including discussion in the notes.
- do an addendum (agreed upon at an IEP meeting that it would be done through an addendum and if your district allows this use of an addendum) when and if the student is placed at a training site with duration still being placed at the minimum.
- or use a more global code (840 – Career Awareness or 890 – Other Transition Service) that covers what the teacher is doing to facilitate the transition plan with a description in the service box and with discussion regarding particulars captured in the notes.

How often do you have to gather current information about the student's goals and visions for their future (MPSGs)?

At least once a year before their annual IEP by conducting an age appropriate transition assessment.

Do you have to refine annual goals, course of study, activities and services if the student's MPSGs changes every year?

Yes

Who and what needs to be included in the IEP before a student turns 16?

- The student!!!
- The student's measurable postsecondary goals.
- The student's transition service needs (course of study).
- A statement of transition service needs that includes a school program and community activities based on the student's level of functioning and future goals and that identifies the end result – Diploma, APD, or Certificate of Completion.
- A statement of needed transition services (includes instruction, related services, community experiences, employment and post school adult living objectives, agency linkages and, if appropriate, acquisition of daily living skills and functional vocational assessment).
- Annual Goal(s) that support the measurable postsecondary goals.

Services that support the annual goals related to transition

Who needs to be invited to an IEP where Transition will be discussed and what is each participant's role?

First, a word about excusals: IDEA 2004

- (34 CFR 300.321(e) (1) An IEP team member may be excused from attending the IEP team meeting, in whole or in part, if the parents and LEA agree in writing because the area of curriculum or related service is not being modified or

discussed. The agreement must be in writing.

- (34 CFR 300.321(e)(2) An IEP team member may be excused from attending an IEP Team meeting even if their curriculum area or related service area is being discussed by the written agreement and consent of the parent and the LEA. The IEP team member shall submit their input in writing to the team prior to the meeting.

Student

Role: participates, communicates preferences, interests, strengths and needs, and takes part in the IEP development.

(If the student is not in attendance, how were the student's interests and preferences determined?)

300.321(b)(1) Would provide that the child be invited to the IEP meeting if a purpose of the meeting is consideration of the child's postsecondary goals and the transition services needed to achieve those goals.

2006 IDEA Regulations Comments indicated that if the student is a minor, the parents (unless educational rights have been limited or extinguished) have the authority to determine whether the student should attend the IEP Team meeting(pg.46671) 300.321(b)(2) it is the public agency's obligation to take other steps to ensure that the student's preferences and interests are considered if the child is unable to attend the meeting.

Parent/Family

Role: supports the student, reinforces the value of an individual program, and provides information about student's strengths and areas where assistance is needed.

Special Education Teacher

Role: provides information, provides teaching strategies including accommodations and or modifications, suggests course of study related to student's post school goals, identifies related services, provides input into transition service needs, links student and parents with appropriate post-school services and coordinates all people, agencies, services or programs involved in the transition planning process

General Education Teacher

Role: assists in planning course of study, assists in identifying and providing modifications, adaptations, support and positive behavioral strategies or interventions.

(34 CFR 300.321 – Not less than one regular education teacher of such child (if the child is, or may be, participating in regular education)

LEA Representative

Role: support staff, allocate resources and complies with the following requirements:

- Qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities.
- Is knowledgeable about the general curriculum and the availability of resources of the LEA.
- Has the authority to commit the LEA to implement the IEP.

LEA may designate another staff member on the IEP team if these criteria are met.

Other Specialists

- A person who can interpret the instructional implications of evaluation results.
- May be one of the team members already listed.

Other Appropriate Agency Personnel

Role: provide information about services, eligibility criteria, explain difference between entitlement of school programs and eligibility of adult services, assist in identifying community or adult services.

Sec. 300.321(b)(3) would require, to the extent appropriate, and with the consent of the parent or a child who has reached the age of majority, that a representative of a participating agency that is likely to be responsible for providing or paying for transition services be invited to the meeting.

What is an agency linkage?

- An outside agency, other than the public agency (usually the school district), that is likely to provide the needed services, and/or support to help facilitate the student's progression to his or her post school goal or vision.
- Required with IDEIA 2004 - A representative from any agency that is likely to be responsible for providing or paying for transition services may be invited to the IEP beginning when the student is 16 or younger if appropriate **with parental consent or consent of adult student.**

"…would require, to the extent appropriate, and with the consent of the parent or a child who has reached the age of majority, that a representative of a participating agency that is likely to be responsible for providing or paying for transition services be invited to the meeting."

Where can you find information on age appropriate secondary transition, law, regulations, future and annual goals, assessments, etc.?

A compiled list can be found at: California Department of Education: Post-Secondary Planning
https://www.cde.ca.gov/sp/se/st/

Secondary Transition for Youth with Disabilities
Writing a Compliant and Effective Individualized
Education Program (IEP) Resources

Overview:

A. California Department of Education-Transition Preparation
https://www.cde.ca.gov/sp/se/st/

B. Secondary Transition Planning-The Basics
http://www.catransitionalliance.org/products.aspx?ID=1858

C. What is College and Career Ready?
https://www.achieve.org/college-and-career-readiness

D. US Department of Education-Transition Development
https://sites.ed.gov/idea/idea-files/policy-guidance-transition-guide-postsecondary-education-employment-students-youth-disabilities-august-2020/

E. The Post-High School Outcomes of Young Adults with Disabilities up to 8 Years after High School: Key Findings from the National Longitudinal Transition Study-2 (NLTS2). U.S. Department of Education. 2011.
https://ies.ed.gov/ncser/pubs/20113005/

F. National Alliance for Secondary Education and Transition
http://www.nasetalliance.org/

Individuals with Disabilities Education Act (IDEA):

A. Building the Legacy: IDEA 2004, U.S. Department of Education
https://sites.ed.gov/idea/idea-files/policy-guidance-transition-guide-postsecondary-education-employment-students-youth-disabilities-august-2020/

B. Youth.GOV
https://youth.gov/federal-links/share-youth-transition-guide-postsecondary-education-and-employment-students-and-youth

C. US Department of Education-Individuals with Disabilities & Transition
https://www2.ed.gov/about/offices/list/ocr/transitionguide.html

State& Federal Performance Plan:

A. California Transition Alliance
http://www.catransitionalliance.org/catransitionalliance.aspx

https://padlet.com/SIP_Grant/Transition2020

B. National Secondary Transition Technical Assistance Center
https://www.nsttac.org/

C. National Technical Assistance Center on Transition
https://transitionta.org/

D. CalSTAT –California Map for Inclusion
https://cainclusion.org/camap/calstat/

E. Diagnostic Center of Southern California, CDE
https://www.dcs-cde.ca.gov/

F. Employment Development Department
https://www.labormarketinfo.edd.ca.gov/occguides/

G. Department of Rehabilitation
https://www.dor.ca.gov/

Student-centered, Transition-focused IEPs:

A. Pepnet - Transition Resources for Deaf and Hard of Hearing Students
https://dcmp.org/learn/682

B. Career Technical Education (CTE)
https://www.cde.ca.gov/ci/ct/

C. My Next Move
http://www.mynextmove.org/explore/ip

D. California Career Resource Network (CalCRN)
http://www.californiacareers.info

E. ASVAB-Military
http://official-asvab.com/counselors.html

F. California Occupational Guides
http://www.labormarketinfo.edd.ca.gov/occguides/

G. Transition Coalition - Online Assessments and Resources
https://transitioncoalition.org/

H. Education & Training-Secondary School Preparation

https://www.cde.ca.gov/sp/se/st/edschoolprep.asp

I. Universal Design for Learning (UDL)
https://www.cast.org/impact/universal-design-for-learning-udl

J. Project-based Learning
https://www.pblworks.org/what-is-pbl

K. Work Based Learning
https://cte.ed.gov/wbltoolkit/

L. Work Based Learning Tool Kit
http://wbltoolkit.cte.nyc/

M. Zarrow Institute of Learning (Course of Study)
https://www.ou.edu/zarrow/pilot/lesson6.html

N. Job Accommodations Network (JAN)
https://askjan.org/

O. CDE: Common Core Resources for Special Education
https://www.cde.ca.gov/sp/se/cc/

P. NSTTAC-Evidence Based Practices
http://www.nsttac.org/content/evidence-based-practices/

Q. CDE: Cal. Career Resource Network (CalCRN)
https://www.cde.ca.gov/ci/ct/cc/

R. O*Net Online
https://www.onetonline.org/

S. California Career Zone
https://www.cacareerzone.org/

T. Zarrow Institute for Transition: Self-Determination Lessons
https://www.ou.edu/zarrow/pilot/lesson5.html

U. Youthood.org
http://www.youthhood.org/index.asp

V. California Disability Benefits
https://ca.db101.org/

W. Ready By 21

http://www.readyby21.org/toolkits/view-all

x. Zarrow Institute for Transition-Agency Linkages
https://www.ou.edu/zarrow/pilot/lesson7.html

Summary of Performance:

A. Summary Performance Lesson
https://www.ou.edu/zarrow/pilot/lesson8.html

820	**College Awareness Preparation:** College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	**Vocational Assessment Counseling, Guidance, and Career Assessment:** Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051."14).
840	**Career Awareness:** Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).
850	**Work Experience Education:** Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 *CFR* 300.26)
855	**Job Coaching:** Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily Job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance

860	**Mentoring:** Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned **way.**
865	**Agency Linkages (referral and placement):** Service coordination and case management that facilitates the linkages of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation). Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 *CFR* 613).
870	**Travel Training (includes mobility training):**
890	**Other Transition Services** These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

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SECTION 5

Case Manager: Roles and Responsibilities

CASE MANAGER: ROLES AND ASSIGNMENTS

A Case Manager is sometimes referred to as a "case carrier" for the student.

All students who are referred for special education assessment and/ or have an IEP in place shall be assigned a specific Case Manager at their school site. The following are best practices for ensuring student records and IEPs are managed properly.

Case Manager Assignments

- The site principal/designee in collaboration with the LEA special education department shall maintain a document of all special education student Case Managers with their assigned students at their school.

- During the regular school year, the school site principal/designee shall ensure that a specific Case Manager has been assigned to a student at the school site, in any of the following circumstances:
    - Within the first ten school days of each new school year, the school site principal/designee shall ensure that every student with an IEP at the school site has an assigned Case Manager.
    - When a student with an IEP transfers into the Local Educational Agency (LEA) from another LEA, during the regular academic school year.
    - When a student is referred for an assessment to determine eligibility for special education.
    - To the extent feasible and appropriate, the assigned Case Manager shall also be a staff member who has or will administer relevant assessments and/ or provide special education and/ or related services to the student.
- When assigned a new student who is not yet in the Special Education Information System (SEIS), the Case Manager shall request to "Add Student" in SEIS. This will allow the Case Manager to utilize all of the appropriate IEP forms. The student will be "Pending" in SEIS until the IEP team meeting to determine eligibility.
- If the student with an IEP has transferred into the LEA and is not currently in SEIS, the Case Manager is responsible for inputting required data fields and scanning, uploading, and attaching the non-SEIS IEP into the Future IEP where the Interim Administrative Placement form is located (See AV SELPA 30-Day Interim Placement Guidelines).
    - If a student transferred from out of state or from a non-SEIS district, the Case Manager must **complete an Initial CALPADS Affirm**, to document the student's active/current IEP in SEIS. This will allow the Case Manager to complete the Interim Placement as an Amendment to the student's active/current IEP. This process also creates the IEP reportable transaction,

required for the district to submit to CALPADS. The Initial CALPADS affirm only requires that the CALPADS data, based on the students active/current IEP, is affirmed. **The entire IEP does not need to be entered into SEIS.** However, if the Progress needs to be entered for the student's current goals, the Goals should be entered as well. This will allow the provider to enter and affirm progress in SEIS. https://seisprodtableswest.blob.core.windows.net/trainingmanual-storage/f66c2765-fc78-4ce6-8cb1-1cc1884308f0.pdf

- The Case Manager is responsible for transcribing all written information into SEIS for each of their assigned students, to ensure consistency of information and data.

Initial/Eligibility Evaluation/Other Evaluations (Assessment Plan)

Within 15 days of receipt of the written referral/request for assessment, the Case Manager shall send to the parent/guardian:

- Notification of Referral OR Receipt of Written Parent Referral as appropriate
- Notice of Intent to Conduct Student Assessment to the parent/guardian
- Assessment Plan
- Notice of Parent Rights and Procedural Safeguards

Initial/Eligibility Evaluation/Annual Plan Review IEP Team Meetings

Within 60 days of receipt of a signed assessment plan (for Initial and Eligibility Evaluation IEPs), or no more than 364 days after the date of the previous annual IEP team review, the Case Manager shall:

- Schedule the IEP meeting with the students' parents/guardians, service provider(s), and principal.
- Check to see if the parents/guardians have any technology needs that need to be supported to ensure participation prior to the meeting
- Send the Invitation to IEP team meeting to the parents/guardian
- Convene the IEP meeting.

It is the Case Manager's responsibility to ensure that all required members of the Initial/Eligibility Evaluation/other assessment IEP team members will be present, including:

- Parent(s)/Guardian(s)
- Administrator/ Administrative Designee
- General Education Teacher (of the student)
- Special Education Teacher (who assessed the student)

- All assessors including:
  School Psychologist
  Related Service Providers, as appropriate
  Student, as appropriate

In other circumstances, as appropriate, the case manager will notify the LEA in the following circumstances:

- The parents/guardians are in need of interpretation services
- The parents/guardians have advised the case manager that they intend to bring an advocate or attorney to the meeting
- The parents/guardians have advised the case manager that they intend to record the meeting

Except in rare circumstances where parent/guardian participation cannot be obtained, IEP team meetings must always be held with the parent/guardian participating, either in person or by electronic means.

During the 60-day assessment period (or prior to the Plan Review IEP), the Case Manager must gather the student performance assessment data to include, as appropriate:

- California Assessment of Student Performance and Progress (CAASPP)
- English Language Proficiency Assessments for California (ELPAC or Alternative ELPAC))
- District-wide assessments
- Grades
- Classroom-based assessments, including intervention placement tests from general education
- Classroom-based assessments, including intervention placement tests provided by the interventionists
- Work Samples
- Graduation requirements
- Credits
- For Initials/Eligibility Evaluations academic standardized assessment results and description provided to the school psychologist
- Attendance
- Behavior

To prepare for the IEP team meeting, the Case Manager shall:

- Finalize the date, time and location of the IEP meeting with the student's

parent/guardian and IEP team members.

- Send reminder to teachers to bring any intervention results to the IEP meeting, if not previously provided to the school psychologist conducting assessments (Initials).
- Send reminder to teacher(s) and/ or service provider(s) to draft goals in SEIS and bring copies of the proposed draft goals and benchmarks to the IEP meeting. (Initials)
- Collect data from all teachers who teach the student during the day.
- Formal assessments (including standardized academic assessments) are not required for Plan Review IEP team meetings.
- The student's special education teacher/Education Specialist will have curriculum-based assessments, intervention results and work samples to review and discuss during the IEP meeting.
- Review progress towards IEP goals and benchmarks. (Plan Review)
- Complete Progress Reports in SEIS. (Plan Review)
- Review and revise present levels of performance in SEIS. (Plan Review)
- Revise goals and benchmarks to ensure that an IEP is designed for "educational benefit". (Plan Review)
    - *Note: Student goals must be reviewed and updated annually. The same IEP goals and benchmarks for any student from year to year is not appropriate and does not provide educational benefit. If the student is not meeting an IEP goal, the IEP team must revise the IEP goals and benchmarks, and/or modify placement and services, in response to the student's demonstrated progress and abilities according to information available to the IEP team. This ensures that the IEP is reasonably designed to provide the student with educational benefit in light of the students' circumstances.*
- Prepare the Facilitated IEP Team Meeting Agenda.
- Prepare the visual group memory documents in the IEP meeting room.
- Provide parents/guardians with copies of the meeting purpose and proposed outcomes, Facilitated IEP Team Meeting Agenda, proposed group norms, draft goals, and/or other draft IEP documents prior to the IEP team meeting.
- Print the completed IEP document at the end of the IEP team meeting.
- Ensure that all IEP team members sign the document as participating.
- Review the IEP document pages with parents/guardians.
- Review the IEP Signature Page with parents/guardians to ensure an understanding of the participation and consent sections of the document.

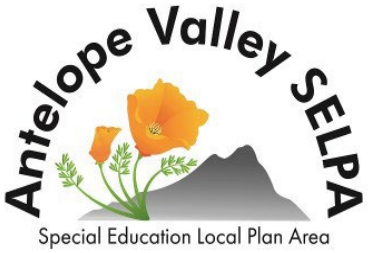
Case Manager Duties After All IEP Team Meetings

During or After all IEP team meetings, the Case Manager shall:

1. Ensure all written documentation and changes on the draft IEP forms reviewed at the IEP team meeting are inputted into SEIS. SEIS should reflect exactly what is

agreed upon by the IEP team during the meeting.

2. Affirm and attest the IEP in SEIS within no more than 7 days or as determined by your special education administrator.
3. Print a final copy of the IEP document from SEIS and number the pages of the full IEP by hand.
4. Provide one copy of the final IEP document to the parent/guardian immediately following the IEP meeting.
5. Make copies of the full and final IEP document to be distributed as determined by your LEA.
6. Gather all of the required IEP documentation, including any assessment reports, and place a copy of each in the student's special education folder.
7. The original IEP document must either be kept at the school site in the student's confidential special education file or be sent to the district office special education department depending on the established procedures of your LEA.
8. Copies of all documents used in making determination with regard to eligibility or needs should be maintained in the students file for future reference (see LEA policy/procedure for record retention).



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SECTION 6

Assistive Technology

ASSISTIVE TECHNOLOGY (AT)

What is Assistive Technology?

Assistive technology is any tool or device that a student with a disability uses to perform a task that he or she could not otherwise perform without it, or any tool the student uses to perform a task more easily, faster, or in a better way. It can be a commercial product or something someone makes. It can be a simple "low tech" device such as a pencil grip or an expensive "high tech" device such as a computer.

The legal definition of assistive technology is, "...any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability."

Assistive technology service is defined as: any service that directly assists a student with a disability in the selection, acquisition or use of an assistive technology device.

Why is it important for all educators to be aware of assistive technology?

The Local Educational Agency (LEA) is mandated by state and federal law to provide assistive technology to all students with disabilities if it is required for them to receive a free appropriate public education (FAPE). Each IEP team must determine if assistive technology is needed by that student and document this discussion on the IEP. Whether or not the student requires assistive technology, it must be documented on the IEP.

What are some of the things assistive technology can do for students?

- Assist in student learning
- Help organize information when writing
- Fine motor and gross motor support
- Digital books to assist in processing information
- Sensory needs
- Communication needs
- Assist in functional vision and hearing needs

Who benefits from assistive technology?

Any student with a disability, may benefit from the use of assistive technology. Assistive technology supports students with reading, writing, recalling information, walking, sitting, seeing, hearing, communicating, etc. It is the IEP team's responsibility to determine if assistive technology is required for the student to make educational progress.

How does a student receive assistive technology?

The need for assistive technology must be considered at **every student's IEP** meeting. That means that at least one person on the IEP team needs to know about assistive technology. Ideally, all members of the team would have at least general knowledge about assistive technology and how it can benefit a student with a disability. IEP teams should consider the following:

1. Current interventions are working, and AT is not required for student to access curriculum.
2. AT is being used effectively either regularly or on a trial basis and should be documented in the IEP.
3. AT should be tried and this exploration and features of such should be documented in the IEP.
4. IEP team does not have enough information and evaluation may be required.

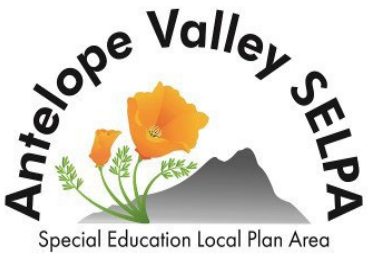
Generally, when an AT assessment is deemed necessary, the procedure is to assess the student's abilities and needs, determine goals, identify assistive technology devices to try, obtain AT items, and document the effectiveness of the trial use. All AT assessments should be completed by a team, not an individual. The team should include individuals from different disciplines with different perspectives and should always include the parent. When the student is able to understand and contribute to the assessment, he or she should also be an active participant in the decision-making. Consideration of AT needs is a dynamic and ongoing process, requiring an interdisciplinary team. Collaboration of all members during assessment and trial are recommended for determining most appropriate assistive technology equipment/tools for student to access their educational needs trial are recommended for determining most appropriate assistive technology equipment/tools for student to access their educational needs.

Does the Local Educational Agency (LEA) have to buy the assistive technology?

The LEA is required to "provide" the assistive technology if the IEP team has determined it is necessary for FAPE and educational benefit. If the IEP team decides to try assistive technology with a student, they might consider borrowing it first to make sure that the assistive technology is effective before they purchase it. Assistive technology may already be available in the classroom or on the school site. Parents can never be required to use private insurance to purchase assistive technology for the school.

Does the LEA have to send the assistive technology home?

The IEP team must decide if the assistive technology is needed at home. The law states: "On a case-by-case basis, the use of school-purchased assistive technology devices in a student's home or in other settings is required if the student's IEP team determines that the student needs access to those devices in order to receive FAPE."



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SECTION 7

Educational Benefit

EDUCATIONAL BENEFIT

The case of Rowley v. Hendrick Hudson School District was the U.S. Supreme Court's first interpretation of what was then called the Education for All Handicapped Children Act (now the Individuals with Disabilities Education Act, "IDEA"). This important decision is required reading for anyone working in special education. The holdings in the Rowley case have become the standard of analysis for every subsequent special education case arising in the Federal and State courts. Consequently, a working knowledge of the fundamental analysis developed by the Supreme Court justices is important when evaluating any special education matter. The Board of Education v. Rowley 1982, was decisive in our understanding today of the term **educational benefit.**

On March 22, 2017 the U.S. Supreme Court issued a unanimous opinion in Endrew F. v. Douglas County School District. In that case, the Court interpreted the scope of the free appropriate public education (FAPE) requirements in the IDEA. The Court overturned the Tenth Circuit's decision that Endrew, a child with autism, was only entitled to an educational program that was calculated to provide "merely more than de minimis" educational benefit. In rejecting the Tenth Circuit's reasoning, the Supreme Court determined that, "[t]o meet its substantive obligation under the IDEA, **a school must offer an IEP [individualized education program] that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances.**" The Court additionally emphasized the requirement that "every child should have the chance to meet challenging objectives."

FAPE and LRE become our guideposts decided and analyzed individually to ensure the student is receiving an opportunity to meet challenging objectives and **"educational benefit."**

Free Appropriate Public Education (FAPE) means special education and related services that:

-are provided at public expense
-meet the standards of the State
-include pre-school, elementary or secondary school and education through 22nd birthday
-are provided in conformity with the IEP

FAPE Standard

The Supreme Court established two criteria in determining FAPE
-have the procedures been adequately complied with (procedural) and
-is the IEP reasonably calculated to enable the student to receive **educational benefit** (substantive)

Core Entitlements for Students with Disabilities

- a right to FAPE
- in the Least Restrictive Environment (LRE)
- as described in the IEP designed to provide **educational benefit**

Importance of Educational Benefit

IDEA 2004 gave us further conceptual refinements:

- high expectations for all students
- ensuring access to the general education curriculum and standards in the general classroom, to the maximum extent possible
- preparing students with disabilities to lead productive and independent adult lives
- providing effective transition services to promote successful post-school employment or education.

Educational Benefit Analysis

Programming for students should be analytical, thoughtful and consistently designed based on individually assessed needs and the growth made from one IEP to the next. Assessment report data should be visible in present levels. The student's assessed strengths and needs should be visible in the present levels of performance, supported by assessment data. There should be clear and linear connections between 1) each assessed need, 2) accommodations and/or goals to address each need, and 3) the appropriate services to address the accommodations and goals. When this occurs, measurable growth should result. The result of this process over time is **EDUCATIONAL BENEFIT.**

Reasonable Calculation of Educational Benefit

The IEP Team needs to consider the student's abilities, involvement and progress in the general curriculum, established goals and objectives in each area of need, services planned to support progress toward goals, participation in extracurricular and other nonacademic activities, education with other disabled and non-disabled students, and the IEP Team adjusted as necessary and appropriate.

It is clear that when a student is placed in a more restrictive setting, the decision must be driven by the unique needs of the student and not by convenience or other factors.

In preparation for an annual IEP meeting

Review the following points related to the previous IEP.

1) What did assessments and present levels identify as areas of need?
2) What did the IEP team decide was appropriate in relation to each need?

    -English Learner?

    --Goals?

    -Services?

    -Accommodations/Modifications?

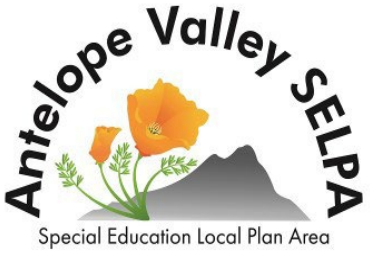
    -Special factors (AT, Behavior Support, Low Incidence needs)?

    -Other?

3) Was the IEP implemented appropriately? (were ***all*** supports and services provided as written)?
4) Did the student make adequate progress? Did they receive **educational benefit** from the plan?
5) If not, what adjustments need to be made to the IEP program to respond to lack of educational benefit? Additional assessment? Adjusted goals? Different services or level of services? Change in location where services are being delivered?

Educational Benefit Considerations

Areas of Assessment	Present Levels	Areas of Need	Goals and Benchmarks	Services/Accom/Mod/Spec Fac	Progress
• Are assessments completed in all areas related to the suspected disability? • Did the assessments identify all of the needs of the student? • Were a variety of assessment tools and strategies used gather relevant functional, developmental and academic information about the student? • Are assessments provided in the student's native language unless it is clearly feasible not to do so? • In the case of specific learning disability eligibility, do assessments include observations in the students learning environment to document the student's academic performance and behavior in the areas of difficulty?	• Is there a statement of how the student's disability affects their involvement and progress in the general education curriculum (or for preschool how the disability affects the student's participation in appropriate activities? • In non-assessment years, are present levels of academic and functional performance extensive enough to confirm areas of need and the student's current levels/baselines? • Do the present levels contain data/information from a variety of sources, including parents and teachers? • Are the strengths of the student considered?	• Are all areas of need identified in the assessments and present levels listed?	• Are goals created for all areas of need identified in the assessments, present levels and listed in the areas of need? • Are goals written to enable the student to participate and make progress in the general education curriculum? • Are the goals based on the student's grade level standards? • Are goals measurable, and does the IEP provide sufficient information to determine a baseline for the goal? • For students who are English learners, are goals linguistically appropriate? • Are goals updated from year to year based on student progress? • For student turning 16 or older, are there appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education and employment (and independent living skills as appropriate)?	• Are services listed to address all goals? • Are services sufficiently clear in how they will be provided to ensure informed consent from the parent? • Are services reasonably sufficient in frequency and duration to support progress in the goals? • Are accommodations and modifications appropriate based on the students needs? • Are special factors addressed in the IEP, including the student's need for Braille, language, communication, assistive technology and behavioral supports as appropriate?	• Is progress documented on all goals? • Did the student make progress towards the goals, and in the general education curriculum? • Are goals changed/updated from year to year? If goals are the same, was the IEP otherwise altered to address the lack of growth (i.e. service levels increased, etc.)?:



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SECTION 8

Parentally Placed
Private School Students

PARENTALLY PLACED PRIVATE SCHOOL STUDENTS

Parents who choose to decline a district of residence's offer of FAPE (on an IEP and offered in the public school setting) and there is not disagreement as to the FAPE offered by the LEA, give up their individual student entitlement to special education services.

Parents seeking private school placement will be involved with both the district of location (where the private school is located - LEA) and the district of residence (where the student resides - DOR).

The parentally placed private school student may receive limited public school special education service through a "Service Plan". These services (provided by a proportionate share of federal funding) are decided upon and provided by the school district where the private school is located, (LEA). When that funding is exhausted for the year, the service may also end. The SELPA consults with the private school administration, staff and parents within their boundaries and through that collaboration determines what service(s) private schools will receive. The LEA decides which services to provide to students on service plans.

In order to be eligible to have parentally placed students served on service plans, private schools must meet the state definition of elementary/secondary school, i.e. serving at least two grade levels and designated as non-profit. Note: in most cases Private Pre-Schools will not fall under this designation.

Federal and State legislation indicates that the LEA must locate, identify and evaluate all children with disabilities who are enrolled by their parents in private elementary schools and secondary schools located in the school district served by the LEA. In the Antelope Valley SELPA, the district where the student resides (District of Residence/Special Education Responsibility-DOR/DSEA) is responsible for the assessment and offer of FAPE, and the district where the private school is located (DOL) is responsible for provision of services on the service plan.

Included in this section is the service plan form used and reviewed annually by the LEA for students parentally placed in private schools with special education eligibility and needs. IEPs are not written for parentally placed private school students. An annual review of the service plan is completed by the LEA. A letter is also sent to the parent reminding them of their right to return to their district of residence to seek full entitlement of service should their child continue to remain eligible for special education services. The responsibility of offering an Eligibility Evaluation assessment also lies with the district where the student resides. It is critical that the DOL and the DOR have in place an exchange of information so that the two districts can communicate. Should the parent decline the offer to return to the DOR for service, the DOL shall send a letter to the DOR conveying such preference to continue the service plan.

Students being served on private school service plans are entered into SEIS, and service plans are completed within that system. Service Plan information is submitted with CALPADS data by the DOL and used to calculate the proportionate share of funding to be spent on services for parentally placed private school students.

SERVICE PLAN (SP) - PARENTALLY PLACED PRIVATE SCHOOL STUDENTS

Student Legal Name _____ **Date of Birth** _____ **Meeting Date** _____

Original SpEd Entry Date: _____ Grade _____

Next Annual IEP: _____ Last Eval: _____ Next Eval _____

Meeting Type: ☐ Initial ☐ Annual ☐ Triennial

Parent/Guardian	_____	Home Phone	_____
Home Address	_____	Work Phone	_____
City	_____	Cell	_____
State, Zip	_____ _____	Email	_____

Parent/Guardian	_____	Home Phone	_____
Home Address	_____	Work Phone	_____
City	_____	Cell	_____
State, Zip	_____ _____	Email	_____

District of Special Education Accountability while attending Private School: _____

Private School of Attendance _____ Private School Phone _____

District of Geographical Residence _____ District of Geographical Residence Phone _____

Home School _____

Indicate Disability/ies **Primary:** _____ **Secondary:** _____

Date of Initial Referral for Special Education Services: _____

Person initiating the Referral for Special Education Services: _____

Date District Received Parent Consent: _____

Date of Initial Meeting to Determine Eligibility: _____

Special Education Program Setting Code: _____

Services The District (LEA) where the private school is located will provide the service(s) below for the student while enrolled in private school or until the proportionate share of federal funds have been expended for the current school year.

Area(s) of need:

Summary of Present Levels:

Service: _____	**Start Date:** _____	**End Date:** _____
Provider: _____	☐ Ind ☐ Grp ☐ Sec Transition	
Duration/Freq: __ min x __ Totaling: __ min served _____	**Location:** _____	
Comments: _____		

Check one of the following:

☐ Student's parents have declined the district's offer of a Service Plan.

OR

☐ Student's parents have accepted the district's offer of a Service Plan.

_____ (Parent/guardian(s) initial) I/We acknowledge, understand and agree that as a private school child with a disability, there is no individual entitlement to receive some or all of the special education and related services they would receive if enrolled in a public school. I/We understand that in accordance with the Individuals with Disabilities Education Act (IDEA) 2004, their rights to due process do not apply in the private school setting.

_____ (Parent/guardian(s) initial) I/We acknowledge, understand and agree that my child is eligible for special education services and I/we agree to the Offer of Free Appropriate Public Education (FAPE) which has been made.

_____ (Parent/guardian(s) initial) I/We elect to enroll my child in a private school and understand that the IEP cannot be implemented. If I/we are interested in special education and related services from a public school through development of an individualized education program (IEP), I/we must contact the District of Geographical Residence; the District of Location of the Private School may not contact the District of Geographical Residence without my/our express written consent.

_____ **Date:** _____

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Parent _____ **Date:** _____

LEA Representative _____ **Date:** _____

Other _____ **Date:** _____

As a means of improving services and results for your child did the school facilitate parent involvement?

☐ Yes ☐ No ☐ No Response

☐ Parent/Adult Student has received a copy of the Procedural Safeguards
☐ Parent/Adult Student has received a copy of assessment report (if applicable)
☐ Parent/Adult student has received a copy of the Service Plan

Next Annual Review Due By: _____ Triennial Review Due By: _____



CERTIFICATION OF PARENT DECISION NOT TO ENROLL IN PUBLIC SCHOOL

Student's Name: _____

I/we the parent(s) of the above named student, hereby certify that I/we are not interested in enrolling our student in the _____ School District. I/we are declining the development of an Individualized Educational Plan (IEP) for our student and the District's offer of a free appropriate public education. I/we understand that the public school district in which the private school is located is prepared to offer a Service Plan for our child. I/We understand that I will be notified annually of my child's rights to a Service Plan until such time when my child is no longer eligible for special education or I refuse to consent to assessments to determine continued eligibility.

- ○ I am interested in a Service Plan for my child.

- ○ I am not interested in a Service Plan for my child.

- ○ I have received the Antelope Valley SELPA Notice of Parents' Rights.

_____ _____

Parent's Signature Date Signed

_____

Print Name

Children with Disabilities Enrolled By Their Parents in Private School
Notification of Parental Intent (Triennial)

Student's name: _____DOB:_____

District of Residence: _____ Private School of Attendance: _____

Check one of the following boxes:

- O I request an assessment to determine whether my child continues to be eligible for special education and related services. I received my Parental Rights and Procedural Safeguards for Special Education. The *Assessment Plan* you provided is signed and enclosed. Please contact me to schedule the assessment.

  Day Time Phone: _____ Evening Phone: _____

- O I decline an assessment to determine whether my child continues to be eligible for special education and related services. I understand that my district of residence will conduct an assessment, if needed, and then offer a Free, Appropriate Public Education for my child if and when I choose to enroll in public school.

Check one of the following boxes:

- O My child has an Individual Services Plan. I consent to my child's continued receipt of services pursuant to his/her Individual Services Plan.

- O My child has an Individual Services Plan. I decline my child's continued receipt of services pursuant to his/her Individual Services Plan.

- O My child does not have an Individual Services Plan. I do not want to schedule a meeting to develop an Individual Services Plan at this time.

_____ _____

Parent/Guardian Print Name Signature

_____

Today's Date

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SECTION 9

Agency Collaboration
Family Focus Resource Center
Diagnostic Center, Southern California
North Los Angeles County Regional Center
California Children's Services

The Antelope Valley SELPA works collaboratively with many agencies to access and provide identified services for our students.

Los Angeles County Department of Mental Health (LACDMH)

The Los Angeles County Department of Mental Health partners with other community entities to provide integrated, culturally and linguistically competent mental health and substance abuse services to meet the prevention, intervention, treatment and recovery needs of Los Angeles County residents. In partnership with local public and private agencies in Los Angeles County, the department and its contracted children's agencies also works to provide intensive and comprehensive mental health services to help families keep their children and youth safe and healthy, in school and in the community. The Antelope Valley SELPA works in collaboration with LACDMH to facilitate access for special education students who qualify for services.

California Children's Services

California Children's Services (CCS) is a state program for children with certain diseases or health problems. CCS will network with doctors and trained health care people who know how to care for children with special health care needs. The CCS program provides diagnostic and treatment services, medical case management, and physical and occupational therapy services to children under age 21 with CCS-eligible medical conditions. Examples of CCS-eligible conditions include, but are not limited to, chronic medical conditions such as cystic fibrosis, hemophilia, cerebral palsy, heart disease, cancer, traumatic injuries, and some infectious diseases. CCS also provides medical therapy services that are delivered at identified medical therapy units located on public school campuses. The local CCS office is currently located on the Buena Vista Elementary school campus, Palmdale School District.

North Los Angeles County Regional Center

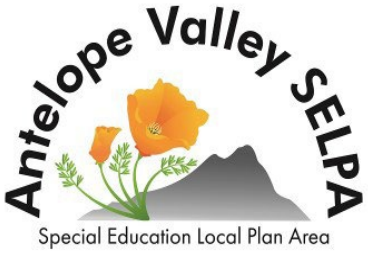
North Los Angeles Regional Center (NLARRC) is a private, non-profit corporation that contracts with the State of California to provide diagnostic, evaluation, case management, and early intervention services to people with developmental disabilities. NLARC serves children and adults with developmental disabilities in the northern Los Angeles County area Free diagnosis and assessment services are available to any person suspected of having a developmental disability, such as intellectual disability, cerebral palsy, epilepsy, or autism. To qualify for ongoing support and services, a person must be found to have a developmental disability which began before the age of 18 and is a substantial handicap.

Southern California Diagnostic Center, Central California (Southern California Diagnostic Center)

Southern California Diagnostic Center, Central California (SCDC) services are provided by expert, interdisciplinary teams of diagnostic professionals, including educational specialists, speech/language specialists, transition/secondary specialists, school psychologists, clinical psychologists, and a pediatrician who address the unique educational needs of Central California's most difficult-to-serve students enrolled in special education programs. The Diagnostic Center, Southern California, is one of three regional assessment centers operated by the State Special Schools and Services Division of the California Department of Education. The Centers provide assessment, training, and technical assistance to all Local Educational Agencies (LEAs) in California.

Family Focus Resource Center (FRC)

Family Focus Resource Center (FRC) serves families raising children, ages birth to 22 years, with special needs. There are no income limits or eligibility requirements. FRC serves families whose children have any type of special need, medical diagnosis, or learning difference. FRC also serves the professionals who work with special needs children. FRC provides parents of students with special needs an opportunity to benefit from the support and understanding of other parents who have gone through similar experiences from a parent directed resource center. Parents can call for advice and support as well as access the resource library of books, tapes and articles.



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SECTION 10

Surrogate Parents

BASIC CRITERIA FOR APPOINTING A SURROGATE PARENT

A public agency must ensure that the rights of a child are protected by determining the need for, and assigning, a surrogate parent whenever the child is referred or eligible for special education and either:

- no parent can be identified
- the public agency, after reasonable efforts, cannot locate a parent
- the parent's educational rights have been removed by a court of law
- the child is a ward of the State under the laws of that State and the parent's educational rights have been removed
- the child is an unaccompanied homeless youth as defined in section 725(6) of the McKinney-Vento Homeless Assistance Act (42 *United States Code* Section 11434a(6))

When appointing a surrogate parent, the LEA shall, as first preference, select a relative caretaker, foster parent, or court-appointed special advocate if appropriate. If none of these individuals is willing and/or able to act as a surrogate parent, the district shall select the surrogate parent of its choice. Before individuals are appointed as surrogate parents, the Superintendent or designee shall ensure that they have had training through their district or SELPA office, and have demonstrated interest in working with children with disabilities, sensitivity to ethnic and cultural factors, and the ability to work cooperatively with others.

The surrogate parent shall serve as the child's parent and shall have the rights relating to the identification, assessment, instructional planning, educational placement, reviewing and revising the individualized education program (IEP), and in all other matters relating to the provision of a free and appropriate public education for the child. This representation shall include the provision of written consent to the IEP including non-emergency medical services, mental health treatment services, and occupational or physical therapy. The surrogate parent may sign any consent relating to IEP purposes.

DEFINITION OF PARENT, UNAVAILABLE PARENT AND VOLUNTARY ASSIGNMENT OF EDUCATIONAL RIGHTS

Parent means a natural, adoptive, or foster parent of a child, a guardian (but not the State if the child is a ward of the State), or an individual acting in the place of a natural or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare.

Section 56028(4), regarding the definition of "parent", states that parent includes "A foster parent if the natural parents' authority to make educational decisions on the child's behalf has been specifically limited by court order in accordance with subsection (b) of Section 300.30 of Title 34 of the Code of Federal Regulations. The foster parent must be willing to perform the duties of a parent in the educational setting.

The appointment of a surrogate parent seriously compromises natural parents' rights to participate in the educational decisions affecting their child. Under IDEA, a surrogate parent need not be appointed for a student who has a known and available parent, guardian, or person acting as a parent. Even in cases where natural parents have lost legal custody of their child, courts have held they still have the right to advocate for the provision of a free appropriate public education. **Natural parents retain their rights with regard to the education of their child unless those rights are expressly abdicated or removed by the court.**

A parent is "unavailable" if, after documented reasonable efforts, the public agency cannot discover the whereabouts of the parent. What efforts are "reasonable" is determined on a case-by-case basis. Any effort that is not both diligent and thorough, however, may not be "reasonable." It may be reasonable to appoint a surrogate parent during the search for a parent, and to dismiss him or her if a parent is found. **"Reasonable efforts" may include such things as documented phone calls, letters, certified letters with return receipts, and visits to parents' last known addresses. A parent is not unavailable simply because the parent is non-responsive or uncooperative.** Educational agencies may use telephones, computers and other technology and strategies to gain the parent's participation.

PARENT ASSIGNING EDUCATIONAL RIGHTS

A parent may voluntarily explicitly state in writing and, revocable at any time, appoint a person to make educational decisions for his/her child. The person appointed is sometimes called an educational representative so as not to be confused with a surrogate who is appointed by the LEA.

SURROGATE PARENT PROGRAM

The need of students to have a surrogate parent will be determined by the LEA based upon California and federal law. The SELPA and/or LEA will develop and conduct surrogate parent training.

TRAINING

While the IDEA does not expressly mandate training and support for surrogate parents, state and local educational agencies must ensure that surrogate parents who are appointed have "knowledge and skills" in order to provide adequate representation of the student. To assist surrogate parents in carrying out their responsibilities, state and local educational agencies should provide initial training that includes, at minimum, substantive and procedural information about the special education system and the role of the surrogate parent. Such training could be provided face-to-face by the educational agency or through the use of existing advocacy training sessions, television, videos or other technology devices.

ANTELOPE VALLEY SELPA DISTRICT PROCEDURE FOR APPOINTING A SURROGATE

The District must investigate the circumstances of the student prior to appointing a surrogate. All reasonable attempts have been made to locate the parent or guardians. It must be **documented** that the parent or guardians no longer have Educational Rights or that the District made reasonable attempts to locate the parent/guardian.

1) After it has been determined that a surrogate must be appointed, please consider the following individuals to act as the surrogate; Relative caring for student or foster parent.
2) If neither can be located, then the District or SELPA has 30 days to appoint a trained surrogate. The individual must meet the specified criteria on the Agreement Form and Information Form. Training will be completed with the district appointed trainer OR the SELPA.

Selection

When appointing a surrogate parent, the local educational agency shall, as a first preference, select a relative caretaker, foster parent, or court appointed special advocate, if any of these individuals exist and is willing and able to serve. If none of these individuals is willing or able to act as a surrogate parent, the local educational agency shall select the surrogate parent of its choice. If the student is moved from the home of the relative caretaker or foster parent who has been appointed as a surrogate parent, the local educational agency shall appoint another surrogate parent.

Conflict of Interest

Individuals, who would have a conflict of interest in representing the student, as specified under federal regulations, shall not be appointed as a surrogate parent. "An individual who would have a conflict of interest," for purposes of this section, means a person having any interests that might restrict or bias his or her ability to advocate for all of the services required to ensure a free appropriate public education for an individual with exceptional needs, as defined in Section 56026 of the Education Code.

Except for individuals who have a conflict of interest in representing the student, and notwithstanding any other law or regulation, individuals who may serve as surrogate parents include, but are not limited to, foster care providers, retired teachers, social workers, and probation officers who are not employees of a public agency involved in the education or care of the student. The surrogate parent shall not be an employee of a public or private agency that is involved in the education or care of the student. If a conflict of interest arises subsequent to the appointment, another surrogate parent shall be appointed.

Hold Harmless

The surrogate parent and the local educational agency appointing the surrogate parent shall be held harmless by the State of California when acting in their official capacity except for acts or omissions that are found to have been wanton, reckless, or malicious.

Duties and practices

The surrogate parent shall serve as the student's parent and shall have the rights relative to the student's education that a parent has under Title 20 (commencing with Section 1400) of the United States Code and pursuant to Part 300 of Title 34 (commencing with Section 300.1) of the Code of Federal Regulations. The surrogate parent may represent the student in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the individualized education program, and in all other matters relating to the provision of a free appropriate public education for the student. Notwithstanding any other provision of law, this representation shall include the provision of written consent to the individualized education program including non-emergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to this chapter. The surrogate parent may sign any consent relating to individualized education program purposes. As far as practical, a surrogate parent should be culturally sensitive to his or her assigned student.

A surrogate parent must meet with the child at least one time and be limited to visitations at the school. Should a home visit appear necessary, it will be made only after contact with the social service guardian agency involved and the LEA. After the surrogate has received permission to make the home visit, the surrogate is to be accompanied by another person selected by the LEA for this purpose.

The surrogate parent will utilize the district address and telephone number if it is necessary to provide this information in their role as surrogate. The surrogate parent may also meet with the child at the school on

additional occasions, attend the child's individualized education program (IEP) meetings, review the child's educational records, and consult with persons involved in the child's education.

Caseloads for surrogate parents will be determined by mutual agreement between the surrogate and the LEA.

The surrogate parent shall comply with federal and state law pertaining to the confidentiality of student records and information, and shall use discretion in the necessary sharing of the information with appropriate persons for the purpose of furthering the interest of the child.

Termination or replacement of Surrogate Parent

A surrogate parent should be terminated or replaced only when he/she wishes to relinquish his/her responsibilities or when, in the judgment of the multi-disciplinary team (which should include the surrogate parent), there is another individual who has closer ties to the student who is willing to be appointed the surrogate parent, or the surrogate is no longer qualified based on federal and state qualifications and standards. Removal of the rights of a surrogate parent may occur **for any of the following reasons:**

1. The parent or guardian returns and assumes educational responsibility for the student.
2. The student is no longer a ward or dependent of the court and a parent/guardian

has been named and located. The court reinstates the right of the parent/guardian to make educational decisions for the student who is a ward or dependent of the court.

3. The student reaches the age of majority unless the student is declared incompetent by a court of law.
4. The student is no longer eligible for special education and related services.
5. The LEA or SELPA Director/Designee terminates the appointment of the surrogate parent.
6. The surrogate parent is found to have a conflict of interest or otherwise no longer meets the criteria for appointment.
7. The surrogate parent takes actions which threatens the well-being of the assigned student.
8. The student moves out of the SELPA.
9. The student becomes emancipated, married, or meets other criteria, which eliminates his or her need for a surrogate parent.
10. The surrogate engages in illegal activities.

Nothing in this section shall be interpreted to prevent a parent or guardian of an individual with exceptional needs from designating another adult individual to represent the interests of the student for educational and related services.

Appointment of Surrogate Parent For Special Education Students SP:L-7

The LEA Superintendent or designee shall appoint a surrogate parent to represent a child with exceptional needs as follows:

1. When the child is a dependent or ward of the court, if the court specifically limits the right of the parent or guardian to make educational decisions for the child.
2. When no parent of the child can be identified.
3. When the LEA, after reasonable efforts, cannot discover the location of a parent.

When appointing a surrogate parent, the LEA shall, as first preference, select a relative caretaker, foster parent, or court-appointed special advocate if appropriate. If none of these individuals is willing and/or able to act as a surrogate parent, the district shall select the surrogate parent of its choice. Before individuals are appointed as surrogate parents, the Superintendent or designee shall ensure that they have had training through their district or SELPA office, and have demonstrated interest in working with children with disabilities, sensitivity to ethnic and cultural factors, and the ability to work cooperatively with others.

The surrogate parent shall serve as the child's parent and shall have the rights relating to the identification, assessment, instructional planning, educational placement, reviewing and revising the individualized education program (IEP), and in all other matters relating to the provision of a free and appropriate public education for the child. This representation shall include the provision of written consent to the IEP including non-emergency medical services, mental health treatment services, and occupational or physical therapy. The surrogate parent may sign any consent relating to IEP purposes.

Legal Reference:

EDUCATION CODE
56028 Definition of Parent
56050 Surrogate Parent Definition
GOVERNMENT CODE, CHAPTER 26.5, Division 7, Title 1
7579.5 Appointment of Surrogate Parent; qualifications; liability
UNITED STATES CODE, TITLE 20
1400 et seq. Individuals with Disabilities Education Act, 1997
CODE OF FEDERAL REGULATIONS, TITLE 34
300.20(a)(4) Definition of Parent
300.515 Procedural Safeguards
300.370(b)(2) Recruitment and Training

Appointment of Surrogate Parent For Special Education Students **AR:6a**

The Superintendent or designee shall appoint a surrogate parent to represent a child with disabilities under one or more of the following circumstances: (Government Code 7579.5; 34 CFR 300.515)

1. No parent for the child can be identified.

2. The district, after reasonable efforts, cannot discover the location of a parent or legal guardian of the child.

3. The child is adjudicated a dependent or ward of the court pursuant to Welfare and Institutions Code 300, 601 or 602, and either the court has referred the child for special education and related services or the child has a valid individualized education program (IEP).

A surrogate parent shall not be appointed for a child who is a dependent or ward of the court unless the court specifically limits the rights of the parent/guardian to make educational decisions for the child. In addition, a surrogate parent shall not be appointed for a child who has reached the age of majority unless he/she has been declared incompetent by a court of law. (Government Code 7579.5)

When appointing a surrogate parent, the Superintendent or designee shall give first preference to a relative caretaker, foster parent or court-appointed special advocate, provided any of these individuals exists and is willing to serve. If none of these individuals is willing or able to act as a surrogate parent, the Superintendent or designee shall select the surrogate parent of his/her choice. If the child is moved from the home of the relative caretaker or foster parent who was appointed as a surrogate parent, the Superintendent or designee shall appoint another surrogate parent. (Government Code 7579.5)

As far as practical, a surrogate parent should be culturally sensitive to his/her assigned child. (Government Code 7579.5)

Federal and state law, 34 CFR 300.515 and Government Code 7579.5, provide that the surrogate parent cannot be an employee of any public or private agency that is involved in the child's education or care. However, pursuant to 34 CFR 300.515, an employee of a nonpublic agency that only provides non-educational care for the child and who meets the standards specified below may be selected. Persons serving as surrogate parents may include, but are not limited to, foster care providers, retired teachers, social workers, and probation officers, provided that such persons are not involved in the child's education or care and do not have a conflict of interest in representing the child. In the Analysis of Comments to the Federal Regulations, FR 12616, (34 CFR 300.al), the USDE states that a conflict of interest may arise because an educational decision has an impact on which agency will be responsible for paying for services for the child.

Surrogate parents shall have no vested interests that conflict with the child's educational interests and shall have knowledge and skills that ensure adequate representation of the child. If a conflict of interest arises after the appointment of a surrogate parent, the Superintendent or designee shall terminate the appointment and appoint another surrogate parent. (34 CFR 300.515; Government Code 7579.5)

Appointment of Surrogate Parent For Special Education Students **AR:6b**

The surrogate parent shall have all the rights relative to the child's education that a parent has under the Individuals with Disabilities Education Act (20 USC 1414-1487; 34 CFR 300.1-300.756). The surrogate parent may represent the child in all matters relating to identification, assessment, instructional planning and development, educational placement, review and revision of the IEP, and in other matters relating to the provision of a free and appropriate public education. (Education Code 56050; Government Code 7579.5)

In addition, the representation of the surrogate parent shall include the provision of written consent to the IEP including nonemergency medical services, mental health treatment services, and occupational or physical therapy services pursuant to Government Code 7570-7588. The surrogate parent may sign any consent relating to IEP purposes. (Education Code 56050)

The Superintendent or designee shall terminate the appointment of a surrogate parent whenever he/she no longer satisfies the eligibility requirements for surrogate parents as specified above.

Surrogate parents shall volunteer their services to the district and serve without compensation. The district may reimburse them for mileage and other incidental expenses directly associated with their duties as surrogate parents.

Surrogate parents shall have access to the student's school records as necessary to fulfill their responsibilities as surrogate parents and in accordance with Governing Board policy and administrative regulation. Surrogate parents shall not meet with the student in unsupervised settings. They must meet with the student at least once per year.

Antelope Valley SELPA District Procedure for Appointing a Surrogate

1) The District must investigate the circumstances of the student prior to appointing a surrogate. All reasonable attempts have been made to locate the parent or guardians. It must be **documented** that the parent or guardians no longer have Educational Rights or that the District made reasonable attempts to locate the parent/guardian.
2) After it has been determined that a surrogate must be appointed, please consider the following individuals to act as the surrogate; Relative caring for student or foster parent.
3) If neither can be located, then the District or SELPA has 30 days to appoint a trained surrogate. The individual must meet the specified criteria on the Agreement Form and Information Form. Training will be completed with the district appointed trainer OR the SELPA.

Student Information

Student's Name:	
Date of Birth:	**Ethnicity:**
School:	**Phone #**
District:	**Phone #**
Teacher:	

Student is currently living with: _____

Relationship to student: _____

Address: _____

Student's legal Guardian: _____

Status of biological parents: ☐ Location unknown ☐ Child is ward of the court

☐ Other (describe):

Address (if known):

Do biological parents have education rights: ☐ Yes ☐ No If rights have been removed, attach court order.

Is there a legal guardian? ☐ Yes ☐ No **Name:** _____

Address:

Phone #: _____

Has a conservator been appointed? ☐ Yes ☐ No **Name:**

Address: _____

Phone #: _____

Is there a Court Appointed Special Advocate? ☐ Yes ☐ No **Name:** _____

Address: _____

Phone #: _____

Antelope Valley Special Education Local Plan Area
Surrogate Parent Agreement

This agreement is made and entered into effective this_____day of_____in the year_____between _____ ("District") and _____("Surrogate Parent") with respect to the following recitals:

A. District desires to fulfill its obligation to appoint someone to serve as an educational representative for an individual with exceptional needs to ensure the student obtains a free and appropriate public education under the Individuals with Disabilities Education Act.
B. Surrogate Parent has expressed a desire and willingness to represent the student for educational purposes.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

1. APPOINTMENT: District hereby appoints the above named individual to act as the surrogate parent for _____ ("Student"), an individual needing or suspected of needing special education supports and services.

   Surrogate Parent agrees to act as the parent and educational representative for Student in accordance with Section 300.315 of Title 34 of the Code of Federal Regulations and other applicable provisions of state and federal law. Surrogate Parent further agrees to act on behalf of Student and to advocate for the education of Student in all ways necessary to ensure Student receives a free and appropriate public education. Surrogate Parent also agrees to communicate with Student **at least ONCE per year**, and other appropriate individuals or agencies to the extent necessary to ensure Student receives a free and appropriate public education.

2. REPRESENTATIVE: Surrogate Parent represents that he or she is not an employee of any public or private agency involved in providing education or related services to Student and that he or she has no interest that conflicts with the interest of Student. If at any time during the term of this agreement, Surrogate Parent develops an interest that may conflict with the interest of Student, or becomes an employee of an agency involved in providing education to Student, Surrogate Parent agrees to immediately notify District.

3. TRAINING: Surrogate Parent acknowledges the Antelope Valley Special Education Local Plan Area or the member district has provided training regarding the laws applicable to the responsibilities of an educational representative and the continuum of services available for special education students.

4. TERM: District hereby appoints Surrogate Parent for a term of one (1) year.

5. TERMINATION: Either party may terminate this agreement upon thirty (30) days written notice.

6. NO ASSIGNMENT: Surrogate Parent consents that this agreement shall be a personal contract and shall not be assignable, in whole or in part, in any manner whatsoever.

7. STUDENT RECORDS: Surrogate Parent agrees to maintain all records of Student reviewed or retained by Surrogate Parent in a confidential manner and agrees that upon termination of this agreement all such records shall be returned to District.

IN WITNESS WHEREOF, the parties have executed this agreement effective on the date set forth above.

Surrogate Parent:_____Date: _____

District Director of Special Education or SELPA:_____Date: _____

Educational Representative/Surrogate Parent Information Form

Directions: To be completed by an individual wishing to serve as the educational representative or surrogate parent for a student in the Antelope Valley Special Education Local Plan Area (SELPA). **Please type or print legibly.**

Personal Information		
LAST Name:	FIRST Name:	MIDDLE Name:
Address:	City, State & ZIP:	Telephone:
Ethnicity:	Primary Language:	Other Languages Spoken Fluently:
Employment Information		
Occupation:	Employer:	
Address:	City, State & ZIP:	Telephone:

1. Have you had **any** affiliations with the school district in **any** capacity as a parent or as a professional?
   ❑ Yes ❑ No
   If Yes: With which school and district? _____
   What was your role? _____

2. Have you recently participated in training on the role, rights, and responsibilities of an educational representative?
   ❑ Yes, Date:_____ Location:_____ ❑ No

3. Do you have any preferences regarding your assignment (for example students in a certain school district or students with a specific handicapping condition)?
   ❑ Yes ❑ No
   If yes, please explain. _____

Conflict of Interest Determination

To serve as an educational representative, it must be established that you have no interests that conflict with the interests of the student; therefore, we are asking the following questions:

1. Are you an employee of any school district? ❑ Yes ❑ No

2. Are you an employee of a public agency involved in the education or care of students?
   ❑ Yes ❑ No

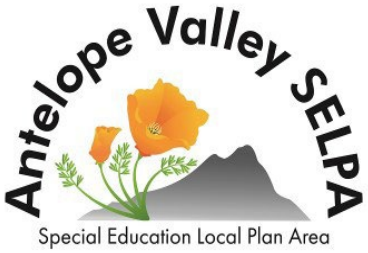
3. Are you an employee of a private agency or group home involved in the education or care of students?
   ❑ Yes ❑ No

4. Do you hold a job that might restrict or bias your ability to advocate for the student's educational needs?
   ❑ Yes ❑ No

5. Do you hold any position that might subject you to administrative influence or reprimand for the faithful execution of your duties as an educational representative?
   ❑ Yes ❑ No

6. Do you hold any opinion or institutional bias against school districts or public agencies involved in the education or care of students?
   ❑ Yes ❑ No

Signature:_____Date: _____



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SECTION 11

CALPADS

CALPADS

California Longitudinal Pupil Achievement Data System

CALPADS is CALPADS is a longitudinal data system used to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CALPADS serves many purposes at the Local, State and Federal levels.

- Allows California to monitor special education programs continuously to identify unusual phenomena.
- Answers program questions by analyzing student level data (policy-making, planning and administration).
- Identifies and makes it possible to research program issues (i.e. the increase of autism at the local, state and federal levels).
- Allows comparisons of special education data/outcomes to general education outcomes.
- Allows for the evaluation of individual student progress, movement through LRE, transition and post-secondary data.
- Federal law requires statutory and programmatic data for federal funds.
- Projects future needs of special education population.
- Collects a common set of core data in special education to address issues of statewide and local interest (research capabilities).

In addition, with the reauthorization of IDEA in 2004, came the requirement for states to submit a State Performance Plan (SPP) to the Federal Government annually through submission of the Annual Performance Report (APR). Seventeen indicators are reported, data for many of which are gathered through local CALPADS reporting, including: Graduation Rates, Dropout Rates, Statewide Assessments, Participation, Suspension/Expulsion Rates, Least Restrictive Environment (LRE), Preschool Least Restrictive Environment, Preschool Assessment (Desired Results Developmental Profile -DRDP), Parent Involvement, Disproportionality Representations (ethnicity and disability comparisons), Child Find, Part C to Part B Transition, Post-Secondary Transition, Post-Secondary Outcomes, Resolution Sessions, Mediations, and State Systemic Improvement Plan (SSIP).

The Federal Department of Education evaluates state performance through data analysis, and the State of California evaluates individual LEAs in a similar manner. California Department of Education evaluates LEAs for compliance with federal and state laws and regulations. The purpose of this overall evaluation is ultimately to verify that students with disabilities receive programs and services they need, positive results are achieved, and procedural safeguards are provided. Ultimately, all purposes are aimed at ensuring students with disabilities receive a free appropriate public education (FAPE) in the least restrictive environment.

Under the Individuals with Disabilities Education Improvement Act (IDEA 2004), the California Department of Education (CDE) is responsible for conducting additional

monitoring activities based on the data submitted by LEAs through the CALPADS. Specifically, the IDEA 2004 requires the CDE to make calculations and conduct monitoring related to:

Suspension and Expulsion

The CDE must identify LEAs that have a high rate of suspension and /or expulsion for students with disabilities. In addition, the CDE must identify LEAs that have a significant discrepancy by race or ethnicity for suspension and/or expulsion for greater than ten days in the school year.

Disproportionality

The CDE must identify LEAs that have disproportionate representation in special education based on race and ethnicity. If an LEA is found to have disproportionate representation, the state is required to monitor LEAs to ensure that their policies, procedures and practices are compliant and do not lead to inappropriate identification.

LEAs are required to engage in monitoring activities if they are found to be disproportionate for suspension and expulsion, disproportionate representation, timelines (completion of IEPs within 60 days of receiving parental consent for initial evaluation, Part C to B IEPs by the third birthday, annual and triennial IEPs) as well as age 16 transitions including the eight required measurable postsecondary goals.

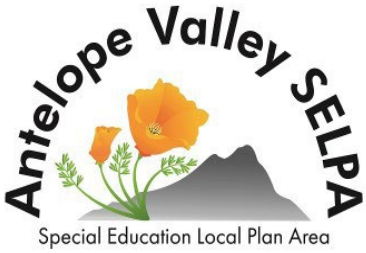
With special education data being collected for multiple purposes, it is important for teachers, administrators and service providers to understand when the data is reported, the purpose of the various reports, and what is expected of personnel within the LEAs of the Antelope Valley SELPA to ensure the reports are completed in an accurate and timely manner.

The electronic IEP and Student Record in SEIS are the CALPADS data collection tools for all LEAs in the Antelope Valley SELPA. In order to accomplish thorough and accurate data reporting, a collaboration occurs through SEIS.

- Personnel participating in IEPs are responsible for accurate data collection at the student level. Special education teachers and all service providers enter data into the future IEP. CALPADS errors can be corrected by the case manager by running the CALPADS error check in SEIS. Case managers affirm and attest IEPs as quickly as possible following an IEP meeting and as directed by your LEA Special Education Department.
- LEAs of the Antelope Valley SELPA submits CALPADS data to CDE continuously throughout the year. But twice per year, CDE requires all data to be uploaded and **error free** for Census and end of year data requirements.
- Census Day -Fall 1 (first Wednesday in October): This is an unduplicated pupil count and includes both student special education program and services data files. The state uses this reporting period data to meet federal reporting

requirements and determine funding for identified programs such as Low Incidences. The data is also used for planning purposes, to make administrative decisions at the local, state and federal levels, and is the basis of funding for SELPAs and LEAs state-wide.

- End of Year (June 30h) EOY 3 and 4. This report contains all data related to student program/services, discipline, post-secondary, private school, and 'duplicate' student data (i.e., students who have been in more than one LEAs throughout the year) throughout the school year.



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SECTION 12

SEIS

Special Education Information System (SEIS)

Special Education Information System (SEIS) is California's most widely used Special Education IEP program. This state reporting system is used in more than 1,500 California Local Educational Agencies (i.e., districts) and supports some 75,000 teachers and 700,000 special education students. SEIS has helped set standardization on IEP forms, goal writing (over 10,000 goals and objectives exist in SEIS), and transferability (over 3.5 million electronic student record transfers between districts within SEIS) among others.

The SEIS Help Desk is available via email or phone M-F 8-5. Training manuals, PowerPoints, FAQs, videos and recorded webinars are available online in the SEIS Help Center, and SEIS offers live webinars on different subjects throughout the year. Additionally, quick tip videos are available on the CEDR YouTube channel and Facebook page. Tools, resources and training are available and are on-going. This handbook section is only an overview and not meant to be exhaustive. Watch for news announcements on your log in page for information from SEIS. Additionally, news announcements provided by your district and/or SELPA are provided on your home page. All are additional points of access for SEIS support and guidance.

Prior to calling the SEIS Help Desk, staff are directed to speak first with their district level special education data system manager, then reach out to the AVSELPA office, for assistance.

CEDR Systems
Phone: 468-5914 or toll free: 866-468-2891
cedrsupport@sjcoe.net
Antelope Valley SELPA Phone: (661) 274-4136

SEIS GLOSSARY

SELPA Administrative Functions: A Program Specialist is designated at the Antelope Valley SELPA level and is responsible for State SELPA IEP forms and trainings, document library maintenance, news items on the SEIS home page and is the lead person interfacing with CEDR regarding SEIS functions. The Antelope Valley SELPA supports the member districts to correct identified data errors and submit their special education data to CALPADS two times per year.

District Level System Manager: The district level system manager is the lead person(s) at each district level who manages the system for teacher users. Each district is required to have a designated system manager, as well as a back-up system manager. Adding, dropping, managing caseloads, making eligible, granting user permissions and managing CALPADS district data are all functions of the district level system manager. System manager trainings are available.

Case-manager: The case manager in SEIS is the one service provider per student who has the overall responsibility for affirming and attesting the completed IEP, affirming progress reports and usually sending the meeting notice. In most districts, the case manager is the service provider of greatest service (such as teacher), though that designation does vary from district to district and is determined at the district level. Only the case manager will be able to affirm and attest the IEP, creating a SEIS transaction that will be reported to CALPADS/CDE.

Related Service Providers: All other staff assigned to a particular student to provide a service and has access to student records and IEPs in SEIS.

Future IEP: This is the section of the SEIS system where those with access to a student's record enter information and data on the IEP. This is the editable version where you prepare the IEP draft or work on the document online during the actual IEP meeting. Once the IEP meeting is complete, the FUTURE IEP is affirmed/attested by the Case Manager. It is then memorialized and becomes the CURRENT IEP. CALPADS fields (those required for twice annual reports) are highlighted on the IEP forms.

Current IEP: This is the version that has been affirmed and attested to match the legal hard copy that carries signatures. It is in a read-only format and cannot be edited. Once the next "Future" IEP is affirmed/attested, this current IEP goes into the history file and the most recently affirmed/attested IEP becomes the new Current IEP. Data submitted to the CDE is pulled from the current IEP.

History: All previously affirmed/attested IEPs are stored here. They are PDF (read only), date stamped and can be reviewed by those with access to the student in SEIS, at any time.

Affirm/Attest: This is only a case-manager responsibility and function. The statement means that the case- manager is affirming (and attesting to the fact) that the data in the SEIS system (future IEP doc and CALPADS data) is a match to what the parent agreed to and signed on the hard copy, legal IEP at the end of the meeting. The LEGAL IEP is the hard copy, signed IEP. The web-based IEP is a tool. When affirm/attest is selected by the case-manager, SEIS runs a CALPADS error check. When errors are corrected, the IEP is affirmed and becomes the CURRENT IEP. IEPs must be affirmed/attested within 7 days of the date of the IEP meeting regardless of whether the parent has consented to the IEP.

Progress Reports: This is a case-manager and service provider function. Progress reports must be completed and sent home as frequently as general education students receive report cards/progress reports. Once all service providers complete the progress reports on goals, which they are monitoring, the case manager sends the copies of the progress reports home. In most districts, case managers affirm/attest progress reports and ensure that a copy of the final progress report is distributed to parents/guardians at the Plan Review IEP and then filed. Note that only case managers can affirm the progress report, and have the ability to print progress reports in bulk.

Amendment: An amendment to the IEP may be created when the IEP team is meeting prior to the annual Plan Review, when an IEP meeting is continued or when a service will be changed. This means that the current IEP/transaction will be modified. An amendment can only be added to a Current IEP. All amendments must be affirmed/attested within 7 days of the amendment date. There are five specific fields that **cannot** be updated through an Amendment. These are:

- Meeting Type
- Special Education Referral Date
- Initial Evaluation Parental Consent Date
- Education Plan Type Code (IEP to ISP and vice versa)
- Parental Involvement Facilitation Code

Document Library: This is a section of the SEIS system available in your navigation bar, under the Reference tab, in which related LEA and SELPA documents and resources are available for reference and use.

Goal Banks: Multiple banks are available in SEIS and accessible two ways. One, from the navigation bar, simply browse the banks to see what is there. Two, from a goal page of a specific student's future IEP, by clicking on the "choose goal" link, select a bank, then select a goal and bring it to the specific student's goal page and **edit to match student need**. Many goal banks are copyrighted and used only with permission of the author granted to SEIS. It is important to ensure that any goals utilized from a goal bank address the student's individual and unique needs.

GENERAL IEP FORM GUIDANCE

- **All items on each form must be completed. Do not leave blank spaces or write N/A in a section designed to have a statement written unless directed by your district. Items and issues discussed at IEP meetings should be noted in the section in which the information was discussed or in the notes page. Comments must be made if a discussion occurred concerning any item.**
- **Notes pages** are intended to capture the discussion points and input from the team members. Make sure to note suggestions, requests, denials and all agreements. Please contact your LEA's office regarding any requests and denials to ensure that a Prior Written Notice has been sent. The Structured Notes are not intended to replace detailed documentation in the intended sections of the IEP.

- **Duplicate services are not allowed in SEIS as they create CALPADS errors.** Often, however, duplicate services are important and lend clarity and specificity to the document for accurate and defensible implementation. If you want to describe multiple same services there are two ways to do this:

  1) Combine all minutes into one service (as long as the frequency is the same) and break out detail in the text description box. (i.e. 60 minutes individual, 30 minutes

group and 20 minutes consultation) OR

2) Create a new service box for each component of the service and for all subsequent duplicate services under the first (and major service) AND click the DNR (do not report) box. Those additional service descriptions will not be reported to CALPADS and therefore will not cause a CALPADS error for duplicate services.

- **When parents refuse to sign the final district offer of FAPE,** as long as the district has made an offer of FAPE and the meeting is not going to be continued, the IEP needs to be affirmed and attested. In the "purpose box" on page 1, indicate in the "other" option "district offer of FAPE. No parent signature", then affirm and attest. This process will take this IEP off the unaffirmed IEP list for the district, clear CALPADS errors and document the offer in the history tab. The next IEP would be developed as always in the future IEP document. The Case Manager should affirm even if the meeting is to be continued in order to lock in place/document what was discussed at the IEP meeting. In this case, use the "continue" link in the Addendum section of the affirmed Current IEP to continue the meeting at a later date. When selecting "continue", forms will actually be taken to the Future IEP forms, but this will not change the original meeting date.

- **The legal IEP** is the hard copy that carries the original parent signature. The "current" IEP in SEIS is only as complete as the case-manager made it at affirm and attest. The Current IEP should be an exact reflection of the most recent IEP meeting, whether signed, completed or not. A copy of the legal IEP sent home with the parent should be scanned and uploaded as an attachment to the Current IEP.

- **Ensure parent leaves with a copy of the IEP**--The parent has the legal right and we have the legal responsibility to provide them with the final IEP at the end of the meeting. They must leave with a copy of the IEP that includes signatures of participation and possibly consent. It is possible that the IEP will be a combination of typed text from SEIS and hand writing that occurred during the meeting amending the draft. That is allowable. A copy of the IEP that the parent receives should also be placed in school files etc. (depending on your LEA procedures) and scanned into SEIS. Best practice includes having the case- managers going back into SEIS and adding the handwritten revisions prior to affirming and attesting the document. Remember, the legal IEP is the one completed in the meeting that includes all signatures.

Frequently Asked Questions

Can the district hold a "pre-meeting" or "staffing" without the parent?

YES

Case law has demonstrated that district personnel can meet to prepare for an IEP meeting without the parent, as long as no predetermination of placement or services is done. That means district personnel may not make IEP team decisions outside the IEP process and the parent must be afforded the opportunity to participate in all decisions as well as have information or requests "considered" by the IEP team.

What should I do if the parents refuse to check that they have had meaningful participation?

SEEK MORE INFORMATION FROM THEM

Continue with the meeting or reschedule to seek more information as to what issue (s) the parent feels they have not had sufficient opportunity to contribute and have their concerns addressed. Make sure to document the concern or issue, the discussion surrounding the concern/issue, and the team's decision. If parents continue to disagree, document their disagreement. Remember that there is a difference between having their concerns heard by the team and disagreeing with the team's recommendations.

What should I do if the team can't come to an agreement?

THE DISTRICT TEAM MUST MAKE A CLEAR OFFER OF FAPE TO INCLUDE ALL SERVICES

IEP team decisions are made by consensus. This means that the team arrives at a plan of action including services that everyone can agree to implement. It is critical that the district offer the student a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) appropriate to meet the student's needs. If the team cannot reach consensus, meetings can be tabled and reconvened in an attempt to seek consensus. However, the IEP is not complete without ONE clear district offer of FAPE in the LRE. It is incumbent on the district, as the professional educators, to make ONE clear offer of services. If the parents disagree with the district's offer, the parties may seek resolution through alternative dispute resolution or due process.

Is it OK to tell the parents you will write the IEP in SEIS after the meeting so the parents can have a "clean copy"?

NO

The parent has the legal right and we have the legal responsibility to provide them with the final IEP at the end of the meeting. The parent must leave with a copy of the original IEP document.

Can the parents take the IEP home to think about it before signing consent?

YES

There is nothing in education code that requires parents to sign consent at the IEP team meeting. Make a copy for them to take home. Ask the parents to either come in and sign the original or sign the cover letter and return it within a reasonable amount of time (about a week) after they have had an opportunity to review and discuss it. Make sure to follow up with parents if they do not return it within the agreed upon timeline.

Can I check more than one box on the purpose box?
YES

You should check every appropriate purpose of the meeting in the purpose box. One meeting can accomplish multiple purposes. If the meeting is an Eligibility Evaluation and Plan Review, make sure to check both boxes.

What if the Plan Review or Eligibility Evaluation meeting is due today and the parent didn't show for the meeting?

IN ORDER TO MEET TIMELINES, ENSURE THAT THERE IS ENOUGH TIME TO SCHEDULE ANOTHER MEETING.

Always try to schedule IEP meetings in plenty of time to cancel and reschedule within the timelines.

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SECTION 13

Common Acronyms and Terms

DICTIONARY OF SPECIAL EDUCATION TERMS

Accommodation: Generally, an adaptation or modification that enables a student with a disability to participate in educational programming, for example, complete school work or tests with greater ease and effectiveness, by enabling him or her to participate in the activity, to the extent possible, as if he or she were nondisabled**.** Does not alter expectations and create a different standard for children with disabilities than for those without disabilities.

Adaptive behavior: Behavior that displays an age-appropriate level of self-sufficiency and social responsibility: domains of adaptive behavior include: (a) independent functioning, (b) physical development, (c) economic activity, (d) language development, (e) numbers and time, (f) vocational activity, (g) self- direction, (h) responsibility and (i) socialization.

Age of Majority: When a child turns eighteen, he/she is legally considered an adult and is afforded all educational rights previously held by parent unless conserved by court of law.

Alternative Dispute Resolution (ADR): Refers to any method of resolving disputes without litigation

Applied Behavioral Analysis (ABA): A method of analyzing behavior into component parts to determine where a student fails to perform, and therefore permitting extra training to be applied to those specific parts; a method of using simple rewards and reinforcers to help train components of behavior.

Assessment: Broader than testing and typically includes gathering and integrating information to determine a student's current level of emotional, behavioral, academic and intellectual functioning, resulting in educational needs and strategies for remediation to promote effective treatment programming. Parent permission required.

Assistive Technology: Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such a device.

Assistive Technology Service (AT): Any service that directly assists/supports a child with a disability in the selection, acquisition, or use of an assistive technology device.

Augmentative and Alternative Communication (AAC): Includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants, and ideas. An AAC device is a tool that uses a non-speech mode of

communication to augment spoken language. AAC devices include electronic devices that digitize or synthesize speech and non-electronic communication aids such as manual communication boards.

Augmentative Communication: Communication through enhanced use of an individual's residual expressive communication skills, e.g., speaking skills, sometimes distinguished from alternative communication, involving no use of speech.

Augmentative Communication Device: Computerized communication devices with vocal output used by individuals who cannot communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments.

Augmentative Communication System: Used by individuals unable to communicate readily or at all through speech or writing, typically because of severe cognitive or physical impairments. Types of systems include manual (gestures and sign), communication board**s**, and high-tech dedicated communication devices.

Baseline: The beginning point for measurement, prior to interventions or services, necessary to determine in order to measure effectiveness of the intervention or service. Baselines data should include a minimum of 3 points of baseline data.

Behavioral Emergency: Situations involving "unpredictable, spontaneous behavior which poses a clear and present danger of serious physical harm to the individual with exceptional needs, or others, and cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. (Sec. 42. Section 56521.1) Approved behavioral emergency procedures must be outlined in the special education local planning area (SELPA) local plan.

Behavioral Emergency Report (BER): A report which is completed whenever an emergency intervention is used, or serious property damage occurs. The parents, guardian, or residential care provider shall be notified within **one school day.** It is recommended that notification be made as soon as reasonably possible and before the student arrives home from school on the day of the incident). Immediately following an emergency intervention, or if serious property damage occurs, a Behavioral Emergency Report (BER), must be prepared and maintained in the student's file. All BERs shall immediately be forwarded to and reviewed by a designated responsible administrator.

Behavior Intervention: The systematic implementation of interventions that result in lasting positive changes in the individual's behavior.

Behavior Intervention Plan (BIP): A BIP is a plan that is developed if the behavior impedes the learning of the student or others and that other positive behavior intervention strategies have not been successful and is recommended to be developed in conjunction with a Functional Behavior Assessment. The plan addresses needed environmental changes, the schedule for reinforcement of a functionally-

equivalent replacement behavior, and addresses how staff will respond when an interfering behavior continues to occur.

Behavior Management: Responding to, preventing and de-escalating disruptive behavior.

Board Certified Behavior Analyst (BCBA): An individual who has taken five or more courses in applied behavior analysis, fulfilled supervised field experience, and passed a comprehensive record review and written exam given by the national Behavior Analysis Certification Board. (See: http://www.bacb.com/)

California Alternate Assessments for ELA/Mathematics & Science: The alternate assessment revised for children whose IEP teams determine alternate assessment is appropriate for students with significant cognitive disabilities.

California Assessment of Student Performance and Progress (CAASPP)

The broad category of state required assessments for all students in California. (See Procedural Manual, Teacher's Edition, Section 3.) The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types and is comprised of the following:

- Smarter Balanced Assessment System
- California Science Test
- California Alternate Assessments (CAAs) for English Language Arts/Literacy and Mathematics
- California Alternate Assessment for Science
- California Spanish Assessment
- Grade Two Diagnostic Assessments

California Children's Services (CCS): A program which provides diagnostic and treatment services, medical case management, and physical and occupational therapy services to children under age 21 with CCS-eligible medical conditions. Examples of CCS-eligible conditions include, but are not limited to, chronic medical conditions such as cystic fibrosis, hemophilia, cerebral palsy, heart disease, cancer, traumatic injuries, and infectious diseases producing major sequelae. CCS also provides medical therapy services that are delivered at public schools.

English Language Proficiency Assessments for California ELPAC: Is the required state for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten through grade twelve ages 3-21 within 30 calendar days after they are first enrolled in a California public school or 60 calendar days prior to instruction, but not before July 1. LEAs are required to administer the Summative ELPAC annually to students identified as English Learners until they are redesignated as Fluent English Proficient (RFEP).

Alternate ELPAC: This assessment is proposed to be delivered online in a one-on-one setting. The student will interact with a trained test examiner who will collect and record responses. The Alternate ELPAC is untimed; test items will be administered to the student over the course of one or more testing sessions, as needed, for the student to complete proficiency assessment in all domains (Reading, Writing, Speaking, and Listening). The proposed design of the Alternate ELPAC is linear (i.e., not adaptive). The Alternate ELPAC will assess a student's proficiency in English while allowing for a range of receptive and expressive communication modes, including assistive devices, gestures, and so forth. The Alternate ELPAC will adopt a multitiered accessibility resources model so that the assessment will measure language proficiency, not technology ability.

CALPADS Primary Disability Category Codes

Federal Handicap Indicator Code (FHI Code)**:** Areas of student eligibility for special education (intellectual disability, hard of hearing, deafness, speech or language impairment, visual impairment, emotional disturbance, orthopedic impairment, other health impairment, specific learning disability, deaf-blindness, multiple disability, autism, traumatic brain injury).

Community Advisory Committee (CAC): Made up of members representing the Local Education Agencies' (LEAs) communities. Members include parents, special and general education teachers, psychologists, consultants, students with disabilities, and various representatives from public and private agencies. These members are nominated and appointed by the school boards of participating LEAs.

Child Find (Search and Serve): The requirement that places an affirmative duty on local educational agencies (LEAs) to identify, locate and evaluate all children with disabilities within their jurisdictions 3-22. Each statewide system of early intervention services must include a comprehensive child find system that guarantees that infants and toddlers (0-2.11) who are eligible for services are identified, located, and evaluated. A requirement similar to that of the IDEA applying to school districts under Section 504 requires LEAs to annually "undertake to identify and locate every qualified individual with a disability residing in the district's jurisdiction who is not receiving a public education."

Cochlear Implant: An electronic auditory device intended to give an individual who is deaf or has a severe hearing loss or profound hearing loss the sensation of sound; made up of external parts worn outside the body and internal parts implanted surgically. External parts include a microphone headset (encased in what looks like a behind-the-ear hearing aid case), external transmitter coil and a speech processor responsible for turning sound into electric current; internal parts include an internal receiver surgically implanted in the mastoid bone behind the ear and magnetically attracted through the skin to the external transmitter.

Collaborative Teaching: A teaching strategy in which two or more teachers work together, sharing responsibilities to help all students succeed in the classroom.

Community Based Instruction (CBI): A model for delivery of instruction in which the IEP goals are met in a "natural" age-appropriate setting. For example, math, sequencing, travel, and social skills may all be developed in the setting of a trip to the grocery store.

Curriculum-based Measurement (CBM): Series of incremental assessments of what a student has learned.

Department of Rehabilitation (DOR): The California Department of Rehabilitation (DOR) administers the largest vocational rehabilitation program in the country. DOR's mission is to provide services that assist people with disabilities to live independently, become employed and have equality in the communities in which they live and work. DOR provides consultation, counseling and vocational rehabilitation, and works with community partners to assist their clientele.

Developmental Delay: A delay in one or more of the following areas of childhood development: cognitive, physical, communication, social/emotional and adaptive development.

Developmental Milestones: A set of functional skills or age-specific tasks that most children can do at a certain age range.

Diagnostic and Statistical Manual of Mental Disorders (DSM-V): The statistical and clinical nomenclature system of the American Psychiatric Association, the fundamental system of medical diagnosi**s** of mental disorders that is the standard in the medical community; categorical classification of mental disorders based on conformance of behavior observed by trained clinician to those identified as elements of a specific classification; diagnoses the presence of a disorder, not its etiology.

Discrepancy (related to eligibility): A difference between two tests, measuring intellectual ability and achievement, previously used in the Antelope Valley SELPA to determine eligibility for specific learning disability.

Discrete Trial Training (DTT): A method of breaking down functions into single steps which are rewarded on a trial-by-trial basis.

Do Not Report (DNR): A box that can be checked on an IEP form to indicate a service is listed more than once on an IEP. When a CALPADS report is run, each service may only be counted once. However, under certain circumstances, a service may be listed more than once to lend clarity to the offer of FAPE. For example, a student may receive Language and Speech services as small group therapy and the SLP may be working individually with the student to develop a communication board. Both services are considered "Language and Speech," but the IEP team may decide to list them separately to clearly describe each service. In this case, the service with the least amount of time should have the DNR box checked in order to avoid a CALPADS error.

Due Process: The process that either a parent or school district (or similar public

agency) may initiate to resolve a disagreement about the identification, evaluation, educational placement, or provision of free appropriate public education (FAPE) for a child with a disability or suspected of being disabled under the IDEA. Each public agency must establish, maintain, and implement procedural safeguards that ensure that due process requirements are met.

Early Intervention Services: Specific types of services and supports which infants and toddlers age 0-2.11 with a disability receive.

Educationally Related Intensive Counseling Services: Educationally Related Intensive Counseling Services (ERICS) are counseling services that are provided to students receiving special education services. These services are provided when students have significant socio-emotional needs that impede their ability to benefit from their special education services, that are not able to be addressed through related service counseling and/or other supports and services to address behavior. There must be a direct relationship between the socio- emotional characteristics and the lack of benefit from special education services.

Eligibility Evaluation: Formerly referred to as "Triennial Review", this meeting takes place every three years. During this meeting, the IEP team meets to discuss a student's continuing eligibility, as determined by assessment, for special education services. It is often combined with the Plan Review (formerly referred to as an Annual Review.)

English Language Learner (EL): Students for whom parents indicate a language other than English as primary for student on home language survey and receive confirmation by ELPAC assessment.

Extended School Year (ESY): Additional instruction beyond the normal school year, conducted during the school breaks. IEP team determines individual need related to regression, recoupment patterns and the need for ESY to ensure FAPE. LRE must be considered when ESY services are discussed.

Facilitated Individualized Education Plan (FIEP): A meeting in which an IEP is developed by a collaborative team whose members share responsibility for the meeting process and results and decision-making is managed through the use of facilitation skills, guided by a trained facilitator. This enables the team to build and improve strong relationships among team members, reach true consensus, focus the IEP content and process on the needs of the student and exercise an efficient, guided meeting process where effective communication and reflective listening are practiced. FIEP is a proactive ADR process.

Family Educational Rights and Privacy Act (FERPA): A federal law that regulates the management of student records and disclosure of information from those records, with its own administrative enforcement mechanism.

Foster Family Home (FFH): 24-hour care and supervision in the licensee's family

residence for no more than six children.

Free Appropriate Public Education (FAPE): Entitles a public school child with a disability to an educational program and related services to meet his/her unique educational needs at no cost to the parents; based on IEP; under public supervision and meeting state standards.

Functional Behavioral Assessment (FBA): An evidence-based, analytical process based on observations, review of records, interviews and data analysis. It strives to determine the immediate and immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational success. FBA is necessary prior to identifying a functionally equivalent replacement behavior.

Functionally Equivalent Replacement Behavior (FERB): A positive alternative that allows a student to obtain the same outcome that the interfering behavior provided; that is, the student is able to obtain or escape something in their environment in an appropriate, acceptable way.

General Education: As distinguished from special education, an established curriculum of academic subjects with age appropriate peers. Also includes extracurricular activities, lunch, recess, etc.

Generalization: Ability to apply a skill or behavior learned in one setting to another setting or ability to apply a learned skill or behavior in similar situations.

Health Assessment: In connection with school health services, the collection and analysis of information about the health situation of a student with a disability to determine his or her need for health-related supportive services.

Inclusion: Generally, means integration of a student with a disability in general education with his or her chronological age peers up to 100% of his or her school day.

Interfering Behavior: Any set of behaviors that cause harm to self or others, impede learning or are disruptive in daily life functions. May also be referred to as "target behavior".

Independent Educational Evaluation (IEE): An evaluation conducted by a qualified examiner of a student by a non-school district employee that parents may obtain as a right under the IDEA and possibly at LEA expense.

Individual Program Plan (IPP): An annual-reviewed record of program and service needs provided by the Regional Center (i.e., respite care, behavior management training, supported employment, living skills etc.)

Individual Transition Plan (ITP): A transition plan is the section of the Individual

Education Plan (IEP) that outlines a student's measurable post-secondary goals and services for the student based on age appropriate assessments and becomes a part of the IEP that will be in effect when the student turns 16. The ITP is the template for mapping out long-term adult outcomes from which annual goals and services are defined. The ITP is updated annually to reflect the student's current preferences, interests and needs.

Individualized Education Program (IEP): The cornerstone of the IDEA, a written document, ideally developed in a collaborative and cooperative effort between parents and school personnel that describes the disabled child's abilities and needs and prescribes the placement and services designed to meet the child's unique needs.

Individualized Family Service Plan (IFSP): Specific types of services and supports which infants and toddlers age 0-2.11 with a disability receive. Also includes services the family will receive.

Individuals with Disabilities Education Act (IDEA 2004): Federal law that provides for special education and related services to eligible children with disabilities.

Individualized Education Program (IEP) Meeting: The meeting in which decision-making context for educators and parents enable them to review a student's identified needs and develop an educational plan to provide special education programs and services that a

Informed Consent: Generally, consent given after full disclosure of all the information a reasonable person would require to make an intelligent decision. Additionally, in connection with the IDEA, understood to mean parental consent that meets the requirements set out in Part B regulations at 34 CFR § 300.500(a):

- "(1) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication
- (2) The parent understands and agrees in writing [to the carrying out of the activity] ...
- (3) The parent understands that the granting of consent is voluntary...and may be revoked at any time..."

Itinerant Services: Teachers who travel to provide services to students with disabilities. Instead of functioning as traditional classroom teachers, itinerants visit children on their caseloads in a variety of settings including homes, early childhood centers and school sites. They provide direct services and supports to students as specified by the goals and objectives in their Individual Education Plans (IEP). They also may provide consultation services to the student's primary teacher or caregiver. Itinerant services denote the location where the services are provided as opposed to the nature of the services themselves.

Job Coach: An individual who supports and supervises an individual with a disability in

supported employment by accompanying the disabled individual to the work site for intensive on-site job skill training, observation and supervision.

Local Educational Agency (LEA): School District

Learning Modalities: The pathways through which students learn - i.e. visual, auditory, kinesthetic [sense] etc.

Least Restrictive Environment (LRE): Generally, the appropriate placement for a child with a disability that most closely approximates where the child, if nondisabled, would be educated; not necessarily the regular education classroom and not synonymous with inclusion or mainstreaming. Whenever there is a reasonable likelihood that a student with a disability can be educated appropriately in a regular classroom with the use of supplemental aids and services, then a regular classroom placement should be tried.

Low Incidence (LI): Students with more involved disabilities in the areas of hearing, vision, hearing and vision, and hearing, vision and orthopedic disabilities.

Low Incidence Disability: A student who has a hearing, visual or severe orthopedic impairment, that even with amplification; correction; or modification respectively, adversely affects educational performance.

Low Incidence Funds: Funds that may be accessed through a committee process to purchase specialized equipment/curriculum for students who have a low incidence disability.

Mainstreaming: Not a formal term, but common jargon in the educational community typically accepted as meaning the placement of a student with a disability alongside nondisabled students in the general education setting for a percentage of the total day; less preferred term for inclusion or full inclusion.

Manifestation Determination: The evaluation of the relationship between a student's disability (IDEA or 504) and act of misconduct that must be undertaken when a district proposes to take specified disciplinary actions that may result in a change of placement.

Mediation (Mediation Only): A voluntary alternative dispute resolution (ADR) process that may be requested PRIOR to filing a Due Process Complaint. It is not a prerequisite to filing.

Mediation (Formal Due Process): A voluntary alternative dispute resolution (ADR) process that may occur *after* a Due Process Complaint is filed. The Office of Administrative Hearing (OAH) provides mediators.

Modification: Changes in the delivery, content, or instructional level of a subject or test

which result in altered expectations and create a different standard for children with disabilities than for those without disabilities.

Monitoring and Compliance: Office of Special Education Programs (OSEP) (Federal) ongoing assessment of system effectiveness to ensure that state educational agencies (SEA's) meet their responsibility to ensure that all the requirements of Part B are carried out.

Multidisciplinary Evaluation Team: Name used for a group of trained professionals that conduct eligibility and review assessments.

Multi-Tiered System of Support (MTSS): A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

Native Language: The first language of an individual.

Natural Environment: In connection with the provision of early intervention services to students with disabilities under Part C (ages 0-2.11), the type of setting, such as the home, preschool or child care setting, which is natural or normal for the student's age peers who have no disabilities.

Non-Public Agency (NPA): A private business or individual that may be contracted by an LEA to provide related services necessary for an individual with exceptional needs to benefit educationally from the students' educational program pursuant to an individualized education program and that is certified by the California Department of Education. The nonpublic agency shall also meet standards as prescribed by the superintendent and board.

Non-public School (NPS): A private school where a student whose needs cannot be served within the special education programs offered within the SELPA may be placed pursuant to an individual educational program. A NPS placement is considered one of the most restrictive placements and must be certified by the CA Department of Education.

Occupational Therapist (OT): A professional who addresses the physical, cognitive, psychosocial and sensory components of performance of students with exceptional needs, through the therapeutic use of everyday activities.

Orientation and Mobility (O&M): A related service - a student with visual impairments is trained to know where their body is in space and to move through space.

Part B of the IDEA Regulations: Sets out the state formula grant program that requires each state receiving federal financial assistance under the IDEA to develop a State

plan to ensure provision of FAPE to all students with a disability residing within the state and contains a series of procedural safeguards designed to protect the interests of children with disabilities 3-22.

Part C of the IDEA Regulations: A discretionary program that addresses funding of regional centers to provide consultation, technical assistance and training services, as well as the special needs of particular groups of students with disabilities ages 0-2.11. SELPAs have a requirement of serving a certain number of low- incidence students based on their service level of infants in 1981.

Pattern of Strengths and Weaknesses (PSW): A pattern of strengths and weaknesses (PSW) is one approach for determining specific learning disabilities (SLD). As opposed to the old-school discrepancy model, which tells clinicians *if* a student is performing more poorly than expected, PSW seeks to determine *why* a student is performing poorly by looking more specifically at the various cognitive processes that contribute to cognitive abilities.

Placement: The unique combination of facilities, personnel, location or equipment necessary to provide instructional services to meet the goals as specified in the student's IEP. **Placement is a set of services, not a location.**

Plan Review: Formerly referred to as an "Annual Review". The yearly meeting of the IEP team, designed to gather all the IEP team members in one location to update one another on a student's needs and performance by reviewing progress toward goals and looking at new data like work samples and recent testing.

Picture Communication Symbols (PCS): PCS are a set of color or black and white drawings originally developed by Mayer-Johnson Company for use in AAC (Alternative/Augmentative Communication) systems from high tech (dynamic screen devices) to low tech communication boards.

Positive Reinforcement: Principle used in behavior modification in which a student is motivated to perform a desired target behavior by his or her receipt of a reward after performing the desired behavior.

Postsecondary Education: In connection with transition services under the IDEA, a post-school activity that includes: technical trade schools and vocational centers, public community colleges, and four-year colleges and universities.

Present Levels of Academic Achievement and Functional Performance (PLAAFP): A component of an individual's education program that defines a student's strengths and weaknesses, current levels of academic achievement, and current levels of functional performance. Sometimes referred to as Present Levels of Performance (PLOP). Goals, supports and services are driven by the student's needs identified in all areas of the PLAAFP.

Prior Written Notice: A written explanation of a change the school district or LEA wants to make or refuses to make in a child's Individualized Educational Program (IEP).

Regionalized Services: Whenever an LEA does not have an appropriate placement/service option for a student with disabilities, it may refer the student, through the IEP Team, to a District of Service (DOS) in the SELPA, as identified in the SELPA's annually approved "Regionalized Service Matrix".

Reinforcement: Reinforcement is when a behavior is increased or maintained by its consequences. Reinforcement may either be positive or negative.

Related Services: (Formerly referred to as Designated Instructional Services): Those services as defined by Federal and State laws which may be needed by students to make adequate progress per IEP expectations, i.e. transportation, and such developmental, corrective, and other supportive services (including speech pathology and audiology, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, music therapy, counseling services, including rehabilitation counseling, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only).

Resolution Meeting: A meeting mandated in IDEA 2004 as part of the Due Process Complaint process where parties attempt to resolve a dispute prior to proceeding to a Due Process Hearing.

Response to Intervention (RTI): RTI is a tiered process of instruction that allows schools to identify struggling students early in their education and provide appropriate instructional interventions. Early intervention means increased success and less need for special education services. RTI also addresses the needs of students who previously did not qualify for special education. This is usually a three-tiered approach in the areas of academics and/or behavior.

Reverse Mainstreaming: A program in which typically developing students are brought into a special education classroom at various times to participate in activities with special education students. Such programs allow students with disabilities to remain in familiar, structured surroundings while interacting with typically developing peers. It also increases awareness and acceptance of differences between children.

Screening: The first step in the assessment process, a fast, efficient way to identify students who may have disabilities and should undergo further testing. Screening includes "basic tests administered to or procedures used for all students in a school, grade, or class. The mass screenings used in connection with child find activities are not considered evaluations and thus are not subject to the prior parental notice and consent requirements that apply to pre-placement evaluations.

Section 504: A federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S.

Department of Education (ED).

Special Education Local Plan Area (SELPA): A consortium of school districts, within a geographical service area, responsible for ensuring that every student eligible for special education receives appropriate services. Each SELPA's Local Plan, based on Federal and California law and regulations, describes how special education services are provided.

Services Plan (aka Individual Services Plan): Defined by the IDEA regulations as a written statement that describes the special education and related service**s** the LEA will provide to a parentally placed student with a disability enrolled in private school.

Specialized Academic Instruction: Adapting, as appropriate to the needs of the student with a disability, the content, methodology, or delivery of instruction to ensure access of the student to the general curriculum, so that they can meet the educational standards within the jurisdiction of the public agency that apply to all students.

Speech Generating Device (SGD): Speech aids that provide individuals with severe speech impairments the ability to meet their functional speaking needs, usually digitized (pre-recorded) speech. SGD can be also interchanged with the terms, VOCA (Voice Output Communication Aid), or VOD (Voice Output Device).

State Educational Agency (SEA): California State Department of Education (CDE) The agency primarily responsible for the State supervision of public elementary and secondary schools. The state, through its SEA, has the ultimate responsibility for ensuring that eligibility requirements for federal funding are met. As a result, the state's obligation can extend to actually providing an appropriate placement for a child with a disability when his or her local education agency (LEA) is unable, or unwilling, to do so.

"Stay Put" Law: A legal term which states that a parent can request that a student remain in their current educational placement while an IEP or offer of FAPE is in dispute.

Summary of Performance (SOP): The SOP is a summary of a student's academic achievement and functional performance and must include recommendations on how to assist the student in meeting their postsecondary goals. The school/LEA is required to give the SOP to any student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility.

Surrogate Parent: An individual assigned by an LEA (or similar public agency) to assume the rights and responsibilities of a parent under the IDEA when no parent can be identified for a particular student, the public agency cannot determine the parents whereabouts, or the student is a ward of the state or if the educational rights have been removed from the parent by the court.

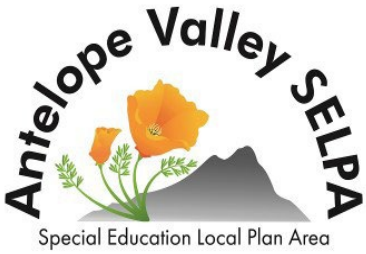
Transition:

The term "transition services" means a coordinated set of activities for a student with a disability that—

- is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- is based on the individual student's needs, taking into account the student's strengths, preferences, and interests;
- and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

Travel Training: A service provided to a student who is having difficulty getting from one place to another within his/her environment. Primarily focuses on getting around in the individual's community, such as locating grocery stores, laundry facilities, navigating the local bus system, etc.

Universal Design for Learning: An approach that makes a curriculum accessible to all students, regardless of their backgrounds, learning styles and abilities.



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SECTION 14

Accessing the Behavior Intervention Manual

ACCESSING THE BEHAVIOR INTERVENTION MANUAL

IDEA requires the IEP team to address "behavior that impedes his or her learning or that of others" (IDEA Section 614(d)(2)(B), and the Federal Regulations further point out that "positive behavior interventions, strategies and supports" are to be considered supplementary aids and supports.

When working with students who have behaviors that are disruptive and impede the learning of themselves or others, the Positive Behavior Interventions (PBI) Handbook may be an important tool for you to reference for assistance when working with these students.

The PBI Handbook was developed to apply to programs that serve children between the ages of 3 through 22, on the full range of the behavioral intervention continuum and ability levels, and in all educational settings. Some items may, therefore, not apply to every student's program. The purpose of the PBI Handbook is to provide a tool for schools or programs to evaluate behavioral services as a whole and to evaluate behavioral services provided to any specific child.

The Antelope Valley Special Education Local Plan Area revised the Positive Behavior Interventions Handbook in December 2017. The items in the PBI Handbook were derived from a variety of sources including Federal and State law and regulations, evidence-based behavioral interventions, and professional experience.

The Antelope Valley SELPA and its member districts are committed to doing the best that we can to assist our students in learning positive social/emotional and behavioral skills. Our practice is informed by the body of research in the field of Applied Behavior Analysis and Positive Behavior Support. It is our vision to empower the IEP team through proactive positive behavioral strategies, with the tools and resources which are most appropriate to meet the needs of students.

The PBI Handbook is organized in the following sections:

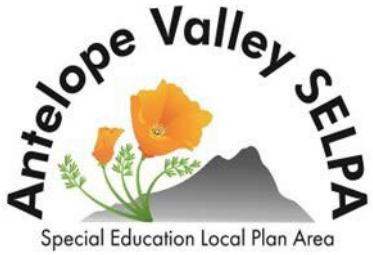
- Introduction
- Continuum of Options
- Ten Steps to Behavior Intervention Plans
- Behavior Review Worksheet
- Functional Behavior Assessment
- Behavior Intervention Plan
- Behavior Emergency Reports
- Appendices
    - General Strategies for Teaching or Increasing Positive Replacement Behaviors
    - Strategies by 4 Behavior Functions

- Preference Assessments
- FAST Facts on Data Collection
- Data Collection Form
- Functional Assessment Screening Tool (FAST)
- Motivational Assessment Scale (MAS)
- Behavior Key Concepts
- Behavior Intervention Plan Implementation Checklist

The Handbook provides instructions, samples and blank forms for the Behavior Review Worksheet, Functional Behavior Assessment and Behavior Intervention Plan. Additionally, for reference the PBI Handbook provides a Behavior Emergency Flowchart, (BER Guidelines are also available in the SEIS Document Library in the Behavior Emergency Report folder).

The appendix contains valuable documents that assist in developing, implementing and monitoring effective behavior intervention plans.

The PBI Handbook can be accessed in the SEIS Document Library, in the Behavior folder.



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SECTION 15

English Learners (EL)

ENGLISH LEARNERS

Who is an English Learner?

An English Learner (EL) is defined in California as a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English. State and federal laws require that all students whose primary language is a language other than English be assessed for ELP.

How is a student determined to be an English Learner K-12?

Home Language Survey (HLS) is completed: This form is given to parents/guardians of pupils at the time of first enrollment in a California public school to determine what language is used in the home. The responses to questions on this survey determine if a student is to be assessed in order to determine if he or she is an English Learner (EL). However, if you have reasonable suspicion a student is an English Language Learner, you are obligated to test. Parents cannot opt out of this testing. It is a federal regulation.

English Language Proficiency Assessments for California (ELPAC)

The statewide assessment for determining second language development in California is the English Language Proficiency Assessment for California (ELPAC). The test is aligned with the English Language Development standards approved by the State Board of Education. The ELPAC is required to be administered at two intervals: 1) Initial assessment at enrollment to students whose primary language is not English, (as identified on the Home Language Survey) 2) Annual summative assessment for EL students who were not found to be Initial Fluent English Proficient (IFEP) or reclassified as Fully English Proficient (RFEP). ELPAC measures a student's proficiency of English language skills in: • Reading • Writing • Listening • Speaking These skills are determined to be necessary in order to acquire Cognitive Academic Language Proficiency (CALP). The scores are reported in Levels 1-4.

For Students with significant cognitive and language disabilities

The Alternate ELPAC is administered in both of the following ways:

- As an initial assessment to newly enrolled students with the most significant cognitive disabilities whose IEP team determined they are eligible for alternate assessments and have a language other than English, as indicated on a home language survey
- As a summative assessment to EL students with the most significant cognitive disabilities whose IEP team determined they are eligible for alternate assessments. This assessment must be administered annually to eligible students until reclassified as fluent English proficient

English Learners

When developing the IEP for a student who is an English Learner (EL) special care must be taken to ensure the development of an IEP with linguistically appropriate goals, objectives, programs, and services.

For English learners, the IEP must address the language needs of the student. It should include the student's English proficiency level; linguistically appropriate goals and objectives; how English language development will be provided in areas of reading, oral language, and written language; the language of instruction appropriate to the level of the student's linguistic development; and the required instructional strategies appropriate for the student's language needs.

Determination of English Proficiency

All students (in kindergarten through grade twelve) whose primary language, based on the Home Language Survey (HLS), is not English, must take the English Language Proficiency Assessment for California (ELPAC) to determine if they are English learners. ELPAC must be given within 30 calendar days after they are enrolled in a California public school for the first time. In addition, the ELPAC must be administered annually to identified English learners until they are reclassified as fluent English proficient (RFEP), based on the criteria for reclassification established by the local school district in accordance with state law. This requirement applies to all students including those who are receiving special education and related services unless the IEP team establishes the need for an alternative English proficiency test. In determining how a student's English language proficiency will be assessed, the IEP team must review:

1) The appropriateness of administering the ELPAC with or without accommodations;

2) The possible need to use alternative assessments in one or more required domains (listening, speaking, writing, reading) as appropriate; and

3) If it is determined that alternative assessments are required, the IEP must identify what those alternative assessments will be in each of the four domains and why they are needed.

Linguistically Appropriate Goals and Objectives

Linguistically appropriate goals and objectives (when needed) should be appropriate for the cognitive level and the linguistic development of the student. Additionally, they should specifically state the language that will be used to accomplish the goal.

English Language Development

Students identified as English learners must receive English language development continuously until they are reclassified as fluent English proficient (RFEP). This requirement includes students who receive special education services. English language

development may be provided in either general or special education. The IEP must specify in which setting the student will receive these services.

Instructional Strategies

Regardless of their disabilities, English learners must receive instructional services and strategies designed for non-native English speakers. Those services and strategies should be identified in the IEP. The most common services and strategies include:

1) Comprehensible input in English (e.g., total physical response, natural approach, language experience approach, Specially Designed Academic Instruction in English (SDAIE), and English instruction at the student's proficiency level);

2) Primary language support (can be provided by a teacher, instructional assistant, volunteer, peer, etc.);

3) Primary language instruction; and

4) Cross-cultural training.

Reclassification

Reclassification is defined as the process by which students who have been identified as English learners (EL) are reclassified as fluent English proficient (RFEP), when they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classes. Students with disabilities, including severe cognitive disabilities, are to be provided the same opportunities to be reclassified as students without disabilities.

Multiple criteria must be utilized in determining whether to reclassify a student as proficient in English including, but not limited to, all of the following:

1) Assessment of language proficiency using an objective assessment instrument;

2) Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery;

3) Parental opinion and consultation; and

4) Comparison of the student's performance in basic skills against the performance of English proficient students of the same age to determine whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.

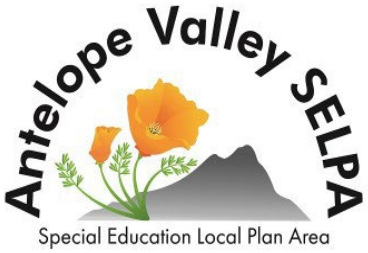
The IEP team should be involved in determining whether an EL student receiving special education and related services will be reclassified. The consideration of reclassification may be initiated by LEA staff or by parents. The IEP team should verify that all LEA criteria have been met. Parents must be consulted prior to reclassification and must be notified of a change in their child's classification. Multiple criteria must include ELPAC scores (or alternate proficiency assessments if identified on the IEP), comparison of student performance in basic skills, teacher evaluation, and parent opinion.

The CDE does not provide or recommend a list of alternative assessments, but does

provide the following guideline:

• Alternative assessments used should be ones that can be used to compare the proficiency of the student with that of English proficient students with similar learning disabilities.

Additional information regarding English learners, English language development, instructional strategies, and reclassification is available in Meeting the Needs of English Learners with Disabilities Resource Book, or https://www.vcselpa.org/LinkClick.aspx?fileticket=KoRx7C95_nI%3D&portalid=0 produced by the SELPA Administrators of California and the CA Guide for Educating EL with Disabilities or https://www.cde.ca.gov/sp/se/ac/documents/ab2785guide.pdf.



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SECTION 16

Low Incidence

LOW INCIDENCE OVERVIEW

As part of the Local Plan submitted to the State, each SELPA must describe how funding for specialized books, materials, equipment and services will be distributed within the SELPA. These guidelines have been developed to provide a summary of legal requirements and local procedures for students with low incidence disabilities.

LEGAL REQUIREMENTS

Education Code Section 56836.22 provides for funds to purchase "specialized books, materials and equipment as required under the student's individualized education program (IEP) for students with low incidence disabilities as defined in Section 56026.5. As specified in Education Code 56026.5, a low incidence disability eligible for use of low incidence funding means a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in kindergarten through grade 12. For purposes of this definition, severe disabling conditions are hearing impairments, vision impairments, and severe orthopedic impairments of any combination thereof. For purposes of this definition, vision impairments do not include disabilities with the function of vision specified in Section 56338.

As a condition of receiving these funds, the SELPA and its Member Local Educational Agencies (LEAs) will ensure that:

a.) the appropriate books, materials and equipment are purchased
b.) the use of items is determined necessary through the IEP process and/or assessment
c.) the books, materials and equipment are reassigned within the SELPA and/or LEA once the student that required the item no longer needs them or ages out
d.) an inventory of low incidence equipment is maintained at the SELPA and/or LEA if appropriate.

California Education Code 56836.22 provides for funds for specialized books, materials, equipment and services as required under the individualized education program (IEP) of a student with a low incidence disability. These funds are to be used only for "purchase, rental, and inventory maintenance" of specialized books, materials, equipment and services used by students with low incidence disabilities. Both the SELPA and LEAs must monitor and track use of LI funds. For equipment purchased by the SELPA, repairs must also be approved by the Low Incidence Committee (referred to as LIC hereafter) based on available funding. As defined in the Education Code, low incidence disabilities refer to "hearing impairments, visual impairments, severe orthopedic impairments, or any combination thereof." The SELPA LIC shall be responsible for ensuring eligibility requirements are met for SELPA-level funding, and prior to approving expenditure of these funds.

The SELPA LIC and Member LEAs shall be responsible for ensuring the appropriate specialized books, materials, equipment and services are purchased; the use of the equipment is coordinated as necessary; and the books, materials, and equipment are reassigned within the SELPA once the student who originally received the books, materials

and equipment no longer needs them. However, it should be noted these resources remain the property of the State and if the equipment, materials or specialized books are no longer needed within the LEA, the Antelope Valley SELPA office should be contacted.

The SELPA LIC and Member LEAs shall be responsible for ensuring adherence to all State mandates, regulations, and guidelines in connection with the expenditure of these funds. Accordingly, these funds may not be used to purchase medical therapy units for California Children's Services or medical equipment needed for providing specialized health needs. Likewise, these funds may not be used to construct or alter facilities, to acquire storage units, or for staff development. Furthermore, funds for any "coordinating" activity necessary to allow for the tracking of books, materials, and equipment for students with low incidence disabilities must come from low incidence funds for specialized services.

Books, materials, equipment and services purchased through low incidence disability funds must relate to the unique education needs resulting from the low incidence disability as indicated in the IEP of eligible students. The funds may be used only to supplement, and not to supplant, other available funding for books, materials, equipment and services provided through the base program for general education and/or special education students. Additionally, funds are not to be used to supplant books, materials, equipment and services that have been provided by other agencies.

ELIGIBILITY

Low Incidence Disability is defined as a severe disabling condition with an expected incidence rate of less than one percent of total statewide enrollment in special education. Ed code sections relevant to Low Incidence funding and accountability are listed below.

Low Incidence Disabilities include:

- Hard of Hearing (HH)
- Deafness (DEAF)
- Visual Impairment (VI)
- Orthopedic Impairment (OI)
- Deaf-Blindness (DB)

DEFINITION OF LOW INCIDENCE DISABILITIES

One of the following disabling conditions must be the primary or secondary disability in order for a student to be eligible to receive equipment and/or services specifically through low incidence funds:

Hearing Impairment - Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. (34 CFR §300.8(c)(5))

Deafness - Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without

amplification, that adversely affects educational performance. (34 CFR §300.8(c)(3))

Visual Impairment - Visually impairment including blindness means impairment in vision that, even with correction, adversely affects a child's educational performance. The term includes both partially sight and blindness. (34 CFR §300.8(c)(13))

Orthopedic Impairment - Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes impairments caused by a congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (34 CFR §300.8(c)(8))

Deaf-Blindness - Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR §300.8(c)(2))

Funds may be used for all pupils with low incidence disabilities (ages 0-21) as defined in law, even though they may have been counted in another category in the pupil count. For example, a pupil who has a primary disability of Multiple Disabilities (MD) and a secondary of a low incidence disability (OI, VI, HH, DEAF, and DB) would still be eligible to access funding.

Also, some pupils counted as orthopedically impaired may not be eligible because they are not "severely orthopedically impaired" as per the definition of low incidence disabilities in Education Code 56026.5. Pupils who are severely orthopedically impaired require highly specialized services, equipment and materials per Education Code Section 56000.5(b).

Education Code Section 56320(g) requires that the assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. A low incidence disability does not guarantee the use of low incidence funds. The IEP team reviews assessment data and determines the most appropriate equipment needed to address the student's unique educational needs as it relates to their low incidence disability. These may or may not be "specialized". Equipment which is found in most classrooms would not be acquired through low incidence funds for specialized equipment & materials. Additionally, there may not be adequate low incidence funding to provide for low incidence identified needs as documented on the IEP of eligible students with low incidence disabilities. Lack of low incidence funds does not remove the LEA responsibility to provide for low incidence identified needs as documented on the IEP.

WHAT THE IEP TEAM MUST INCLUDE

The student has a Unique Educational Need directly related to the low incidence disability and that this need can only be met with specialized books, materials, or equipment. Please do not list specific equipment or a brand or product name in the student's IEP.

Once the IEP team determines that a specialized book, materials, or equipment is necessary for a student with a LI disability, the case manager contacts the District Special Education Administrator regarding the need.

NOTE: including specific equipment, books or materials DOES NOT mean that the Low Incidence fund is the most appropriate source of acquisition. Once specific equipment is listed, the district is ultimately and legally responsible for acquisition, not the SELPA.

STUDENT MOVES INTO LEA

When a student moves into an LEA within the Antelope Valley SELPA with low incidence equipment already purchased for them in their last placement, it is the responsibility of the LEA of attendance/LI Specialist to secure or document that the equipment could not be transferred from another LEA/SELPA. If the LEA requests equipment from the SELPA, documentation should be attached to the "Low Incidence Request" form when asking for equipment to be repurchased.

STUDENT MOVES OUT OF LEA

The LI specialized book, materials, or equipment MUST be sent to the LEA Special Education Administrator or SELPA Office depending on who purchased the specialized book, materials, or equipment.

EQUIPMENT IS NO LONGER NEEDED

If the equipment has been purchased for one student and is no longer being utilized by that student, the equipment MUST be reassigned to another student in the Antelope Valley SELPA and/or LEA who qualifies for use of the equipment under low incidence criteria.

IF THE EQUIPMENT IS PURCHASED FOR MORE THAN ONE STUDENT

The equipment may stay at the current school site as long as at least one student still qualifies for use of the equipment.

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SECTION 17

Antelope Valley SELPA Regionalized Services Special Education

REFERRAL REMINDERS TO REGIONALIZED SPECIAL EDUCATION PROGRAM AND SERVICES

With consultation and approval from the LEA Special Education Director, a regionalized program and/or service may be offered for a student s with significant and specific needs and which cannot (in the determination of the LEA director or designee) be met within the LEA of residence. The initial step to determine possible appropriateness is the referral process. Students may be referred as the result of a 30-day administrative placement/interim placement when moving in from outside the Antelope Valley SELPA, if regionalized programs/services constitute comparable services or through a referral for possible placement and IEP meeting with consultation with the LEA Special Education Director, or designee to determine appropriateness of the referral.

In either case the following reminders apply:

- All referrals require a "the Regionalized Services Referral" form completed and signed by appropriate individuals.

- Attach all current documentation requested: all assessments, current IEP, birth certificates, immunizations, and medical information as listed on the placement form.

- Sending incomplete referral packets may delay the process.

- When referring to Yellen Learning Center, please consultwith your LEA Special Education Director or designee,

- If the case manager is scheduling an IEP and requesting that a representative for the regionalized program/services be in attendance to discuss the program/services, please contact your LEA Special Education Director or designee to allow for sufficient advance notice (4 week notice) for scheduling IEP so all parties can attend.

- An offer of a regionalized program/services should not be made during an IEP without consultation with your LEA Special Education Director or designee.

INTERIM SPECIAL EDUCATION SERVICES

INTERIM SPECIAL EDUCATION SERVICES

**This form must be used for placement of a student from another SELPA or for a student from out of State*

Student Name _____ Date of Birth ___/___/_____

Age _____ Grade _____ Gender _____

School of Attendance _____ School of Residence _____ Transportation: Special Ed. ☐ Yes ☐ No

Parent / Guardian _____ Home Phone _____ Cell Phone _____

Home Address _____ City _____ State, Zip _____

Native Language _____ EL ☐ Yes ☐ No Redesignated ☐ Yes ☐ No

Ethnicity_____ Residency ☐ Parent/Guardian ☐ FFH ☐ LCI ☐ Adult Student ☐ Other

INDICATE DISABILITY/IES (P = Primary, S = Secondary) Note: For Initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility.

_____ 210 ID _____ 220 HH * _____ 230 Deaf * _____ 240 SLI _____ 250 VI *

_____ 260 ED _____ 270 OI* _____ 280 OHI _____ 290 SLD _____ 300 DB *

_____ 310 MD _____ 320 AUT _____ 330 TBI _____ 281 Est. Med. Dis. (0-5)

* Low Incidence Disability

SPED Entry Date ___/___/_____ Interim Placement to be Reviewed ___/___/_____ Triennial Due ___/___/_____

Last Placement

_____ _____ _____

School District County

_____ _____ _____

State Phone Contact Person

Special Education Program Authorization

Temporary placement in the following special education service(s) is authorized, pending action at the next Individualized Education Program Team meeting

Special Education Service	Frequency	Duration	Location	Start Date	End Date	Service Provider

_____ % of time *outside* General Ed. class for Sp. Ed services

Whenever a pupil transfers into a district from a district not operating services under the same local plan in which he or she was last enrolled in a special education services within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law. (EC 56325)

Name of LEA Representative Making Interim Placement _____

Signature _____ Date ___/___/_____

Position _____

Parent Signature _____ Date ___/___/_____

Parent Signature _____

ANTELOPE VALLEY SPECIAL EDUCATION LOCAL PLAN AREA
REFERRAL FOR REGIONAL SERVICES

☐ Parallel transfer (IEP must be attached.)
☐ Referral to determine eligibility for specialized services

Do not write in this space.	
Date received:	Initials:

Date of referral: _____ **Referring District:** _____

Service being requested: _____

Contact person: _____ **Phone number:** _____

Student Information:

Name: _____ **DOB:** _____ **Age:** _____ **Grade:** _____

Parent/Guardian: _____ **Relationship:** _____

Address: _____ **City:** _____ **Zip:** _____

Home phone: _____ **Work phone:** _____ **Other:** _____

Child's primary language: _____ **Home language(s):** _____ **School language(s):** _____

Does parent require an interpreter/translator?: Yes ☐ **No** ☐ **Language:** _____

Current Placement/Services Information:

Current School: _____ **Current Teacher:** _____

Current IEP Date: _____ **Last assessment date:** _____ **Next assessment due:** _____

Handicapping Conditions: _____

Developmental/Cognitive Range: _____

_____

Current academic levels: Reading _____ **Math** _____ **Written Language** _____

Current Programs and Services (Check all that apply.):

Placement:

☐ General Education ☐ RSP ☐ SDC (*type*) _____

Related Services:

☐ Speech & Language ☐ Adapted PE

☐ Physical Therapy ☐ Occupational Therapy

☐ Deaf & Hard of Hearing Itinerant Teacher ☐ Visually Impaired Itinerant Teacher

☐ Orientation & Mobility Visually Impaired Itinerant Teacher ☐ Orthopedically Impaired Itinerant Teacher

☐ Other _____ ☐ SCIA

Specialized Plans: