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California State University
San Bernardino

A SPECIAL EDUCATION
RESOURCE HANDBOOK FOR SITE ADMINISTRATORS

A Project Submitted to

The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the

Degree of

Master of Arts

in

Education: School Administration Option

By

Diana Walsh-Reuss, M.A.

San Bernardino, California

1991

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A SPECIAL EDUCATION RESOURCE HANDBOOK
FOR SITE ADMINISTRATORS

Diana Walsh-Reuss, M.A.
California State University, San Bernardino, 1991

Abstract

Statement of Problem

Since the passage of P.L. 94-142, administrators find themselves designated as coordinators of special education service delivery programs for their schools. Many administrators find that although they have had cursory coursework via required enrollment in a university-level exceptional education course, they lack enough specific knowledge to deal with the constraints and complexities imposed by federal mandate of a comprehensive special education program that necessitates familiarity with policies, procedures, and programs for students with exceptional needs. This project addresses a district's need to provide an inclusive handbook detailing information to assist elementary, middle, and high school site administrators in implementing and coordinating programs for handicapped students. It is designed to present pertinent information in a convenient, accessible single-reference format.

Procedure

Meetings were conducted with Moreno Valley Unified School District's director of pupil services; site administrators at the elementary, middle, and high school levels; and the Assistant Superintendent of Instruction to determine information and materials regarding activation of successful special education programs at individual school sites. Current district, state, and federal guidelines were reviewed. Special educators from various professional backgrounds including psychologists, special day teachers, speech therapists, counselors, vocational specialists, resource teachers, paraprofessionals, program specialists, and instructional assistants were interviewed to solicit input. Information was compiled, edited, and organized for the development of the handbook. An extensive review of historical and current literature and research related to public school exceptional children's programs was conducted. Participation in the 1991 Association of California School Administrator's Special Education Conference provided current information and direction in developing the handbook.

Results

The results have been used to produce a practical administrative handbook composed of sixteen sections of specific information regarding special education services. It is intended to promote a better understanding of all aspects of a site-level special education program and to develop more efficacious use of such programs from an administrative perspective.

Conclusion

Special education is based on the conviction that all students who have disabilities will be able to learn regardless of the nature or the severity of their handicap if the learning environment and materials are sufficiently modified or oriented to their needs. There is a general consensus in the body of research that, while special education within the public school setting has made great strides in meeting the educational needs of exceptional children, it is a branch of education that continues to evolve, develop, and be refined. The enactment of P.L. 94-142 has created new demands in terms of routines, personnel, and structure for school administrators.

Since site-level principals have a significant influence on the amount and quality of services acquired for handicapped students, their leadership role in the special education delivery mechanism is a vital one. There is considerable support for new approaches for refining current delivery models. Experience shows that the trend toward more inclusive integration is sound and cost-effective in providing special education services. (Reynold, Walberg, and Wang, 1987) New models, under informed leadership, can be successful without undermining the hard-won rights of handicapped children or the loss of special services. Findings indicate that refinement will not work without careful planning, staff training, and the application of effective research.

This conclusion emphasizes the paramount need of the projected resource handbook for site administrators.

Acknowledgements

This project was accomplished with the support and judicious guidance from my advisor, Dr. David O. Stine and Dr. William Camp. To my friends and colleagues at Valley View High School and Moreno Valley Unified School District, my heart-felt gratitude for the advice and encouragement. This project would not have been accomplished without my husband, Robert.

"It is not enough to give the handicapped life, they must be given a life worth living."

- Helen Keller

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Introduction

In this era of dynamic change and challenge in public education, school-site administrators find themselves heavily burdened. They are required to stay at the forefront of awareness and action to maintain the quality of the educational process under their supervision; align with legislative requirements; meet new demands; and anticipate coming trends that could modify, advance, or reverse all that came before. Research shows that the specific field of special education with its burgeoning issues, agenda, and programs; has grown in importance and scope to such a degree that it is a further imperative for site-administrators to be cognizant of, informed in, and actively involved with the various facets of special education under their aegis. Paradoxically, research also reveals that special education is a field in which many administrators feel least capable, especially in regards to the plethora of specialized literature of seemingly daunting volume and complexity.

President Ford's signing of Public Law 94-142 in 1975 mandated that any person aged three to twenty-one classified as handicapped is guaranteed the right to free public education in an environment of maximized opportunity, as well as other specific rights that directly impact schools as public institutions. The learning disabled come under the definition of handicapped and can represent five to twenty-three percent of the total school population. More dramatically, statistics show that this population has more than doubled in just the last ten years (Office of Special Education, United States Department of Education 1988). There is a broad consensus among educators that compliance with P.L. 94-142 can impose a financial burden that is exacerbated by the vagaries of government funding and limited budgetary resources.

Site-level administrators face the dilemma of trying to deal with the topic, problems, and demands of an often unfamiliar and arcane field while simultaneously insuring that the delivery agents and beneficiaries are served through the most economic and effective coordination and implementation. This dilemma creates the impetus for the creation of *A Special Education Resource Handbook for Site-Level Administrators*.

Review of the Related Literature

On November 29, 1975, President Gerald Ford signed P.L. 94-142, legislation that had a profound effect on the public education system. Under this comprehensive Education for All Children Act, which in 1990 became the Individuals with Disabilities Education Act, every handicapped person ages three to twenty-one years is guaranteed the right to a free public education in the least restrictive environment. This federal funding legislation further protected the rights of handicapped children and their parents, assisted states and localities in establishing educational settings for all handicapped children, and provided measures to assess and assure the effectiveness of efforts to meet the educational needs of handicapped children (USDE, 1984). This legislation was the result of a movement by parents, special educators, and legislators on behalf of four million students not receiving appropriate educational services and one million excluded entirely from school (Hargan and Forringer, 1977).

Under the Education for All Handicapped Children Act, the following handicapping conditions are recognized (Table I). "Handicapped" refers to an individual being a) a person who is: (1) mentally retarded; (2) hard of hearing; (3) deaf; (4) speech impaired; (5) visually handicapped; (6) seriously emotionally disturbed; (7) orthopedically impaired; or (8) other health impaired person; (9) persons with specific learning disabilities, or (10) deaf-blind; and (b) who, by reason of the above requires special education (Table I). The specific types of educational programs offered depend upon the physical, psychological, and educational profile of the student. Since handicapped children must be educated in the least restrictive environment, placement

should be related to the educational needs of the child rather than based on categorical labels (Golin and Ducanis, 1981).

P.L. 94-142 indicates that students are to participate in the regular program to the maximum extent appropriate. Handicapped children are to be educated with children who are not handicapped, special classes, separate schooling, or removal of handicapped children from the regular environment when the nature or the severity of the handicap is such that education in the regular classes with the use of supplemental aids and services cannot be achieved (P.L. 94-142, Sec. 612, 5, B, 1975). The act also guarantees parents extensive procedural rights in the evaluation and placement of their children with disabilities, and such children are entitled to private placements if appropriate public programs are not available.

In less than fifteen years, P.L. 94-142 has achieved its basic goal in that virtually all disabled children are being served by public schools. According to Leslie Barnes Hagan, Chairwoman of the National Special Education Advisory Committee, "P.L. 94-142 is that rarity, a federal program that works. Thousands upon thousands of children who might have been shunted aside to some corner, are receiving an education enabling most of them to lead productive lives." (Wang, 1985)

Over ten percent of young people enrolled in public schools are eligible for special education. Approximately eleven percent of the school-aged population is classified into one of eleven handicapped categories and receives special education services as a result. Of this group, the learning disabled comprises one of the most pervasive problem groups among children in the United States. The U.S. Department of Education's Office of Special Education statistics show that the largest category of exceptional children is the

learning disabled. Depending on how learning disabled is defined, this number constitutes anywhere five to twenty-three percent of the school population (Turnopol, 1971). The learning disabled population increased 119 percent since 1976 (Edgar and Hayden, 1985). Mildly or judgementally handicapped children make up more than three-fourths of the clients of special education and other similar categorical programs. This distinct population has the right to receive special education services within the regular school setting, and accommodating their attendance and needs creates a major impact on schools.

Reasons for the rapid growth in the number of children served as learning disabled, according to the United States Department of Education (Annual Report 1984), include improved assessment procedures, liberal eligibility criteria, social acceptability for this type of handicap, and the lack of educational alternatives for children who experience problems in the regular classroom. The majority of learning handicapped students' needs are met through a resource room setting where students may spend up to 50 percent of their school day in a resource specialist program (Table II).

The state pays about 54 percent of the average per pupil cost of special education. Localities pay 37 percent nationwide. The federal government promised to pay 40 percent of the cost of federally mandated special education services by 1982 and thereafter when this legislation was initially approved. However, the nationwide average is actually eight and one-half percent. Thus state and local education agencies have borne the major burden of providing appropriate services for children with disabilities. Educators overwhelmingly agree that P.L. 94-142 places a financial burden on their jurisdiction.

In addition to providing an appropriate education for millions of handicapped children, the concept of individual instruction to meet individual needs and the redefinition of the role of the parent in the education process have been expanded. A significant result is the realization the "Handicapped kids are a lot more similar to their nonhandicapped peers than they are different"(Hofmeister,1990). Nevertheless, as an educational field it is still in its infancy stage. Dramatic changes, options, and alternatives rather than a single philosophy or mode of delivery have been the norm in implementation. Current researchers overwhelmingly share the consensus that in order to insure quality services for the handicapped, schools must be apprised of advances (Sternsberg, 1988).

The past decade has witnessed a steady stream of litigation involving the rights of children with disabilities. Although the school litigation plateaued during the 1980's, the number of cases involving handicapped students increased dramatically representing more than 30 percent of all school lawsuits. School administrators must be aware of parental and student rights, due process, and current court decisions involving exceptional children. Administrators must bear significant responsibility in insuring handicapped students' rights are being met to avoid legal ramifications.

The absence of a specific legislative mandate in P.L. 94-142 in regard to the building principal's role and function in special education services does not suggest that school principals have little or no leadership role in educating handicapped children. It does necessitate familiarity with all aspects of such a delivery system to ensure quality programs. In earlier studies, Leitz and Kaiser (1979) found that building principals wanted to significantly increase their total responsibilities for operational and decision-

making functions necessary to provide complete and appropriate services to educationally handicapped children. A broad sampling of special educators concluded that principals had no or negligible responsibilities regarding special education service delivery. The sample suggested principals should do more than they were currently doing. The passage of P.L. 94-142 increased the need for clear guidelines for the role of building principals to avoid gaps and overlaps between staff member's responsibilities.

Educational programs rely heavily on the expertise available within individual school systems (Reinhert, 1980). At the site-level, the principal is charged with the responsibility of arraying the diverse skills and expertise of the school staff to provide the most effective, best coordinated, and highest quality services for children (Golin and Ducanis, 1981). School personnel work as a team -- administrator, psychologist, service providers -- coordinate with teachers who have the daily responsibility for meeting the educational needs of identified students. The professionals who constitute the human service team that work with exceptional children possess varied skill and knowledge that define their role as part of the team. The team approach ensures that a handicapped student will receive unfragmented and coordinated services so they will not slip through the cracks. It is a challenge to coordinate service delivery model systems for a successful approach. One key to success is that the principal possesses the ability to encourage the faculty to work together. If a team effort is perceived, success is more likely.

The handicapped individual receives a comprehensive assessment that includes information from parents; teachers; and other specialists such as psychologists,

physicians, speech therapists, and social workers. Their cooperation in the assessment process is mandated by P.L. 94-142. Information from a variety of sources including standardized tests, teacher observation, social and cultural background, and adaptive behavior must be analyzed (Table III). The decision regarding placement is made by a team knowledgeable about the student, the meaning of the evaluation data, and options available for the student. Decisions regarding placement should be made on the basis of a program most appropriate for the student in the least restrictive environment. The important factor in the placement is that the best interest of the student is taken into consideration rather than instructional or administrative convenience.

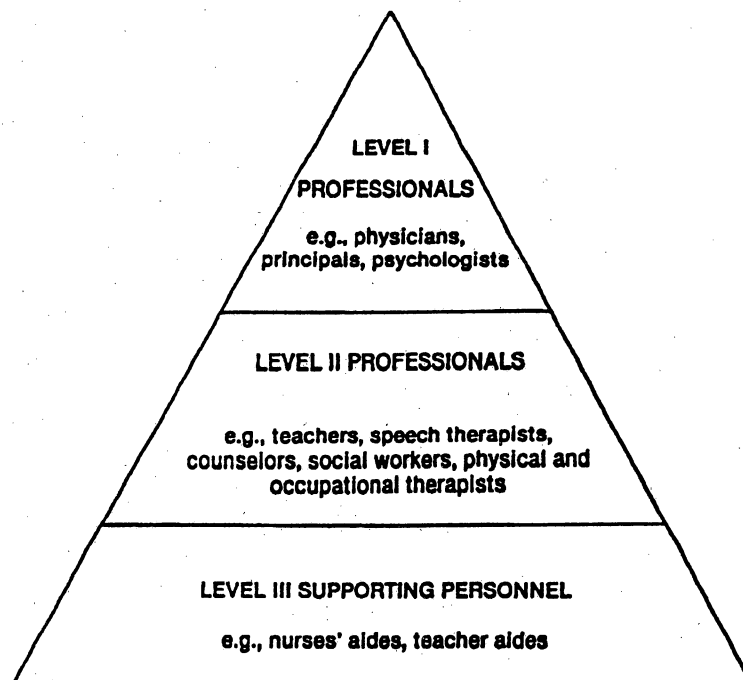


Figure 1 Heirarchical Relationships in the Professions

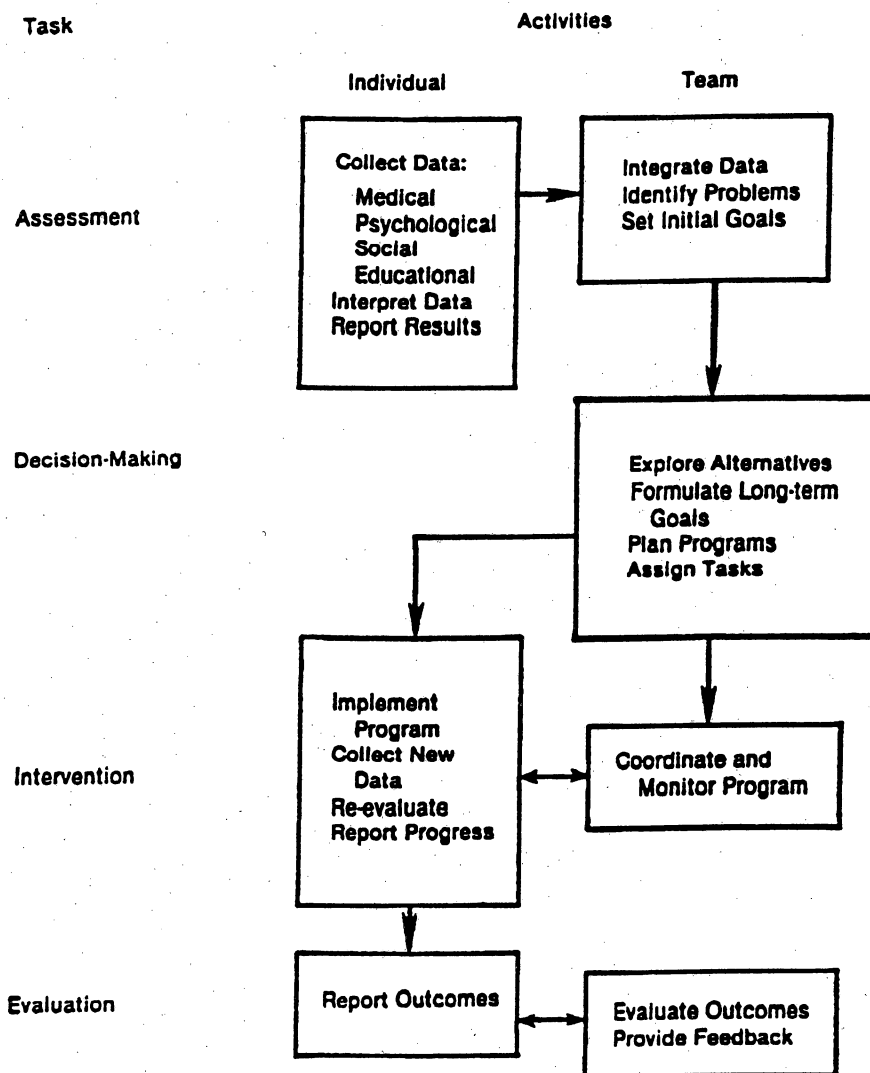


Figure 2 Individual and Team Activities

For the administrator who is an instructional leader, who has the vision to develop innovative practices, and who places interest in the individual child; special education offers unique career opportunities. Over the past few years, there has been a shift from initial procedural activities to implement legislation to a strengthened concern

for quality and comprehensiveness of special education programs. There is considerable research to suggest that school principals have a significant influence on the amount and quality of services to handicapped children (Lietz and Towle, 1982).

Various writings have attempted to identify special education skills of school principals (Lietz and Towle, 1982). Skills deemed essential for a site administrator are:

1. An understanding of basic handicapping conditions - learning disabled, visually handicapped, hearing impaired, emotionally disturbed, trainable and educable mentally impaired, physically handicapped, and speech and language impaired.
2. Cursory knowledge of the regulations and roles in P.L. 94-142 including
 - a. the function and development of individualized education programs (IEPs)
 - b. timelines for referrals, testing, placement, and reassessment
 - c. least restrictive placement and continuum of service.
3. Knowledge of the available specialized educational programs, equipment, and resources.
4. The administrative skills to organize and synthesize special education and regular education programs.
5. The flexibility to work with a diverse set of professionals, staff, and outside agencies.

6. Competency in coordination budget and finance related to special education.
7. The ability to supervise all aspects of program development.
8. Knowledge in coordinating staff development.
9. Skills in the development of policies, objectives, and evaluation.
10. Interpersonal skills to effectively relate to people including children of varying handicaps.

As the instructional leader in the school, the building principal is the key individual in the school to investigate and acquire resources to conduct staff development programs. Under the provisions of P.L. 94-142, schools are required to establish procedures and provisions for the development and implementation of a "comprehensive system of personnel development." Research and experience have consistently suggested that staff development programs that provide ongoing training support for helping school staff to develop implementing expertise tend to be associated with effective school improvement in general (Wang and Gennari, 1983). Certain features have been identified as characteristics of effective staff development efforts. One of the most important identified features is strong support from the building administrator. The prioritization of staff inservice is an important first step for building administrators before planning, coordinating, and presenting school-wide training activities. Most inservice needs can be identified through astute observation and informal staff discussions. Surveys, which may also be used, have proven to be less effective. Personnel and financial resources must be determined.

Workshop techniques that have proven to be most effective are ones requiring active rather than passive participation. The techniques having the greatest impact are as follows (Joyce and Showers, 1980).

1. Modeling or demonstration
2. Practice in simulated and classroom settings including role playing and problem-solving, preferably in teams to force participation.
3. Feedback techniques including question/answer and the case study method.
4. Brainstorming and hands-on sessions.
5. In classroom coaching.

The inservice coordinating responsibilities for the building principal should include investigating the content and technique of various workshop programs, selecting the most appropriate and financially reasonable programming, and scheduling during a convenient time. In the quest to meet the educational needs of all students with disabilities, there have been dramatic changes in the special education field in exploring modes of delivery and philosophy to insure quality education in the least restrictive environment for special education students.

Most school districts approach special education through pull-out programs using self-contained separate classes to work with students for a portion of the day. Although research discredits this approach, all but a few districts cling to it. A number of programs around the country are achieving immense success by putting handicapped children into classrooms with other students, then giving the children the attention

they need within that classroom. The Association for Children with Learning Disabilities expressed support for investigating and instituting new approaches: "We endorse continued efforts to fulfill the intent of the law while recognizing that new approaches need to be explored to meet the needs of all students (Association of Children with Learning Disabilities, 1986).

When reporting to the California's State Department of Education Superintendent of Public Instruction in 1986, the Honig Advisory Committee made the significant point that "The resources of special education and regular education should be combined and coordinated so as to reduce the distinction between them as service delivery mechanisms" making a clear implication for the direction of the future of education for the exceptional child. This course is overwhelmingly supported by research studies conducted over the past ten years for integrated, less restrictive environments (Ross, 1990). The best instructional procedural practices in specified integrated settings result in reliable, valid outcomes for the handicapped. Integrated programs have proven relatively easy to implement.

Madeleine C. Will, former Assistant Secretary for Special Education and Rehabilitative Services in the United States Department of Education, has written and spoken of the need to remove the barriers that exclude students with special education needs from full integration into the life of the school and of the larger society. Will calls for the establishment of new partnerships between regular and special educators and between educators and parents as a means to this end (Will, 1986). In particular, Will notes the need to empower building-level school administrators to assemble all appropriate resources necessary for delivering effective, coordinated, comprehensive

educational services in regular school settings for all students, including those with special needs who are currently served by a variety of segregated programs. This action means special programs must be allowed to collectively contribute skills and resources to carry out individualized education plans based on individualized education needs. As a result, many variations of programs can be envisioned and extrapolated.

School districts that segregate large proportions of their handicapped students from the regular classes are probably doing more harm than good, say a growing number of experts. Disabled kids must eventually interact with their regular peers. They must cope with the real world because there are few special education jobs in real life (Adkins, 1990). Research shows there is a positive correlation between the age at which intervention occurs and the level of success which can be expected as a result of intervention.

One of the challenges is the need for greater administrative involvement in exceptional education programs, increased efforts at involving parents and children in planning their total education program, more precise recordkeeping, better methods of evaluating student progress, and accountability procedures implemented (Lietz and Towle, 1982). The building level principals' responsibility for exceptional programs is, in many instances, what they wish to make of it. Principals who assume a low profile in exceptional programming will probably find an increasing amount of activity in their building over which they have little input or control.

STATEMENT OF OBJECTIVES

1. Meet with appropriate district staff and resource persons throughout the development process to solicit input for the Resource Guide.
2. Review current federal, state, and district special education materials and policies related to the site-level administrative perspective.
3. Review literature and research related to special education.
4. Attend the 1991 Association of California School Administrator's Special Education Conference.
5. Review and organize material and information compiled.
6. Edit, expand, and collate material to be included in the Resource Guide.
7. Organize all documents for the printing of a comprehensive administrative handbook.

PROJECT DESCRIPTION

The objectives of this project have been met in the following manner:

OBJECTIVE NUMBER 1: MEET WITH APPROPRIATE DISTRICT STAFF AND RESOURCE PERSONS THROUGHOUT THE DEVELOPMENT PROCESS.

This objective has been accomplished by arranging meetings with the Director of Pupil Services; Associate Superintendent of Instructional Services, elementary, middle, and high school principals; psychologists; resource specialists; special day class teacher; speech therapists; and other support personnel during keypoints in the development of *A Special Education Resource Handbook for Site Administrators*.

OBJECTIVE NUMBER 2: REVIEW CURRENT FEDERAL, STATE, AND DISTRICT SPECIAL EDUCATION MATERIALS AND POLICIES RELATED TO THE SIT-LEVEL ADMINISTRATIVE PERSPECTIVE.

This objective has been accomplished by obtaining copies of federal legislation, State Education Code, district policies, and literature prepared by the Special Education Office of Moreno Valley Unified School District relating to site administrator's role in special education.

OBJECTIVE NUMBER 3: REVIEW LITERATURE AND RESEARCH RELATED TO SPECIAL EDUCATION.

This objective has been accomplished by consulting the education compendium, micro-fiche, and periodicals contained in the California State University at San Bernardino, University of California at Riverside, Loma Linda University at La Sierra, and Riverside Public Library. Information has been obtained by communication with the Special Education Division of California Department of Education.

OBJECTIVE NUMBER 4: ATTEND THE SPECIAL EDUCATION ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATOR'S CONFERENCE.

This objective has been accomplished by completing the necessary paperwork to secure conference approval through The Moreno Valley Unified School District (SB 1882 funds). Much of the latest research studies and implementation practices were garnered from attendance at five seminar sessions and contacts with various presenters.

OBJECTIVE NUMBER 5: REVIEW AND ORGANIZE MATERIAL AND INFORMATION COMPILED.

This objective was accomplished through careful examination of the materials in terms of relevance to the handbook and the specific role of the administrator at individual school sites.

OBJECTIVE NUMBER 6: EXPAND, EDIT, AND COLLATE MATERIAL TO BE INCLUDED IN THE RESOURCE GUIDE.

This objective was accomplished by a thorough check for accuracy.

OBJECTIVE NUMBER 7: ORGANIZE ALL DOCUMENTS FOOT THE PRINTING OF A COMPREHENSIVE ADMINISTRATIVE HANDBOOK.

This objective was accomplished by organizing all documents prior to the printing of the handbook. Materials contained within the guide have been divided into sixteen sections.

SPECIAL EDUCATION

Resource Handbook
for
Site Administrators

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**STUDENT
STUDY
TEAM**

SECTION 1: STUDENT STUDY TEAM

.Introduction

.Student Study Team Benefits

.Elementary Student Study Team Membership

.Secondary Student Study Team Membership

.Student Study Team Mind Map

.Student Study Team Time Management

.Student Study Team Summary

.Student Study Team Summary Form

.Studenty Study Team Elementary Referral Form

.Student Study Team Secondary Referral Form

.Student Study Team Meeting Process

.Coaching Behaviors

INTRODUCTION TO THE STUDENT STUDY TEAM

The Student Study Team process is often one of the initial steps in identifying a child as having special needs. Before a student is actually assessed for possible special education placement, various interventions and adjustments to assist the student are made. Any interventions must be documented. If these adjustments result in little success, the next step in the process may be assessment for a handicapping condition.

An effective Student Study Team is an excellent school resource for students experiencing difficulty. Because it is a systematic, structured approach that involves parents, students, teachers, and other appropriate staff members, it brings together key individuals through a constructive focus. Problems and concerns are clarified, yet the student strengths are stressed.

In order for the Student Study Team to function efficiently and effectively, a one day training for facilitators is recommended. In addition, staff member who participate in the process should be inserviced briefly concerning the steps and focus of this procedure.

STUDENT STUDY TEAM

WHAT is a Student Study Team?

The Student Study Team (SST) is a **SCHOOL SITE TEAM** which includes the parent and the student. This team:

- *is a function of regular education
- *uses a systematic problem solving approach to assist students who are not progressing at a satisfactory rate
- *clarifies problems and concerns
- *develops strategies and organizes resources
- *provides a system for accountability

WHY have a Student Study Team?

Student Study Teams have proven effective in providing an immediate support system of help to classroom teachers in developing appropriate program alternatives, and in utilization of all appropriate local resources.

Who is on a Student Study Team?

Membership consists of:

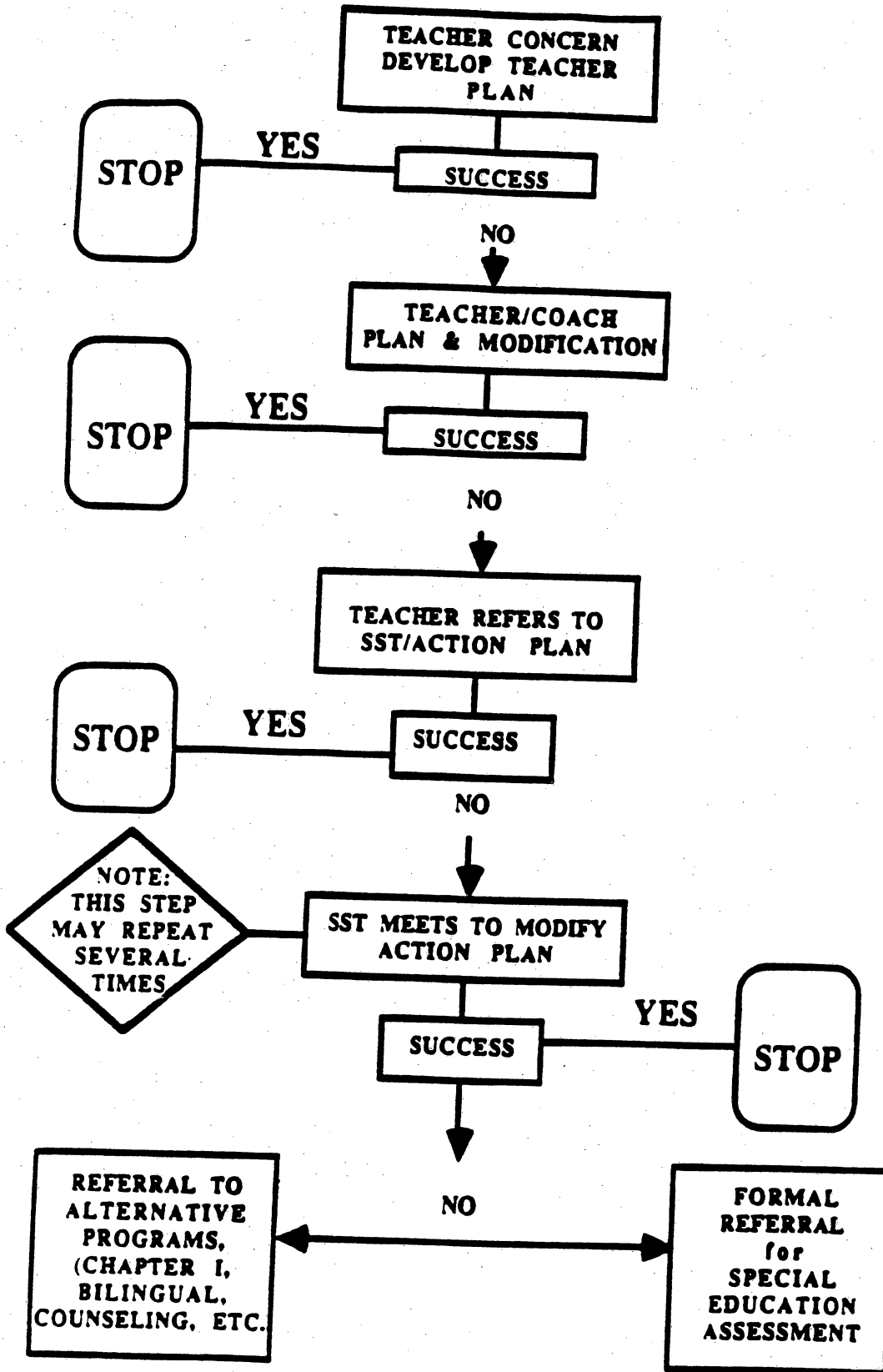
- a) a site administrator
- b) a team of regular classroom teachers
- c) referring teacher/counselor
- d) parent
- e) Student (4th grade and above, when appropriate)

Student Study Team meetings should not be conducted without the above members.

Additional participants should attend when appropriate.

HOW does a Student Study Team work?

Inservice training for SST is available through the Program Specialists in the Special Education Department.



1. The Student Study Team is an economic, efficient, effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes.
2. A number of other school site meetings may be eliminated. This is a concentrated, problem solving meeting where all the needed persons, including the student and parent, are present at the same time.
3. By including the parent in a problem solving process, rather than a disciplinary process, positive support for the school and for public education in general is produced.
4. It is an expression of the school's concern for students.
5. It provides a supportive atmosphere for students to become actively involved in determining their own needs and in implementing strategies designed to help them.
6. It is a support team for teachers.
7. The team is a problem solving body that can define the needs of the school and help translate those needs into improved curriculum and instruction.
8. The process itself is a staff development activity:

New teaching strategies for one student may apply to other students.

The team process produces a synergy that results in more comprehensive learning strategies.

The process identifies strengths of staff in strategy interventions that should be disseminated to the entire teaching staff.

TEAM MEMBERSHIP--ELEMENTARY

1. **PRINCIPAL** Chairperson of team meetings can allocate school resources; provides energy, support and direction to team members
2. **CLASSROOM TEACHERS** Provide support for the referring teacher; often have a history with the student; provide another teaching perspective from a peer.
3. **RESOURCE PERSON (s)*** Provides information and another point of view in the problem solving process; knows the school population; and knows local resources and problems.
4. **REFERRING TEACHER** Initiates identification of areas of concern; gathers complete information/data regarding the student and problem; instructs student based on the strategies jointly developed on the Student Summary Sheet.
5. **PARENTS OF THE STUDENT** Broaden problem solving base of information; share familial concerns; contribute problem related information from home environment; share effective and ineffective home interventions; clarify questions of staff; participate in implementation of strategies jointly developed on the Student Summary Sheet.
6. **STUDENT-FOURTH GRADE AND ABOVE** Shares strengths, concerns; participates in the decision making; receives support and assistance from adults in taking some responsibility for change.

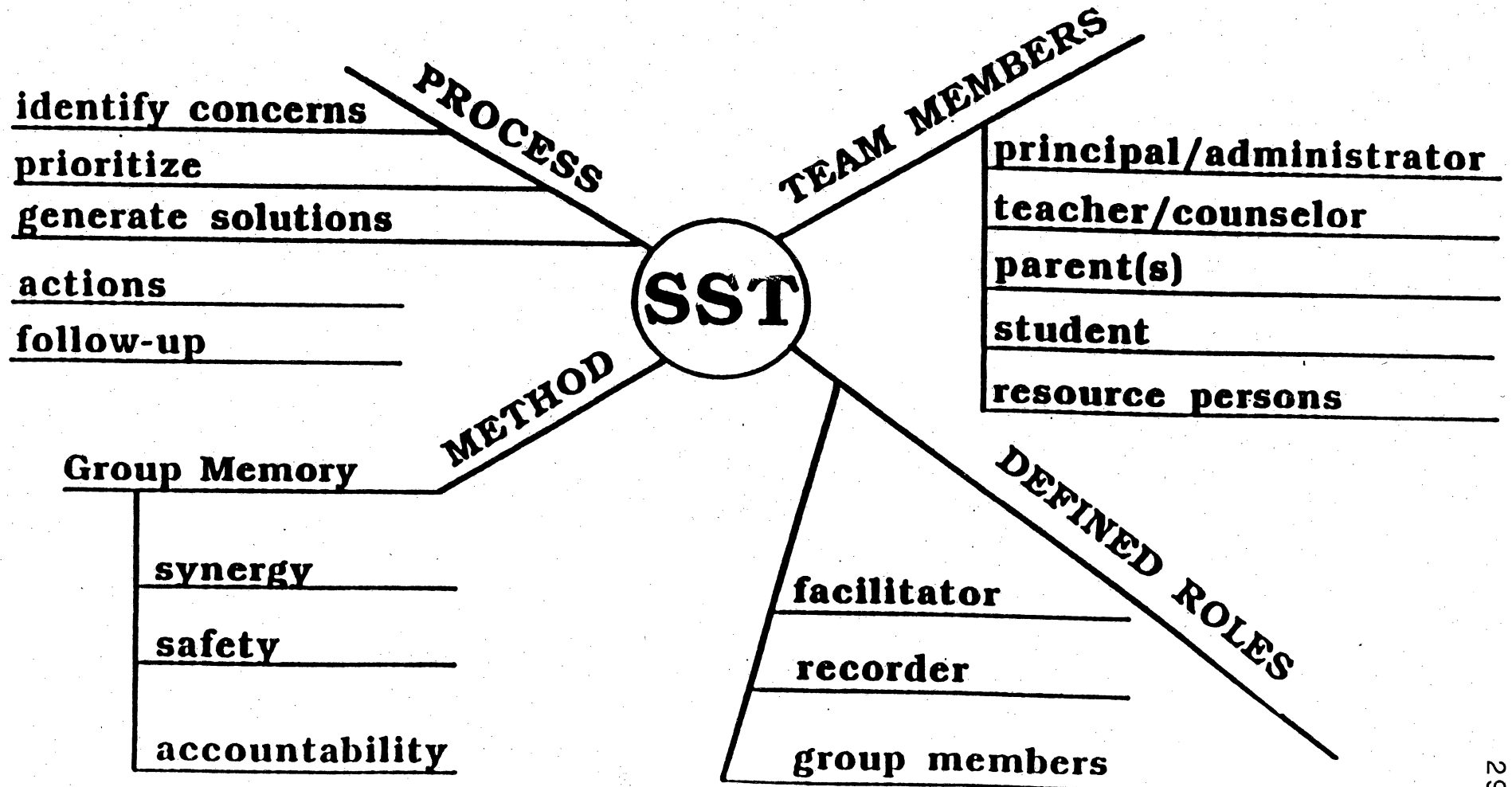
*Resource persons could include Outreach Consultant, Reading Specialist, Bilingual Specialist, Counselor, Psychologist, Speech and Language Specialist, Resource Specialist, Nurse, Career/Vocational Education Specialist, Community Service Provider, etc.

TEAM MEMBERSHIP - SECONDARY

1. **ADMIN-ISTRATOR/
COUNSELOR** Chairman of team meeting and coordinator of school resources; provides energy, support, and direction to team members.
2. **CLASSROOM
TEACHERS** Provide support for the referring teacher, often have a history with the student.
3. **COUNSELOR** Gathers complete information/dates regarding: student and problem; coordinates/provides longitudinal and comprehensive information regarding student performance in all classes, and regarding home and outside agency contacts, cooperation, collaboration and resources.
4. **RESOURCE
PERSON(s)*** Provides information and another point of view in the problem solving process; knows the school population; and knows local resources and problems.
5. **REFERRING
TEACHER** Initiates identification of areas of concern; gathers complete information/date regarding the student and problem; instructs student based upon strategies jointly developed on the Student Summary.
6. **PARENTS OF
THE STUDENT** Broaden problem solving base of information; share familial concerns: contribute problem related information observed in home environment; share effective and ineffective home interventions; clarify questions of staff; participate in implementation of strategies jointly developed in Student Summary.
7. **STUDENT** Shares strengths, concerns, goals and ambitions; participates in decision making and is responsible for working on goals/ actions.

*Resource persons could include Outreach Consultant, Reading Specialist, Bilingual Specialist, Counselor, Psychologist, Speech and Language Specialist, Resource Specialist, Nurse, Career/Vocational Education Specialist, Community Service Provider, etc.

SST MIND MAP



TIME MANAGEMENT

Basic Truths

- Successful people, or famous people that you admire have the same twenty-four hours in their day. You are equally rich in time available.
- A good time manager does two things well, makes good decisions and thinks creatively.
- You tend to make time in your life for things that have personal value or add meaning to your life.

TIME MANAGEMENT FOR STUDENT STUDY TEAMS

Good Preparation

- Meetings are scheduled on a regular basis at a convenient time.
- Team members know the "Where, When, and Who will attend" for each meeting.
- The parent and the student have been prepared by the appropriate team member(s).
- Team members arrive at the meeting prepared to participate with their expertise or their data, which ought to include at least one classroom observation.

Good Meetings

- The meeting place is comfortable, inviting, well-ventilated, quiet, and *most important*, free from interruptions.
- Room is set up ahead of time with SST summary sheet filled out with names, etc.
- Team spirit means that all members arrive on time, ready to start.
- A timekeeper is appointed to let the group know when half the time (15 min.) is over and when a half hour has passed. This frees the facilitator to concentrate on the group process.
- The concerns are prioritized before brainstorming strategies. This helps the group clarify their shared concerns and choose a limited number for potential action.
- Team members will want to upgrade their skills and vary their experiences by having the opportunity to facilitate or record or other tasks that are needed.
- Team support for time management is increased by frequently asking a member to observe and give feedback on their perception of the meeting.

WHAT IS THE STUDENT STUDY TEAM SUMMARY?



It is a 6 foot 6 inch sheet of butcher paper on which a recorder uses colored pens to capture the key information discussed during the Student Study Team meeting.

WHY USE THE STUDENT STUDY TEAM SUMMARY SHEET?

The SST summary sheet on the wall and the arrangement of chairs in a semi-circle provide a comfortable environment for parents and students.

It provides a physical focus for the group; it directs energy to the information and the problem, not the people.

It allows participants to know where they are in the process of the meeting as well as the content.

It helps members concentrate. The data is recorded which prevents endless repetition.

Allows for checking the accurate recording of information and ideas.

Frees participants from taking notes.

It provides a "picture" of the student, including strengths as well as concerns.

It assures accountability (*who* is responsible for *what* action and by *when*).

STUDENT STUDY TEAM SUMMARY

TEACHER _____ SCHOOL _____ TEAM _____
 STUDENT _____ PRIMARY LANG. _____ GR. _____ BIRTH _____ PARENTS _____
 M _____ F _____

STRENGTHS	KNOWN INFORMATION MODIFICATIONS		CONCERNS (PRIORITIZE)	QUESTIONS	STRATEGIES BRAINSTORM	ACTIONS (PRIORITIZE)	RESPONSIBILITY WHO? WHEN?	
							FOLLOW UP DATE	



**MORENO VALLEY UNIFIED SCHOOL DISTRICT
ELEMENTARY (K - 8) STUDENT REFERRAL FORM, PAGE 1**

Student's Name _____ Age _____ Grade _____ Sex _____
 School _____ Referring Agent _____
 Parent/Guardian _____ Home Phone _____
 Address _____ Work Phone _____
 Primary Language _____ Date of Birth _____

Reason for Concern :

**Behaviors Requiring Attention :
Language, Reading and Math**

- | | |
|---|---|
| <input type="checkbox"/> Has difficulty following written or oral directions | <input type="checkbox"/> Difficulty with information presented verbally/visually |
| <input type="checkbox"/> Has difficulty organizing thoughts and expressing them | <input type="checkbox"/> Uses short phrases or 2 - 3 words to express him/herself |
| <input type="checkbox"/> Participates rarely in class discussions | <input type="checkbox"/> Speech problems (articulation, fluency, stammers, etc.) |
| <input type="checkbox"/> Poor Reading Comprehension | <input type="checkbox"/> Poor Spelling |
| <input type="checkbox"/> Inadequate word attack skills | <input type="checkbox"/> Limited vocabulary |
| <input type="checkbox"/> Poor math concepts or computation | <input type="checkbox"/> Other language or reading problems _____ |

Visual Perception

- | | |
|--|---|
| <input type="checkbox"/> Reverses letter and/or word order | <input type="checkbox"/> Makes numbers or letters backwards |
| <input type="checkbox"/> Possible visual acuity problems | <input type="checkbox"/> Other visual difficulties _____ |

Auditory Perception

- | | |
|---|---|
| <input type="checkbox"/> Possible hearing acuity problems | <input type="checkbox"/> Cannot imitate or pick out specific sounds |
| <input type="checkbox"/> Poor auditory discrimination or memory | <input type="checkbox"/> Other auditory problems _____ |

Motor Ability

- | | |
|---|--|
| <input type="checkbox"/> Has difficulty in handwriting or holding pencil | <input type="checkbox"/> Is unable to copy from the board accurately |
| <input type="checkbox"/> Difficulty with large muscle activities | <input type="checkbox"/> Poor balance, clumsy |
| <input type="checkbox"/> Cannot handle self in simple physical activities | <input type="checkbox"/> Other motor related problems _____ |

Behavior and Adjustment

- | | |
|--|--|
| <input type="checkbox"/> Displays inappropriate or bizarre behavior | <input type="checkbox"/> Withdrawn or seems preoccupied frequently |
| <input type="checkbox"/> Must be constantly supervised and/or directed | <input type="checkbox"/> Overreacts to criticism |
| <input type="checkbox"/> Poor self-image | <input type="checkbox"/> Difficulty conforming to accepted values |
| <input type="checkbox"/> Aggressive (frequently in fights) | <input type="checkbox"/> Doesn't work well in groups |
| <input type="checkbox"/> Does not become involved in new situations | <input type="checkbox"/> Few friends, a loner |
| <input type="checkbox"/> Does not understand consequences of his actions | <input type="checkbox"/> Other behavior or adjustment problems _____ |

Attention and Work Habits

- | | |
|---|---|
| <input type="checkbox"/> Works only on preferred assignments | <input type="checkbox"/> Frequently tardy or absent |
| <input type="checkbox"/> Does not understand or does not follow directions | <input type="checkbox"/> Frequently off-task |
| <input type="checkbox"/> Doesn't do homework | <input type="checkbox"/> Distractable |
| <input type="checkbox"/> Overactive | <input type="checkbox"/> Seldom completes task assigned |
| <input type="checkbox"/> Wide discrepancy between classwork and test score data | <input type="checkbox"/> Other attention or work habit problems _____ |

NOTE : Federal and State laws require documentation. Please attach intervention log and work samples indicative of progress over a minimum of six weeks.

Academic Performance:

Reading

Basic skills _____

Comprehension _____

Written Expression _____

Other (specify): _____

Mathematics

Calculation _____

Reasoning _____

Previous Standardized Test Results _____

Attendance Record:

Record of Parent Contacts:

NOTE: Include if parent has been notified of this referral.

Additional Comments:

NOTE: Include areas of strength and interest, other agencies involved, record of retention, and additional anecdotal information.

Health :

NOTE: Fill in an explanation for any checked boxes in the comments space. Provide specific information including dates if appropriate.

- Frequently absent due to illness
- Is receiving medication
- Unhealthful hygiene
- Hearing problems

- Records indicate medical problems
- Has nutritional concerns
- Vision problems

Nurse's Comments:

NOTE: A developmental history will be completed when appropriate

Follow-Up (to be filled out by C.G.I.T.):

- Watch and Consult Date _____ Formal request for Assessment Date _____
- End action Date _____ Other _____

C.G.I.T. Comments:

NOTE: Indicate dates of C.G.I.T. meetings. Attach additional pages if necessary. Attach C.G.I.T. minutes if available.



MORENO VALLEY UNIFIED SCHOOL DISTRICT HIGH SCHOOL STUDENT REFERRAL FORM

Student's Name _____ Age _____ Grade _____ Sex _____
School _____ Referring Agent _____
Class Title _____ Primary Language _____ DOB _____

Reason for Concern:

Behaviors Requiring Attention: (Check appropriate areas.)

Language Reading and Math

- Has difficulty following written or oral directions
- Has difficulty organizing thoughts and expressing them
- Participates rarely in class discussions
- Poor Reading Comprehension
- Inadequate word attack skills
- Poor math concepts or computation
- Difficulty with information presented verbally/visually
- Uses short phrases or 2 – 3 words to express him/herself
- Speech problems (articulation, fluency, stammers, etc.)
- Poor Spelling
- Limited vocabulary
- Other language or reading problems _____

Visual Perception

- Reverses letter and/or word order
- Possible visual acuity problems
- Makes numbers or letters backwards
- Other visual difficulties _____

Auditory Perception

- Possible hearing acuity problems
- Poor auditory discrimination or memory
- Cannot imitate or pick out specific sounds
- Other auditory problems _____

Motor Ability

- Has difficulty in handwriting or holding a pencil
- Difficulty with large muscle activities
- Cannot handle self in simple physical activities
- Is unable to copy from the board accurately
- Poor balance, clumsy
- Other auditory problems _____

Behavior and Adjustment

- Displays inappropriate or bizarre behavior
- Must be constantly supervised and/or directed
- Poor self-image
- Aggressive (frequently in fights)
- Does not become involved in new situations
- Does not understand consequences of his actions
- Withdrawn or seems preoccupied frequently
- Overreacts to criticism
- Difficulty conforming to accepted values
- Doesn't work well in groups
- Few friends, a loner
- Other behavior or adjustment problems _____

Attention and Work Habits

- Works only on preferred assignments
- Does not understand or does not follow directions
- Doesn't do homework
- Seldom completes task assigned
- Wide discrepancy between classwork and test score data
- Frequently tardy or absent
- Frequently off-task
- Distractable
- Overactive
- Other attention or work habit problems _____

Current Course Grade _____ Attendance Record _____

NOTE: Federal and State laws require documentation. Please attach intervention log and work samples indicative to progress over a minimum of six weeks.

HIGH SCHOOL STUDENT STUDY TEAM REFERRAL FORM

Record of Parent Contacts:

NOTE: Include if parent has been notified of this referral.

Additional Comments:

NOTE: Include areas of strength and interest, other agencies involved, additional anecdotal information and relevant previous test results as appropriate.

Progress in Other Classes (to be filled out by Counselor)

NOTE: Fill in or attach progress reports. Bring CUM file to SST Meeting.

Health:

NOTE: Fill in an explanation for any checked boxes in the comments space. Provide specific information including dates if appropriate.

- Frequently absent due to illness
- Is receiving medication
- Unhealthful hygiene
- Hearing problems
- Records indicate medical problems
- Has nutritional concerns
- Visual problems

Nurse's Comments:

NOTE: A developmental history will be completed when appropriate.

Follow-up (to be filled out by SST.)

- Watch and Consult Date _____ Formal request for Assessment Date _____
- End action Date _____ Other _____

SST Comments:

NOTE: Indicate dates of all SST meetings. Attach additional pages if necessary. Attach SST minutes if available.

THE PARENT AS PARTICIPANT IN THE SST MEETING PROCESS

The parents should be contacted personally by the teacher or principal, inviting them to participate. Contact may be followed up with a letter. Sample letters are included in the appendix.

Please Note: For purposes of the training meeting, please give the parent directions to the training site if it is not at the home school.

The contact person should explain that the SST is a problem solving meeting not a disciplinary meeting. It is an opportunity for school staff and the parents to share in a process which looks at a student's strengths as well as concerns in order to help the student succeed at school.

The contact person should explain what will happen at the meeting and who will be participating. Share a blank copy of the SST summary sheet with the parents before the meeting which will help them understand the format.

Parents should be informed that they are a part of the team and have necessary information and opinions regarding their child. They will be asked to complete a preparation sheet and bring it with them to the SST meeting. They also need to know their input is essential for forming a realistic action plan.

If parents are unable to attend the meeting, make sure that prior to the meeting, someone on the team secures the necessary information. The information should be recorded on the SST summary. A team member should be assigned to review the results of the meeting with the parent, using the completed SST Summary sheet.

At the Student Study Team meeting, seat the parent and student next to a teacher or staff member they already know. All persons present at the meeting introduce themselves and their roles. Use of name tags at the meeting is also helpful for the parents.

It is important that they be told about the time allotted for the meeting and that a time keeper will be used. At the beginning of the meeting tell the parent it will be unnecessary to take notes. They will receive a small copy of the completed SST summary.

Coaching Behaviors That Influence Teacher Thinking

- **Paraphrasing**
- **Probing for Specificity**
- **Withholding Judgment**
- **Asking Questions That Cause the Teacher to Envision Consequences**
- **Rapport Skills - Body Matching, Language, Intonation**
- **Making Positive Presuppositions**
- **Pace and Lead**

Section 2:

**Special Education
Referral and
Assessment
Procedures**

SECTION 2: SPECIAL EDUCATION REFERRAL and ASSESSMENT PROCEDURES

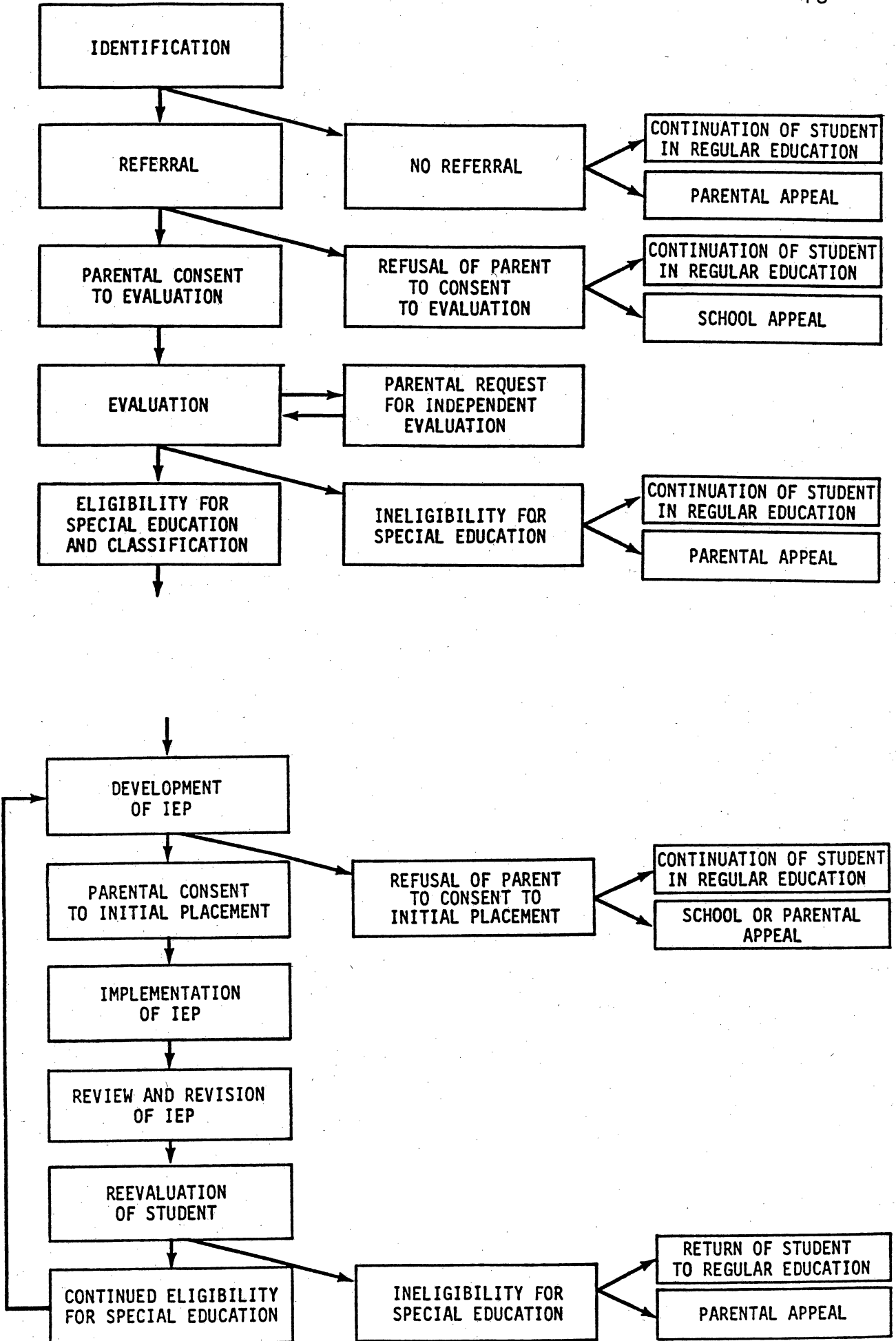
- .Steps in Processing Special Education Referrals
- .The Special Education Process
- .Procedural Safeguards Regarding Assessment
- .District Office Procedures
- .C.H. Class Referrals and Placement
- .Basic Skills L.H. Referrals and Placement
- .Basic Skills Assessment Guidelines
- .Developmental L.H. Guidelines
- .Adaptive Physical Education Referrals
- .Physical Education Matrix
- .Seriously Emotionally Distrubed Referral Procedures
- .Seriously Emotionally Distrubed Assessment Guidelines
- .Mental Health (AB 3632) Referral Procedures
- .Referral Consent Form
- .Interagency Checklist
- .AB 3632 Memorandum Information

- .Non-Public School Placement Process
- .California Children's Service Referral
- .Assessment Checklist Form
- .Parent Notification of Referral Form
- .Sample Assessment Letter
- .Sample Assessment Plan
- .Classroom Observation Form
- .Health Screening Form
- .Developmental Health History Form

STEPS IN PROCESSING SPECIAL EDUCATION REFERRALS

1. Student Study Team special education referrals are directed from the S.S.T. to the case carrier. S.S.T. referrals for assessment should occur after appropriate documentation of intervention activities.
2. The case carrier schedules an informal meeting with appropriate staff to discuss and develop assessment plan.
3. Case carrier notifies parents of receipt of referral, explains special education rights and assessment plan, and obtains consent to assess.
4. Assessment is conducted.
5. Assessment results are summarized and student needs prioritized in writing.
6. Brief staffing is conducted to review assessment results.
7. I.E.P.T. meets with parent(s) to:
 - a. Discuss assessment results.
 - b. Determine eligibility for services.
 - c. Design I.E.P. total service plan.
 - d. Examine placement alternatives and recommend placement.
 - (1) Regular class.
 - (2) Regular class with DIS.
 - (a) Counseling
 - (b) Speech
 - (c) Adapted P.E.
 - (d) Other
 - (3) Resource Specialist
 - (4) Special Day Class (Requires District I.E.P. Team to place.)
 - (5) More Restrictive Environment (Requires District I.E.P. Team to place).

<p>WRITTEN PARENTAL CONSENT IS REQUIRED FOR BOTH ASSESSMENT AND PLACEMENT.</p>



GUARANTEED PROCEDURAL SAFEGUARDS REGARDING ASSESSMENT

- 1) Handicapped children and their parents are guaranteed procedural safeguards regarding the evaluation for and placement of children into special education programs. Parents will be informed of their right to obtain an independent educational evaluation. Parents will be informed of their right and given an opportunity for an impartial hearing when in disagreement with: a) assessment, b) program placement, c) programming, or d) procedure for safeguarding confidentiality of information.
- 2) Each child in special education will be reassessed every three years, or more often if necessary.
- 3) Tests and evaluation materials will be administered in the child's natural language or mode of communication.
- 4) Tests and evaluation materials shall be valid for the specific purpose for which they are used.
- 5) Tests and materials will be administered by trained personnel.
- 6) Tests and materials will be used in conformance with the instructions provided by their producer.
- 7) Tests are used to assess specific educational needs and shall not be limited to a single intelligence quotient.

NOTIFY PARENT OF RECORDS RECEIVED

Remember, when records are received from another educational agency, parents must be notified within five (5) days of:

- 1) The receipt of the records.
- 2) Their right to review the records.
- 3) All the procedural safeguards available to parents.

Any forms sent to parents or guardians requiring their consent or providing them with information must be in the primary language of the home.

Remember that independent assessments are to be considered in decisions regarding the child's education.

Procedure for Referring to the District Office for Placement

- 1) When the local I.E.P.T. anticipates a referral for one of the reasons below, the local site administrator or designee will contact the appropriate Special Education administrator or Program Specialist to schedule an I.E.P. meeting.

NOTE: None of the listed referrals will be initiated without appropriate district office participation.

*Special Day Class placement for Centralized Programs (CH, BSLH, Primary LH, Elementary LH, and Middle School LH)

*County programs and/or services.

*Intra-district transfers.

*Nonpublic school placements.

*SED

*Mental Health (AB 3632)

*Diagnostic School Referral

*More in-depth assessment.

*When an I.E.P.T. does not reach a decision.

These potential referrals shall have a staffing meeting with appropriate Special Education Office personnel, referring psychologist, teacher, administrator and others as appropriate. The items listed in number three below shall be available for this meeting.

- 2) The Special Education Administrator or Program Specialist will chair the I.E.P.T. meeting. Convened as such this team is considered the District I.E.P. Team.
- 3) If the I.E.P.T. agrees to refer outside the district, the following documentation is required:
- 1) Moreno Valley Student Referral Form
 - 2) Copy of the current I.E.P.
 - 3) Recent psychological report (less than one year old).
 - 4) Written documentation of attempted site level interventions.
 - 5) Other pertinent information (D.I.S. Assessments, medical reports, behavioral logs).
 - 6) Immunization Record
 - 7) Developmental History
- 4) The Special Education Department will forward the case to the appropriate agency.

REFERRAL AND PLACEMENT OF STUDENTS INTO CENTRALIZED SDC PROGRAMS

Effective with the 1989-90 school year, all IEP meetings for the purpose of placement into, transfer within, and movement from Centralized SDC Programs will be scheduled and coordinated at the central office.

When a local site support staff has determined that a referral for a more restrictive placement is appropriate, the case carrier for the student shall be responsible for the following activities:

- Contact the district special education office to review the potential referral and submit the following materials to the central office:
 1. Copies of the most recent psychoeducational study
 2. Copies of the last three IEP's (if available)
 3. A brief written report from the local team documenting the rationale for a more restrictive placement (required for all Special Day Class placements)
 4. Documentation of all local interventions including outcomes
 5. Recent academic achievement test scores (within three months)
 6. Any other information relevant to the referral for a more restrictive placement
- Coordination with central office staff in the scheduling of the IEP meeting.
- Consultation with the receiving Special Day Class teacher, (if the student is placed) prior to the transfer.
- Coordination of the transfer of records to the central office and receiving school.

NOTE: IEP meetings will be scheduled by the district office only after the above documentation (1-6) has been reviewed.

Consistent with the California Education Code, California Master Plan for Special Education, California Administrative Code, the Code of Federal Regulations, and P.L. 94-142, Moreno Valley Unified School District is dedicated to the principle of least restrictive environment. Towards that end, students will be considered for placement out of their home classrooms and home schools only after all local resources and options have been exhausted. The report from the local team detailing prior interventions shall become part of the student's confidential file. This report will be the basis of the rationale for a more restrictive placement as required in California Administrative Code Title V regulation (Article 3.1, 3042(b)). Generally speaking, local interventions should include but are not limited to: RSP placement up to 49% of the school day (for a significant period of time), and utilization of all appropriate related services (designated instructional services).

The text of CAC Title V, Article 3.1, 3042 (b) reads as follows:

"The individualized education program team shall document its rationale for placement in other than the pupil's school and classroom in which the pupil would otherwise attend if the pupil were not handicapped. The documentation shall indicate why the pupil's handicap prevents his or her needs from being met in a less restrictive environment even with the use of supplementary aids and services."

CH CLASS REFERRALS AND PLACEMENT

In order to assure that placements occur smoothly, the following procedural guidelines have been formulated.

1. Student is evaluated at home site or at pre-school evaluation site.
2. Case carrier (Language/Speech/Hearing specialist) contacts district office to review pupil's file and qualifications for CH. Program Specialist will notify receiving school administration of an impending referral.
3. Language/Speech/Hearing Specialist will confer with receiving teacher regarding needs and abilities of the pupil prior to IEP meeting.
4.
 - (a) The I.E.P. meeting will be scheduled by the district office staff.
 - (b) Receiving teacher must be invited to the I.E.P. meeting. Parents of pre-school students must present proof of the current immunization prior to enrollment.
 - (c) The pre-school I.E.P. meeting will be held at the receiving school. Kindergarten and Primary CH class I.E.P. meetings should be held at home school.
5. Student files will be transferred to receiving school at the meeting.
6. Transportation will be arranged by the Special Education District Office after IEP meeting has occurred.

BASIC SKILLS LH CLASS REFERRALS AND PLACEMENTS

The following procedural guidelines have been developed to assure that placements occur smoothly:

1. Student is evaluated at home site. Adaptive behavior scales must be recent (within a year).
2. Case carrier (site psychologist) contacts Program Specialist representing Basic Skills LH, to review file and observe student in current program. Program Specialist will notify receiving (Basic Skills LH) program's psychologist of impending referral.
3. Program Specialist will set up a staffing meeting to include referring psychologist and teacher, receiving psychologist and Program Specialist. The Basic Skills LH Assignment Guidelines Worksheet will be filled out at this meeting.
4.
 - a. An I.E.P. meeting will be scheduled by special education clerk.
 - b. I.E.P. meeting should be held at receiving site.
 - c. The Program Specialist is the District Office Representative at the meeting.
 - d. Referring psychologist will bring Cumulative file, Special Education Master File and teacher files to the meeting.
 - e. Receiving teacher will bring school registration packet, have parents complete any missing information, and have them complete a new Emergency Card.
5. Student file will be transferred to receiving school at meeting.
6. Transportation will be arranged by District Office Special Education Department after I.E.P. the meeting has occurred.

STUDENT ASSESSMENT GUIDELINES - BASIC SKILLS LH CLASS ⁵⁰

Student must have:

1. Eligibility as an individual with exceptional needs based on C.A.C. Title V criteria.
2. Present or previous enrollment in a Special Day Class for LH.
3. Primary handicapping condition from an identified Specific Learning Disability, neurological impairment, or significantly below average intellectual functioning. Secondary influences such as physical conditions, social/personal disorders or problems, poor motivation or attendance, cultural issues, etc., shall not be the primary concern.
4. Significantly below the intellectual functioning and ability as indicated by any two of the following:
 - a)
 1. An overall rate of scholastic achievement reflecting no growth or minimal growth; and
 2. Standard scores in the majority of basic academic areas at least two standard deviations below the mean (below 3rd percentile).
 - b) Significantly below average general intellectual functioning as indicated by a maximum IQ score falling two standard deviations below the mean. IQ standard scores should fall within the range of 50 to 70, with some allowance for clinical judgement.
 - c) Deficits in adaptive behavior 1 1/2 standard deviations or more below the mean on a standardized test (below the 7th percentile) with some allowance for clinical judgement.

NOTE: The State Department of Education has recommended alternative means of measuring the above criteria. These may be necessary due to the language, age, intellectual level, ethnicity, etc., of the student.

5. Recommended placement is a decision of the IEP Team, which beyond its usual members, must include the receiving teacher and District Special Education Administrator or designee.

STUDENT PLACEMENT GUIDELINES - DEVELOPMENTAL LH CLASS

A. Placement Criteria

1. Eligibility based on state guidelines as an individual with nonsevere exceptional needs.
2. Present or previous enrollment in RSP or SDC for at least one school quarter.
3. Fifth birthday prior to September 1 of current school year.
4. Intellectual functioning between the 5th and 1st percentiles,
or,
Adaptive behavior rated between the 5th and 1st percentiles or equivalent social quotient.

These criteria should be considered with careful clinical judgement.

Alternative means should be used to measure intellectual functioning when necessary due to the pupil's ethnicity, language, age, or other factor.

5. Recommended placement is a decision of the I.E.P. Team, which beyond its usual members must include the receiving teacher and District Special Education administrator/designee.
6. The Developmental Learning Handicapped Special Day Class is not intended for pupils whose primary handicap is a communicative or physical handicap.

B. Exit Criteria

Pupil should exit the Developmental Learning Handicapped class when one of the following has occurred:

1. Demonstration of satisfactory performance in a mainstream regular education program or in another special education setting for more than half of the school day. (Half of the Kindergarten day is acceptable when appropriate.)

Satisfactory performance is defined as observed acceptable academic and social behavior as reported by the mainstream teacher and Developmental LH teacher. Mainstreamed settings include Primary LH, Basic Skills LH, RSP, and regular classroom.

Development LH (continued)

2. **Diagnosis as Severely Handicapped in the categories of Severely Emotionally Disturbed or Trainable Mentally Handicapped.**
3. **If no other exit criterion is reached, a Developmental Learning Handicapped pupil should exit at the end of the school year in which the pupil reaches the 7th birthday.**
4. **Members of the exit I.E.P. Team shall be:**
 - a. **DLH Teacher**
 - b. **Parent**
 - c. **Site Administrator or Designee**
 - d. **Special Education District Office Representative**
 - e. **Mainstream Teacher when appropriate.**
 - f. **Assessors/Staff qualified to interpret assessment**

**ADAPTED PHYSICAL EDUCATION (P.E.) INFORMATION
AND STEPS IN THE PROCESSING OF REFERRALS**

1. Adapted P.E. is a designated instructional service (DIS) under Special Education.
2. Adapted P.E. is not provided for temporary injuries.
3. Any school professional or parent can refer a child for Adapted P.E. screening.
4. Adapted P.E. referral sheets may be picked up from the A.P.E. specialist's mail box at each elementary school and can be returned to the box or given to her in person. (It does not have to go through the Student Study Team). Ten items must be checked on the referral form to warrant screening. Middle/High School staff may use a referral note.
5. The Adapted P.E. specialist will screen the student. If she or he qualifies for further testing a Parent Notification of Referral and Assessment form will be sent to parents asking for permission to do formal testing. No formal testing can be done without parent permission.
6. Adapted P.E. Specialist assesses the student.
7. Adapted P.E. Specialist writes a report on testing and observation. Medical information and any other important information are included. A recommendation is stated.
8. The I.E.P. (Individualized Educational Program) Team meets to determine the most appropriate placement. The meeting will include:
 - A. Assessment results.
 - B. Information given by I.E.P. team members.
 - C. Examination of placement alternatives and recommendation of appropriate placement.
 - D. Options:
 1. Regular P.E.
 2. Modified P.E.
 3. Specially Designed P.E.
 4. Adapted P.E.
 - E. A student receiving APE Services must also meet state eligibility criteria as a student with exceptional needs, and have one of 11 recognized handicapping conditions indicated on the I.E.P.

NOTE: A doctor's note does not determine the eligibility for Adapted P.E. services because it is not a multidisciplinary approach to placement. Parents should provide medical information which will be considered by the public education agency. The I.E.P. team determines the best possible place for the student in the least restrictive environment.

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Instructional Services - Special Education

PHYSICAL EDUCATION PROGRAM ALTERNATIVES
(BASED ON CALIFORNIA STATE GUIDELINES FOR ADAPTED P.E.)

P.E. PROGRAM	PARTICIPANTS	TAUGHT BY
REGULAR P.E.	Non-handicapped and handicapped students who can safely and successfully participate	High school and middle school P.E. teachers Elementary school regular classroom teachers
MODIFIED - REGULAR P.E.	Non-handicapped and handicapped students with modification of rules and/or equipment considering the health and/or physical involvement	High School and middle school P.E. teachers Regular elementary classroom teachers NOTE: P.E. specialists can be used as a resource
SPECIALLY DESIGNED P.E.	Special Day Class students who have skills within mental age or special day class expectations but not appropriate for regular P.E.	Special Education classroom teacher
ADAPTED P.E.	Students with a physical disability. The disability requires extreme care and/or need for significant modification of activities. Criteria -- Motor Performance level 50% of level expected for age level. Social and emotional factors may be considered	Adapted physical education teachers at the high school, middle schools, elementary or special school campus

CALIFORNIA STATE ADAPTED P.E. MATRIX

Level I..... Normal Motor Performance
 Level II..... 83% of age level expected

Level III.....	75% of age level expected	If students at Level III are not successful and are outside normal limits they may qualify for A.P.E.
Level IV.....	50% of age level expected	Recommended for Adapted P.E.
Level V.....	Less than 50% of age level	

RECOMMENDATIONS FOR REFERRAL PROCEDURES TO COUNTY⁵⁵ OPERATED SPECIAL DAY CLASSES FOR SERIOUSLY EMOTIONALLY DISTURBED (SED)

As a result of regional input sessions regarding the SED referral process, the following procedures are recommended:

1. Districts may request collaboration in problematic cases that have a potential for SED referral. The Riverside County Office of Education will respond within the limits of available personnel by providing psychological/behavioral consultation and support.

The purposes of the consultation will include:

- A. selection of assessment instrument techniques
 - B. awareness of program alternatives
 - C. clarification of SED criteria
 - D. recommendations for classroom modifications
 - E. assistance in developing the referral packet
2. The district will submit a complete referral packet, following the guidelines for the psychological report as approved by the SELPA Coordinating Council.
 3. The following timelines are presented as objectives for SED referrals:
 - A. Within 5 days - Phone contact with parent and district
 - B. Within 20 days - Observation of pupil
 - C. Within 30 days - Schedule IEP
 - D. If student not placed within 35 days, referral coordinator to be notified.
 - E. If not placed within 45 days, referral coordinator to notify director.
 4. To avoid the "year-end crunch":
 - A. Initial referrals to the County shall follow Education Code 56344 regarding year-end procedures.
 - B. IEP's for potential return to districts shall be scheduled from January through the end of May.
 5. In order to resolve any disagreements between the District and the County regarding diagnosis and/or placement, a team of 3 neutral psychologists to be selected by the parties involved will study the case and render a final decision.
 6. Whenever possible, District and County staff will communicate from a joint perspective to parents and other professionals as a result of the collaboration process.

Recommendations for SED Referral (continued)

- 7. Interim placements (administrative) shall follow Education Code and County guidelines as outlined in the Procedural Handbook. In situations involving out-of-state eligibility designations, there will be communication between the County and District regarding the apparent appropriate interim placement, whether LH/SDC or SED, pending the administrative placement review meeting.**
- 8. In exiting a student from the SED program, the County will be responsible for current reports and documentation and will involve the District well in advance of the IEP and of communications with parents.**
- 9. When a student exits a County SED program, the County and District will work cooperatively to insure successful transition including monitoring of the success of the student in the new placement. In the event that the student is NOT successful, the County and District will reconvene an IEP meeting.**

NECESSARY COMPONENTS OF S.E.D. ASSESSMENT AND EVALUATION

I. REASON FOR REFERRAL

Rationale: A few brief sentences to orient the reader quickly to the nature of the evaluation.

- A. State referral source**
- B. List specific observable behaviors of concern, including location and frequency.**
- C. Note academic performance.**

II. BACKGROUND INFORMATION

Rationale: This section helps to establish if behaviors of concern have existed "over a long period of time" and to a "marked degree." It also provides a necessary global overview of the student's development, and identifies prior interventions. Medical data also helps to eliminate, per a physician, possible physical problems affecting emotional functioning.

A. Health History should include review of:

- 1. Developmental history**
- 2. Major illnesses, accidents, and situational traumas**
- 3. Psychiatric interventions, including hospitalizations, if any**
- 4. Current health status, including medication/diet, hygiene, and vision/hearing test results.**

B. Family Status should include statement of:

- 1. Family make-up**
- 2. Socioeconomic status**
- 3. Cultural background**

C. School History should include:

- 1. Record of school changes and reasons**
- 2. Attendance**
- 3. Prior interventions and/or program interventions, duration, and outcome**

D. Other Background Information as needed should include:

- 1. Reports from outside agencies**
- 2. Dates and/or reports from private counseling or psychotherapy**
- 3. Parent contact, reasons, and results**

Necessary Components of S.E.D. (continued)

III. RECAP OF PREVIOUS ASSESSMENT

Rationale: Necessary for establishing baseline information to compare against current test results.

IV. CURRENT ASSESSMENT RESULTS (In last 12 months)

Rationale: The nature of S.E.D. assessment necessitates a global evaluation of each student. The following identified areas of assessment are needed to help define if a student's social-emotional status is "affecting educational performance" and document the "pervasiveness" of the problem. A comprehensive evaluation is also needed to gather necessary information to assess if the student does, indeed, qualify for special education services under any one of the state eligibility criteria for special education services.

Current Assessment Results should include evaluation of:

- A. Cognitive/Intellectual
- B. Academic
- C. Social/Emotional (home/school)
- D. Adaptive behavior (home/school)
- E. Language Skills
- F. Motor Skills (gross and fine)

V. SUMMARY

Rationale: The summary should include all pertinent data compiled in developing the study. A hypothesis should be formulated regarding any disability based on eligibility criteria supported and cross-validated by data from all appropriate sources included in the study and references, such as the EDM and DSM III.

- A. An integrative interpretation and summary of referral data, background information, previous and present assessment information to clarify current educational performance:
 - 1. Learning ability (cognitive function, thought process, rate of learning, mental flexibility)
 - 2. Relationships (interaction with peers, family, and other adults)
 - 3. Behavior and emotional status (coping skills, anxiety levels, self-concepts, adjustments to change, behavior patterns)
- B. Identified strengths and weaknesses
- C. Statement of eligibility for special education services:
 - 1. Does student's current performance indicate one or more handicapping conditions?

Necessary Components of S.E.D. (continued)

2. In consideration of S.E.D. eligibility criteria, does the student display the qualifying behaviors which through comprehensive evaluation meet all three qualifying conditions:
 - a. Duration of condition (must be over a long period of time)
 - b. Degree of disturbance (must be to a marked degree)
 - c. Effect on educational performance (must adversely effect educational performance)

IV. RECOMMENDATIONS

Rationale: Recommendations are necessary to provide guidelines for any necessary remediation strategies. This section should outline pragmatic intervention steps to address identified student weaknesses in both the home and school setting.

A. Instructional/Intervention strategies:

1. Home
2. School

B. Description of services needed to implement necessary strategies:

1. Based on student's special needs.
2. In least restrictive educational environment.

MENTAL HEALTH SERVICES REFERRAL PROCEDURE

(AB 3632 Referrals)

1. **Who will qualify for this service?** This is only for special education students who need this service in order to benefit from their educational placement.
2. **How is this different from the past?** The major difference is that the parent does not have to pay. Whatever mental health services the student needs must be provided by Mental Health with no cost to the parent. This could vary from once per week counseling services to possible residential placement and anything in between.
3. **Must this be documented on the I.E.P.?** Yes. You should note on the I.E.P. that a referral has been made for mental health services. After a Mental Health professional has determined what service will be provided, then another meeting must be scheduled to document it on the I.E.P. (Use the DIS services selection for these notations.)
4. **When can a referral be made?** Either as you are assessing the child for eligibility (if you strongly suspect mental health services will be needed) or after a child is already enrolled as a special education student.
5. **Who is responsible for transportation?** If the parent cannot provide it, then the district must. This will not be paid for by Mental Health.
6. **Do we send referrals directly to Mental Health?** No. All Mental Health referrals must be made through the District Office and signed by the Special Education Administrator.
7. **Who is responsible for making referrals at local school sites?** Referrals are made by the I.E.P. team in consultation with the site psychologist. The psychologist is responsible for preparing the referral packet and sending it to the District Office.
8. **What about residential placements?** If the need for residential placement is a possibility, notify the District Office and immediately process an AB 3632 referral for an assessment. Note that Mental Health determines the necessity of a residential placement, and will not provide hospitalization.

Please follow the procedures below in making referrals:

1. Complete the Referral/Release Form at an IEP meeting and secure parent signature. Referral to County Mental Health under AB3632 must be listed under DIS services

Mental Health Services Referral (continued)

2. Complete the first portion of the Interagency Referral Checklist up to mailing the referral.
3. List previous guidance services that have already been provided by the school. (We provide many informal services that we may take for granted, such as parent and/or teacher consultation, SST Intervention, student observations, as well as services provided on a crisis basis.)
4. Include the Psychological Report and the most recent I.E.P.
5. Submit all of the above to the District Office.
6. The Special Education Department will forward the referral to County Mental Health and expedite any additional communication necessary to process the referral.

Received by Riverside
County Mental Health

(Date)

Consent for Referral/Release of Student Information To Riverside County Mental Health Services

Date: _____

Name of Referred: _____

Sex: Male Female

Referring District: _____

IEP Contact: _____

Phone: _____

LEA Contact: _____

Living with: Parent Foster LCI DOB: _____, 19____

Parent/Guardian: _____

Home Phone: _____

Address: _____

Business Phone: _____

Social Worker: _____

Phone: _____

Primary Home Language: English Spanish Other: _____

I hereby authorize _____ to refer the above named student to Riverside County Mental Health Services. I hereby also agree, that the School District is authorized to release to Mental Health Services, and Mental Health Services are authorized to release to the School District, any pupil records that may be of assistance to Mental Health Services or the School District and that Mental Health Services Personnel may interview school staff and observe the student at school.

This authorization shall remain for one year from date of signature unless revoked in writing by the pupil or the pupil's parent, guardian or conservator.

Person Giving Consent

Date

If other than pupil giving consent, indicated relationship to pupil:

Parent Guardian Conservator* Court Appointed Personal Representative* Surrogate Parent*

THE PERSON GIVING SIGNATURE TO THIS RELEASE HAS THE RIGHT TO RECEIVE COPY OF THIS AUTHORIZATION. PLEASE RETAIN THE GOLDENROD COPY FOR YOUR RECORDS.

* Written proof required.

RIVERSIDE COUNTY SELPA/RIVERSIDE COUNTY DEPARTMENT OF MENTAL HEALTH

INTERAGENCY REFERRAL CHECKLIST

DATE _____
(Indicate date when complete)

DISTRICT _____ CHILD'S NAME _____ DOB _____

LOCAL EDUCATION AGENCY (LEA) (DISTRICT OR COUNTY OFFICE)

- ___ Hold the IEP meeting. If appropriate, indicate "Referral to Mental Health for Assessment" under the DIS section.
- ___ Contact MH informally regarding pending referral (possible establishment of parent interview date and time, discuss transportation issues).
- ___ Prepare the Referral Packet to Mental Health and attach the following in this order:
- ___ Referral Checklist
 - ___ The completed Consent for Referral/Release form, including the parent's signature
 - ___ Copy of the IEP
 - ___ Documentation of observations and assessments/review of assessments that the student needs and behavioral characteristics as indicated on Page 6 of the Interagency Agreement.
 - ___ Documentation of psychological counseling and guidance services provided or documentation for the rationale for the decision that counseling is inappropriate.
 - ___ Copies of relevant information/records from student case file.
- ___ Mail packet to designated Mental Health Office and log referral.

MH

- ___ Return Pink copy of the Consent Form stamped with date received to LEA.
- ___ Contact parents to schedule assessment and document minimum of two contacts. If parent does not respond, notify LEA in writing.
- ___ Review referral materials and do observations, as appropriate.
- ___ Complete the Assessment Plan.
- ___ Have parent sign the MH Consent for Treatment and the School's Assessment Plan; give the parent a copy of the Assessment Plan and point out Parent Rights.

Interagency Referral Checklist

Child's Name _____

- ___ Send a copy of the Assessment Plan to LEA.
- ___ Complete the assessment within 50 days
- ___ Contact LEA for 15 day extension by parent, if necessary.
- ___ Send written assessment report and checklist to the LEA IEP Team through the LEA contact person. This initiates scheduling of the IEP by the LEA.
- ___ Discuss recommendations of assessment report with parent and appropriate IEP team members prior to the IEP meeting.

LEA

- ___ Hold the IEP meeting and delineate the agreed upon services under DIS (including start date, frequency and duration) and write the goals and objectives and evaluation procedures in the "Annual Goals and Objectives" section.
- ___ Have parent sign the IEP.
- ___ Give a copy of the IEP to MH and the parent.
- ___ Attach Mental Health report to the case file copy of the IEP and file the Interagency Referral Checklist.

LEA

- ___ Ensure annual IEP review (or 6 month IEP review for SED Residential) is held.
- ___ Ensure three-year evaluation is completed.

MH/LEA

- ___ Mental Health notifies the LEA contact person in writing when service begins, if service is terminated by the family or if changes are recommended.
- ___ Schools notify Mental Health if family moves.
- ___ LEA schedules all required IEP meetings where MH/LEA report on the child's current functioning and progress toward meeting goals and objectives.

Alameda United
 Beaumont United
 Coachella Valley United
 Desert Center United
 Desert Sands United
 Eastern Union High
 Hemet United
 Jurupa United
 Lake Elsinore
 Manteca Union
 Moreno Valley United
 Murietta
 Nuwea Union
 Palm Springs United
 Palo Verde United
 Perris
 Perris Union High
 Riverside County
 Office of Education
 Romoland
 San Jacinto United
 Temecula Union
 Val Verde

In order to make referrals to Mental Health more consistent, we have attached the required forms and procedures for LEA's and MH to follow. The Interagency Referral Checklist outlines the step by step process in making a referral and should be used

Referral Procedures

It is important that referrals to Mental Health for 3632 assessment be processed in an ongoing manner rather than accumulated and referred in batches. An even flow of referrals would allow a better response time from Mental Health on the assessments

Flow of Referrals

Through the 3632 trainings and discussion between the SELPA and Mental Health, several issues/concerns have arisen that we wish to address. We would hope that the following provides clarification and that you will file this together with your other 3632 policies and procedures and with the interagency agreement. It is our intent, as issues arise, to share their resolution through further written communication memoranda.

AB 3632 Communication Memorandum #1
 Mental Health Services for Special
 Education Students under Government
 Code, Chapter 26.5 (AB3632)

RE:

October 31, 1988

DATE:

Donna M. Dahl, Program Manager - Children
 Riverside County Department of Mental
 Health

DM

Mary Lantz, SELPA Regional Administrator
 Riverside County Office of Education

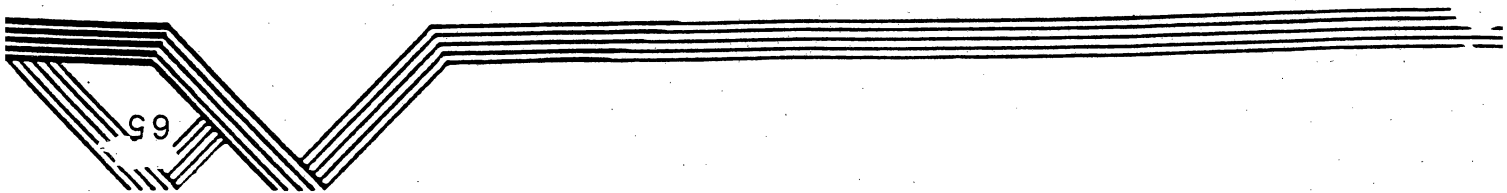
ML

FROM:

LEA'S/Mental Health Clinics

TO:

SELPA
 RIVERSIDE COUNTY
 SPECIAL
 EDUCATION
 LOCAL PLAN
 AREA
 RIVERSIDE COUNTY
 OFFICE OF EDUCATION
 3939 THIRTEENTH STREET
 POST OFFICE BOX 868
 RIVERSIDE, CA 92502
 (714) 369-6476



AB 3632 Communication Memorandum #1
October 31, 1988
Page 2

in each case. Following the checklist is the Consent for Referral/Release of Student Information form and a sample DIS section of the IEP form.

Please follow the procedures and complete forms correctly in order to expedite the referral. Mental Health will return any incomplete packet to the LEA.

Definition of "Parent"

There is a difference in who can be accepted as parent by Mental Health versus the "parent" defined by Education.

Within education if the natural parent or legal guardian is unavailable or if the pupil is a ward of the court, the local education agency is required to appoint a surrogate parent for purposes of educational decisions for special education pupils. In addition, the natural parent may designate another adult to represent the interests of the child for educational and related services.

Within Mental Health, the parent must sign a "Consent for Treatment" prior to the assessment. The only acceptable individuals to sign this for AB3632 referrals are the natural parent, legal guardian or legally emancipated minor. A court order authorizing treatment (for wards and dependents of the court) is also acceptable. Although a 3632 referral from schools will be taken by Mental Health even if signed by other parent surrogates, the assessment can only be completed following signature on the Consent from one of the above listed individuals or the court order. This underscores the need for the minor's social worker/probation officer to be involved in the IEP process since they routinely initiate court orders.

Minors In Residential Placement From Other Counties

Minors who reside in group homes (LCI's) or foster care and have been placed there by agencies from other counties (Social Services, Probation, Mental Health, Regional Center) may be referred for 3632 assessment. Again it is important that the placing social worker//probation officer be contacted to participate in the initial IEP referral discussion. However, a Mental Health intercounty agreement states that the county from which the child was placed shall provide the assessment and/or services unless arranged with the county in which the minor now resides. Therefore, when Riverside Mental Health receives a 3632

AB 3632 Communication Memorandum #1
October 31, 1988
Page 3

referral on one of these minors, Mental Health staff will contact the Mental Health Department in the placing county to determine who will do the assessment and any subsequent treatment. If these children are treated in our county then funds are available from the state to provide the services. Some counties may choose to come into Riverside and do their own assessments and provide services, if needed. Please note that Mental Health programs in some other counties are more insistent that the individual signing the referral meet the education definition of "parent" before they will assess the child.

3632 Referrals on Wards and Dependents of the Court

As previously mentioned, it is important that the minor's social worker/probation officer be involved in all discussions concerning 3632 referral and treatment. The Riverside County Department of Public Social Services has taken the position that no dependent of the court can be placed residentially by an IEP team under the 3632 process. It is felt that the Juvenile Court has jurisdiction and makes all residential placement decisions. Therefore, if residential placement for educational purposes is being discussed, the social worker will take that recommendation to the Juvenile Court. It will not be placed on the IEP. Dependents of the court can be referred for treatment, however. Again, this highlights the need for the worker to be involved in the IEP meeting to address the school's concerns about the needs of the child.

Financial Responsibility

As with other educationally related services, the parent has no financial responsibility for Mental Health services listed on the IEP under AB3632. This includes medications prescribed as a part of those services. Mental Health, however, will follow its usual procedure of a family financial screening with parents and may bill Medi-cal, or, with parent's consent, bill the family's insurance.

Although the parent may be assessed to have a financial liability, their fee will be waived for any services under 3632. Non 3632 services to any family member, however, are still the parents' responsibility. Please contact your local mental health clinic if there is a question on any individual situation.

The cost of residential placement under 3632 is not the responsibility of either the parent or the school. In these cases Mental Health authorizes payment out of a special fund located within the State Department of Social Services.

AB 3632 Communication Memorandum #1
October 31, 1988
Page 4

The cost of the minor's educational program, while in residential care under 3632, however, is the school's responsibility. Thus, the plan for educational services must also be discussed at the IEP when the residential placement is considered. Residential placements are not available within each district. Thus, special programming such as "Non Public School" may need to be considered. Close contact between the Mental Health Case Manager, the District and the SELPA must occur as residential facility options are being explored in order to coordinate the residential and educational placements.

Parental Involvement

As with all educational services, parental involvement is important at each step of the 3632 process. Parents, even if not involved in the IEP, still must sign the Mental Health "Consent for Treatment" form (unless there is a court order) and they will be asked to come in and provide information on their child. Any subsequent treatment must also include parents whenever possible. Thus, it is important that extensive discussion occur with parents at the time that the IEP team is considering Mental Health referral in order to ensure parents' understanding of the need for their active involvement.

Referrals from Non Public Schools (NPS)

A 3632 referral on a NPS student must involve both SELPA and district agreement. Consideration should be given to what services are needed and available beyond that provided in NPS. The informal discussion with Mental Health prior to an IEP to discuss this issue is crucial and will save confusion and time. On potential 3632 residential placements (per the regulations and interagency agreement), Mental Health must be involved in the initial discussion prior to referral.

Referrals for Residential Placement

Except in NPS cases, it is anticipated that residential placements will increasingly occur only after other educational and Mental Health services have been tried. Thus, generally Mental Health may already be involved with these minors. In that case consideration of residential placement will result from a convened IEP where it is determined that the current mental health and educational services are not meeting the child's educational needs.

If the child for some reason is not known to Mental Health, then it is important that the LEA call Mental Health and discuss informally the situation prior to the IEP team meeting. Mental Health can then be better prepared for the IEP where discussion concerning referral for residential care is to occur.

Referrals on Minors who Are Hospitalized or Are in Need of Hospitalization

Services that are allowed under AB3632 pursuant to law and regulations include day treatment services, outpatient services, case management and residential services. Outpatient services include assessment, individual therapy, group therapy, medications (as a part of a treatment process), collateral services (such as family work when needed to meet the needs of the child) and crisis intervention (this must be a face to face contact). Case management is a covered service if listed on the IEP or as a part of residential care.

Hospital services, however, are not covered under 3632. If a child potentially needs hospitalization, the local emergency service should be contacted immediately by phone, or ideally the parent should be referred to the local emergency services. The child should not be referred through the 3632 process for hospital services.

Referrals for 3632 assessment on minors already hospitalized should be approached cautiously. Although hospital costs are generally considered a medical service, and thus not a 3632 service, fair hearings have been won in other counties by parents which required School Districts and/or Mental Health to pay for those services. Certainly, planning for a child's discharge is appropriate and important. However, assessment to determine the appropriate follow up service needed is difficult if the child is in acute psychiatric crisis which has necessitated hospitalization. A request by parents for assessment should be pursued through the regular process with these things in mind. An informal call to Mental Health to determine the point at which assessment is appropriate is recommended. If referral is initiated, the child will need to be brought to the clinic for assessment.

Thank you for your attention to these details. Please feel free to contact Mary or Donna if you have questions.

NON-PUBLIC SCHOOL PLACEMENT PROCESS

I. INTRODUCTION

Federal and state laws assure that all individuals with exceptional needs have the right to a free, appropriate public education. If such education is not available, or appropriate in a public school setting, public education funding may be used to place in a State Certified Non-Public School (NPS). State law requires that the cost of all NPS placements be reviewed by the local governing board. (EC 56342)

II. CRITERIA FOR APPROVAL OF NON-PUBLIC SCHOOL SERVICES

Approval of NPS services shall be based on the following criteria:

Lack of Appropriate Services/Program

A student's handicap is of a nature and/or severity that the student requires a special education program/service which cannot be provided by the District/County/State.

III. INITIATING NON-PUBLIC SCHOOL SERVICES

1. Districts may refer students to be considered for NPS to the Regional Services Office, who will schedule the I.E.P. meetings.
2. Following the District Level I.E.P. meeting, a copy of the I.E.P., psychological report, medical and psychiatric reports and other supporting data, should be sent immediately to the Regional Services Office by the District Office Special Education Staff.
3. Initial placements, recommendation, and review of administrative placements in NPS shall be chaired by the Special Education Administrator or designee. No placements will be made without this process occurring.
4. At the I.E.P. meeting, if an initial NPS placement is recommended, the statement "This meeting was recessed to allow Board of Education review of NPS costs. Unless the Board makes a recommendation, the meeting will not be reconvened and the I.E.P. will be implemented" should be entered in the Special Comments section of the I.E.P. form.
5. Annual reviews will be scheduled by the Regional Services Office of the SELPA.

CCS (CALIFORNIA CHILDREN'S SERVICES)

The following are requests for services and notification of PT & OT service forms. The request for therapy form is to be completed by the site administrator and forwarded to the address noted at the bottom of the form for children to be screened as potential CCS clients. CCS determines eligibility for services. If you have any questions call their Senior Therapist, (714) 683-8140, ext. 84. Additional forms are available from the Special Education Department.

COUNTY OF RIVERSIDE
CALIFORNIA CHILDREN SERVICES

REQUEST FOR SERVICES

Child's Name _____ D.O.B. _____

Parent/Guardian's Name _____ Phone: _____

Work: _____

Home: _____

Residential Address _____

Street _____ City _____ Zip _____

School of Attendance _____

Name _____ Street _____ City _____ Zip _____

Type of Service Desired

- Physical Therapy
- Occupational Therapy
- Equipment
- Ophthalmology
- Neurology
- Orthopedic
- Cardiology
- Audometry
- Other _____

1. Is child known to Riverside CCS? Yes No

2. Child has received CCS services in another county _____

Name _____

3. List physician(s) who have or are currently seeing the child. _____

Name _____ Street _____ City _____ Zip _____

Name _____ Street _____ City _____ Zip _____

4. Does referring agency wish to be notified of child's eligibility for services? Yes No

This request is not a completed referral until medical records are received and medical eligibility determined.

Referred by: _____

Agency _____

Date _____

Street _____

City _____

Zip _____

Phone _____

Distribution: CCS/MTU _____

School/Agency _____

Parent _____

Return original to: _____

County of Riverside

Department of Health

California Children Services

P.O. Box 1370

Riverside, CA 92502

COUNTY OF RIVERSIDE
CALIFORNIA CHILDREN SERVICES

73

NOTIFICATION OF PHYSICAL AND OCCUPATIONAL
THERAPY SERVICES

Name _____ B.D. _____ CCS# _____

School of Attendance _____

Treating Diagnosis _____

MTU _____ Sr. Therapist _____

Phone _____ Date _____

PHYSICAL THERAPY:

OCCUPATIONAL THERAPY:

I give my consent for Riverside County CCS to provide my child's local educational agency with the current therapy services being provided for my child. This form should be included in my child's educational records.

PARENT SIGNATURE

DATE

Distribution:

MTU
School
Parent

ASSESSMENT CHECKLIST

Completion Date _____
50 School days from date of Informed Consent

Student's Name _____

Date of Birth _____

School _____

Grade _____

Primary Language _____

How Determined _____

Interpreter Required Yes No

- Initial Referral Received
- Parents Notified of Referral
- Case Carrier Assigned
- Parent Rights to Parent
- Assessment Plan to Parent
- Informed Consent Received
- Classroom Observation
- Assessment Started
- Completed
- Report Written
- Parent Notified of IEP Meeting
- IEP Meeting held

DATE	SIGNATURE

IEP Team Action:

Documentation of the above is contained in the student file.

_____ Case Carrier

Parent Notification of Referral

Date: _____

Dear _____ :

_____ has been referred to the Individualized Education Program Team as an individual who may have a need for one or more of the following Special Education Services:

- SPEECH & LANGUAGE SERVICES:** The pupil may remain enrolled in the Regular School Program or be enrolled in Special Education and receive speech and language services individually or in small groups.
- DESIGNATED INSTRUCTION & SERVICES:** The pupil is enrolled in the Regular School Program and receives special support which may include such services as adaptive physical education, itinerant services, etc. A pupil may also be enrolled in a Special Education Program and receive these services.
- RESOURCE SPECIALIST PROGRAM:** The pupil would remain enrolled in the Regular School Program for the majority of the school day and receives supplementary assistance from a Resource teacher.
- SPECIAL CLASS:** The pupil would be enrolled in a special class for the majority of the school day, but may spend time in regular school programs.

In order to determine need for these services, it is necessary to conduct an assessment. An assessment plan with a request for your consent for assessment:

- is attached.
- will be sent to you within two weeks.

The assessment plan will outline the areas in which your son/daughter needs to be assessed and the specialist to be involved in the assessment. The results of the assessment will help us make recommendations for programs/services to be provided, at no cost to you, in order to meet your child's education more adequately. **No placement or service will occur without your permission.**

If you approve the plan, the assessment will take place. You will be invited to a meeting (you can bring a representative) to hear a report of the assessment. **THE ONLY WAY THE ASSESSMENT CAN BE COMPLETED IS FOR YOU TO GIVE CONSENT BY SIGNING THE ASSESSMENT FORM.**

Should your child be enrolled in a Special Education Program, on-going assessments of your child's educational needs will be conducted by a team of specialists. You will be called upon to assist the team and tell them your educational priorities for your youngster.

All the tests and assessment materials will be presented to the pupil in English, or in the native language, or in another, more appropriate, mode of communication that meets your child's needs.

Thank you for your cooperation.

If you have any questions, please contact:

IEPT Representative

School/District/County

Telephone



MORENO VALLEY UNIFIED SCHOOL DISTRICT

BUSINESS ADDRESS: 25634 Alessandro Boulevard, Moreno Valley, CA 92553
MAILING ADDRESS: 13911 Parris Boulevard, Moreno Valley, CA 92553
TELEPHONE: (714) 485-5600

BOARD OF EDUCATION
Jack W. Hough, Jr.
Kelly Gillum
Charles W. Leebster
Martha Strange
Tracey Vackar
SUPERINTENDENT OF SCHOOLS
Robert C. Lee

Dear Parents:

Federal and State laws require that all special education students be reassessed every three years. The purpose is to establish continued special education eligibility and to assure the delivery of appropriate educational services.

This reassessment will include the areas agreed to on the attached Assessment Plan. The results will be shared with you during the next IEP meeting. This important information will be used in planning your child's high school academic and vocational program.

Alternative Cognitive Assessment for Three-Year Review

_____ was previously administered the following ability test(s):

<u>Date</u>	<u>Test</u>	<u>Scores</u>
-------------	-------------	---------------

Current estimate of ability based upon these prior test results:

The school psychologist has reviewed these prior results and believes, in his/her professional judgment, that these results are still reflective of your child's ability levels. Therefore, it is recommended that these results be used for determining special education eligibility rather than doing new, formal ability testing.

School Psychologist Date

I agree that these prior test results still reflect my child's intellectual functioning ability levels and agree that, for the purpose of the three-year review, ability testing is not needed.

Parent/Guardian

Please note that cognitive assessment (intellectual functioning) may only include the use of prior test results. If you believe that new ability testing needs to be administered, a new, revised assessment plan will be presented to you for your consent.

ALTERNATIVE COGNITIVE ASSESSMENT FOR THREE YEAR REVIEWS

This procedure is to be used at the secondary level only and is appropriate for students who have had two or more intelligence tests with consistent results. Consistent results are defined as IQ scores within the standard error of measurement. The majority of students who received this type of assessment in Moreno Valley Unified School District had at least three IQ tests with Verbal, Performance and Full Scale IQs within three points of each other.

To use this procedural, complete the Assessment Plan with the usual information and add the following phrase after the section called Intellectual Development: See attached Alternative Cognitive Assessment for Three Year Reviews. The psychologist will then complete the necessary information on this form.

Parent permission is obtained in the normal manner. The determination to use this procedure is made by the School Psychologist. Parents have the right to refuse to follow the format and may request a current intelligence test.

If you have any questions, please call Harold Standerfer, Director of Pupil Personnel Services, at (714) 485-5600, Extension 2981.

ASSESSMENT PLAN

Date: _____ School: _____ LEP: _____ FEP: _____

To the Parent/Guardian of: _____
First Middle Last Birthdate: _____

Purpose of Assessment: _____

Administrative Placement _____ Initial Referral _____ Review _____ 3-Year Assessment _____

Your child has been referred for assessment. In order to meet your child's individual education needs, the following assessment is needed. An assessment will be conducted by appropriately qualified staff; and, when appropriate, suitable interpreters or prerecorded tests in the individual's primary language may be used. The assessment may include student observation in a group setting and/or interview with you plus a review of any reports you have authorized or that already exist in current school records. The results of completing these assessments may be a recommendation for special education placement.

INDICATE PROFESSIONALS INVOLVED IN THE INDIVIDUAL ASSESSMENT (see code below)

- ACADEMIC/PRE-ACADEMIC ACHIEVEMENT**
Purpose: These tests measure current reading, spelling, and arithmetic or pre-readiness skills such as matching or sorting. They may include, but are not limited to:
Peabody Individual Achievement Test, Key Math Diagnostic Test, Spache Diagnostic Reading Scales, Developmental Scales, Wide Range Achievement Test, Brigance, Woodcock Reading Mastery.
- SOCIAL/ADAPTIVE BEHAVIOR**
Purpose: These scales of development help to tell what individuals can do for themselves and how they get along with other people. They may include, but are not limited to:
Adaptive Behavior Scale, Vineland Test of Social Maturity, Pre-School Attainment Record, Burke's Behavior Rating Scale, Children's Adaptive Behavior Scale.
- PSYCHOMOTOR DEVELOPMENT**
Purpose: Instruments in this area measure how well an individual coordinates body movement in small and large muscle activities. They may also measure perceptual skills. They may include, but are not limited to:
Frostig Developmental Test of Visual Perception, Bender-Gestalt Visual Motor Integration Test, Developmental Scales, Purdue Perceptual Motor Inventory, Denver Developmental Screening Test, Motor-Free Visual Perception Test, Bruininks-Oseretsky, Frostig Motor Survey.
- COMMUNICATION DEVELOPMENT**
Purpose: These tests measure the individual's ability to understand, relate to and use language and speech clearly and appropriately. They may include, but are not limited to:
Illinois Test of Psycholinguistic Ability, Peabody Picture Vocabulary Test, Northwestern Syntax Screening Test, Language Samples, Language Development Scales, Boehm Test of Language Concepts, Assessment of Children's Language Comprehension, Fullerton Language, Goldman-Fristoe, Expressive One-Word Picture Vocabulary Test.
- INTELLECTUAL DEVELOPMENT**
Purpose: These tests measure how well an individual remembers what he/she has seen and heard around him/her, how well he/she can use that information, and how he/she solves problems. They also reflect learning rate and assist in predicting how well he/she will do in school. Verbal and performance instruments are used, as appropriate. They may include, but are not limited to:
Stanford-Binet Intelligence Scale, Wechsler Tests of Intelligence-Revised, Leiter International Performance Scale, Merrill-Palmer Scale, Columbia Mental Maturity Scale, Wachs Analysis of Cognitive Structure, Detroit Tests of Learning Aptitude.
 If alternative means are to be used, check box.
- VOCATIONAL/CAREER DEVELOPMENT**
Purpose: These instruments measure the individual's interests and abilities relative to levels of skill development, work readiness and/or occupational preparation. They may include, but are not limited to:
McCarron-Dial System, California Abilities Placement Survey, California Occupational Preference Systems, Wide Range Interest Opinion Test.
- OTHER:** (Audiological/Health, Vision/Hearing Screening, Projective Assessment, Independent Assessment, etc.) _____

The professionals involved in the individual assessment outlined above may include:

- | | | |
|-------------------------------|----------------|----------------------------------|
| 1 Special Education Teacher | 3 Psychologist | 5 Remedial/Adaptive P.E. Teacher |
| 2 Speech/Language Pathologist | 4 Nurse | 6 Other (Specify) _____ |

PARENTS — PLEASE COMPLETE ALL 3 CHECKED AREAS.

Please list language other than English spoken at home: _____

Please initial one and sign:

_____ I hereby give my informed consent for the assessment indicated above to be conducted. I understand that the results will be kept confidential and that I will be invited to attend the Individualized Education Program meeting to discuss the results. It is also my understanding that no educational placement/service will result from this assessment without my written permission.

_____ I hereby deny consent to conduct the assessment described.

_____ Parent will also submit private assessment for consideration.

Please refer to the reverse side of this form for a listing of Parents Rights and Appeal Procedures.

 Signature of Parent/Guardian

 Date Signed

If you have any questions, please contact the person listed below. If not, please return the white and yellow copies to the person listed below.

 Name

 Title

 Address

 Telephone Number

CLASSROOM OBSERVATION

To meet regulations of California Administrative Code Title V, Article 3, Section 3231, and Federal Register, Title 45, Section 121a54a.

Pupil observed _____ Birthdate _____ School _____

This observation was registered by _____ on the date of _____

1. **TEACHER DESCRIPTION** of pupil's school difficulty to be observed:

2. OBSERVED BEHAVIORS

Date	Place	Time	Instructional Objective(s)	Learning Materials and Tasks Involved	Behavioral Actions Observed (baseline behavior)
------	-------	------	----------------------------	---------------------------------------	---

3. FACTORS TO BE CONSIDERED

(What observed "environmental factors and peer and teacher interaction may possibly be contributing to this pupil's school difficulty?")

4. Assistance

80

A. What specific steps have been taken to assist this pupil in the area of his/her school difficulty?

B. What was the observed effectiveness and/or results of this assistance?

5. Recommended Follow-Up

A. Priority educational goals or instructional objectives.

B. Instructional materials, programs, placement, etc.

C. Positive reinforcement to be used.

D. Other comments and recommendations.

Observer's Signature

Signed Date

HEALTH SERVICES



HEALTH SERVICES HEALTH UPDATE

Student: _____ Date: _____ School: _____

Grade/Room: _____ / _____ Track: _____

VISION

Code: ✓ - 20/20 Numerical Figure
Represents Vision at 20"

Date	Without Glasses		With Glasses		Referral
	R	L	R	L	

HEARING

Date	R	L	Referral

TITMUS SCREENER

	Pass	Fail	Referral
Plus Sphere R			
Plus Sphere L			
Muscle Balance Far			
Muscle Balance Near			
Color Vision			
Binocular Vision			

Height: _____ / _____ Percentile

Weight: _____ / _____ Percentile

Comments: _____

HEALTH PROBLEMS, TEST RESULTS, ETC.: _____

MEDICATIONS/POSSIBLE SIDE EFFECTS REGARDING LEARNING & ATTENTION : _____

HEALTH SERVICES



DEVELOPMENTAL AND HEALTH HISTORY

Student's Name: _____ Birthdate: _____ M F
(Last) (First) (Middle)

Address: _____
(Address) (City/Zip) (Home Phone)

Parent/Guardian Telephone: Home: _____ Work: _____

Information provided by: _____
(Name) (Telephone)

Specify Relationship: _____ How long have you known the student -
(if you are not parent)? _____

Family Doctor: _____
(Name) (City/State) (Telephone)

I. FAMILY HISTORY

List ALL family members, their ages, and indicate whether they are presently in the home:

	Name	Relationship	Age	IN HOME		Occupation
				Yes	No	
Mother						
Father						
Others:						

Is there any relative of the student who has learning problems? Yes No Relationship: _____
 If yes, explain: _____

Languages spoken in the home (circle any that apply):
 English, Spanish, Japanese, Other: _____

Medical Family History (Circle any that apply):
 Familial Diseases, Diabetes, Seizure Disorder, Asthma, Allergies, Heart Disease, Birth Defects,
 Infant Death, Severe Vision or Hearing Problems, Cancer, Mental Retardation, Nervous Break-
 down, Other (Specify): _____

Is there any member of the family who has mental problems? Yes No
 If yes, explain: _____
 Mother's health prior to conception (illnesses, surgery, injuries, accidents): _____

II. PREGNANCY HISTORY

Mother's physical health during this pregnancy: Good Fair Poor (Explain problem and
 specify the month of pregnancy when problem occurred - for example, chronic illnesses, hypertension,
 accidents, bleeding, surgeries, tests, x-rays, others): _____

Mother's age at pregnancy: _____ Month of first doctor visit: _____ Did not see doctor:
 Mother's emotional health during this pregnancy: Good Fair Poor (explain problems): _____

HEALTH UPDATE

Page 2

SUMMARY/IMPRESSION: _____

RECOMMENDATION FOR SPECIAL EDUCATION SERVICES BASED ON HEALTH ELIGIBILITY

CRITERIA: _____

SCHOOL NURSE

H-30

REV.: 10/90

(Pregnancy History - continued)

Prescription medications: No Yes (please specify): _____

Substance Use: Smoking/# per day: _____ Alcohol/frequency _____
 Drugs/frequency _____ Cocaine Heroin Marijuana Speed No substance use
Other: _____

Labor and Delivery History:
Length of Labor: _____ Spontaneous: _____ Induced: _____ Hospital: _____ Home: _____
Instruments: _____ Caesarean Section: _____ Convulsions: _____ Infections: _____
Bleeding: _____
Complications of mother during or after delivery: _____

III. BIRTH AND INFANT HISTORY

Was the baby born full term? Yes Premature Late How many weeks early or late? _____

Infant's condition at birth: Weight: _____ Length: _____

Was infant: Cyanotic (blue) Jaundiced (yellow) Given Oxygen? - How long: _____

Complications of infant during birth: Convulsions Aspiration Other: _____

Any other special problems or abnormality? Yes No If yes, how long: _____

Did infant have:

- Toxoplasmosis Rubella Cytomegalovirus (CMV) Herpes Syphilis Cerebral Palsy
- Meningitis AIDS

Infant remained in hospital? Yes No If yes, specify: _____

Did infant go home on medication? Yes No If yes, what for: _____
How long? _____

First year of life:

Feeding patterns including breast or bottle; adjustment to solid foods, etc.: _____

Sleep patterns: Was infant: Active Listless Colicky Irritable
Any weight loss? _____ Weight gains: Slow Average Excessive
Appetite: Good Poor

IV. HEALTH HISTORY (Infancy to present)

Childhood diseases/illnesses: _____

Accidents: No Yes Age: _____ Specify: _____

Hospitalizations: No Yes Age: _____ Reason: _____

Coordination problems: No Yes Explain: _____

High Fevers (106° or more)? How long and how often?: _____

Colds (how often?): _____ Ear Infections (how often?): _____

Physical Disability (specify): _____

Allergies - Food, Insect Bites, Drugs, etc. - Explain: _____

Head injuries: No Yes Age and outcome: _____

Seizures or Convulsions: No Yes Age: _____

Surgeries: No Yes Age and type: _____

List present medications (for what conditions): _____

List past medications (for what conditions): _____

(Health History - continued)

Hearing or ear problems: _____ (Date tested) Doctor: _____ (Name/City/Phone)
 Vision problems: _____ (Date tested) Doctor: _____ (Name/City/Phone)
 Wears glasses or contacts: No Yes Date filled: _____
 Last physical examination: _____ (Date) Doctor: _____ (Name/City/Phone)
 Last neurological examination: _____ (Date) Doctor: _____ (Name/City/Phone)
 Last dental examination: _____ (Date) Doctor: _____ (Name/City/Phone)

List any problems discovered at above exams: _____

Developmental History	Slow	Average	Fast	Age
Crawled				
Sat Alone				
Stood Alone				
Walked Alone				
Skipped				
Rode Tricycle				
Said Words				
Said Sentences				
Toilet Trained: Urine				
Bowels				
Dressed Self				
Fed Self				
Weight Gains				

Appetite: Good Poor Explain any problems: _____

V. BEHAVIOR HISTORY

Please check one:

EXPLAIN

- Yes No Is your child frequently over-anxious? (e.g., very nervous, fearful, worrying, sensitive, etc.)

- Yes No Is your child frequently shy or withdrawn? (e.g., very timid, likes to be alone, self-conscious, secretive, few or no friends, etc.)

- Yes No Is your child frequently depressed? (e.g., very sad, moody, feels worthless, lacks energy or tired a lot, cries a lot, etc.)

- Yes No Has your child ever been self-destructive? (e.g., suicide attempts, suicidal thoughts or statements, self-mutilation, etc.)

- Yes No Does your child frequently complain of physical problems that have no known medical causes? (e.g., headaches, rashes, stomach-aches or nausea, dizziness, vague aches/pains, etc.)

Yes No Does your child have any eating or sleeping problems? (e.g., overeats or undereats, sleep-walking, excessive nightmares, obesity, over-sleeps or undersleeps, anorexia, etc.)

Yes No Does your child seem to be hyperactive or very inattentive? (e.g., frequent daydreaming, always "on-the-go," often fails to finish things, very "fidgety" and restless, can't concentrate or pay attention, etc.)

Yes No Does your child seem to be overly aggressive either verbally or physically? (e.g., frequent fights, arguing, screaming or yelling, temper tantrums, throwing things, threatens others, etc.)

Yes No Does your child demonstrate anti-social or "delinquent" behaviors? (e.g., truancy, lying, stealing, swearing, destroying property, using drugs, alcohol, or tobacco, etc.)

Yes No Does your child tend to act too young for his/her age? (e.g., tends to relate to younger children, often hurls or makes odd noises, frequently whines, clings to adults and wants others to "take care of" him/her, enjoys games or activities designed for younger children, etc.)

Yes No Does your child demonstrate social or emotional problems that are not listed above? (e.g., bed wetting, hallucinations, sex preoccupation, acting like the opposite gender, accident-prone, etc.)

Yes No Has your child ever been retained? Grade: _____

How would you rate your child's overall social/ emotional adjustment?

Below Average Low Average Average High Average Above Average

Is there anything else you think the school should know about your child that has not been asked about in the previous sections? _____

Signature of Parent/Guardian

Date

Section 3:

**Continuum
of
Services**

SECTION 3: CONTINUUM OF SPECIAL EDUCATION SERVICES

.Introduction

.Continuum of Services Matrix

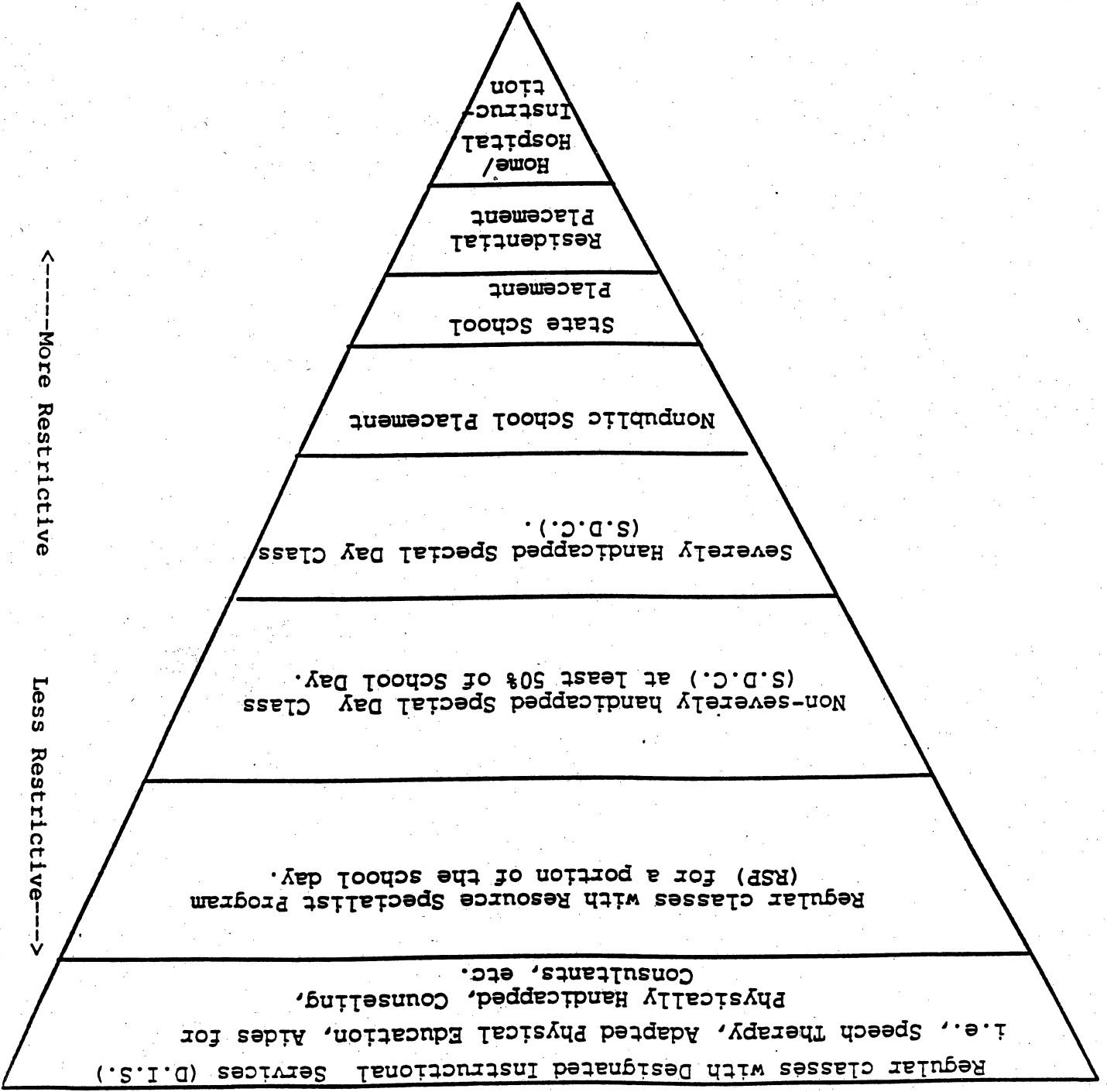
.Description of Special Education Programs

**INTRODUCTION
TO THE CONTINUUM
OF
SPECIAL EDUCATION SERVICES**

State and federal law requires that each handicapped child be placed in the "least restrictive educational environment" appropriate to their individual needs. Public education is charged with offering assistance to exceptional individuals in a setting which promotes maximum interaction with the general school population. The most appropriate setting for some students may be in a self-contained school that provides minimum interaction with regular schoolchildren. In order to provide appropriate education, school districts are obligated to offer a "continuum of alternative placements," including instruction in regular classes, special classes, special school, home instruction, and instruction in hospitals and institutions. Supplementary services such as providing resource and itinerant teachers to assist exceptional children assigned to the regular classroom (Designated Instructional Services) must also be provided.

The team determination of the appropriate placement of the exceptional child within the continuum of services is made by the Individualized Education Program (I.E.P.) team. This is a group of professional educators who meet with the parents who assess the needs of the child and make recommendations for the combination of services and placement that will help the student succeed in school.

CONTINUUM OF SPECIAL EDUCATION SERVICES FROM LEAST RESTRICTIVE TO MOST RESTRICTIVE



Source: Moreno Valley Unified School District. (1989). Special Education Guide. Moreno Valley, CA: Special Education Department.

C O N T I N U U M O F

SPECIAL EDUCATION PROGRAMS

Designated Instruction and Services - DIS (K-12)

At every level from preschool to 12th grade related services are provided. These are referred to as Designated Instruction/Services (DIS). Speech and language therapy is most frequently provided. Service is delivered in groups and individual sessions. This staff is usually itinerant.

Adaptive Physical Education assists eligible special education students with motor deficits. The staff is itinerant.

For certain students, psychological counseling may be a recommended DIS service. This must be specifically designated in the pupil's I.E.P.

In order to allow several physically handicapped students to participate in the regular curriculum, the district provides paraprofessional aides. These aides are typically assigned to a single student for the entire school day.

Transportation to other agencies for specific therapies and door-to-door busing for certain high needs students is a DIS service.

ELEMENTARY SCHOOL PROGRAMS

1. Special Day Classes

Elementary schools (K-5) have SDC's in the areas of Learning Handicapped (LH), Communicatively Handicapped (CH), and Basic Skills Learning Handicapped (BSLH). Students are grouped according to age and needs.

Elementary classes generally consist of students of 4th and 5th grade ages. Primary classes generally consist of students of kindergarten through 3rd grade ages.

These classes are self-contained with some mainstreaming. Students are offered the core curriculum in a direct instruction mode using district-adopted special education texts.

Basic Skills Special Day Classes are offered at a central elementary campus. The curriculum is oriented toward life skills, basic core curriculum, and pre-vocational preparation. Teachers emphasize concrete learning through a "hands-on" approach.

Communicatively Handicapped (CH) SDC's are offered at the Middle, Elementary, Primary, and Pre-school levels. The program stresses remediation of language disabilities as well as offering the core curriculum.

2. **Resource Specialist Program**

Elementary School (K-5) have Resource Specialist Programs (RSP) for eligible students. RSP pupils are in their regular grade level class for the majority of the day.

Pupils receive instruction to remediate or compensate for learning disabilities. The Resource Specialist has a diagnostic and consultative role in addition to teaching.

MIDDLE SCHOOL PROGRAMS

1. **Special Day Classes (SDC)**

Middle schools (grades 6-8) have Special Day Classes in the areas of the Learning Handicapped, Communicatively Handicapped, and Basic Skills. In order to prepare students for high school, pupils are not usually self-contained and move through a 6-period day.

Teachers group pupils according to needs. Core curriculum is offered in a direct-instruction mode using specialized texts which the district has adopted. This ensures continuity among middle schools and similar pupil preparation for high school. Students are mainstreamed for exploratory classes and physical education. Students are usually assigned to SDC for no less than 3 periods.

2. **Resource Specialist Programs**

Middle schools (grades 6-8) have Resource Specialist Programs (RSP) for eligible students. RSP pupils are in regular education for the majority of the day. They may be assigned one, two, or three periods in the RSP.

Teachers group pupils according to needs. Adopted texts are used for reading and math. The curriculum emphasizes teaching strategies for learning and remediation of specific skills.

In addition to teaching duties the Resource Specialist has a diagnostic and consultative role.

HIGH SCHOOL PROGRAMS

1. Special Day Classes

High schools (grades 9-12) have Special Day Classes (SDC) for students with learning difficulties. Pupils are in SDC for the majority of the school day. Typically, it is for four to five periods.

In order to meet graduation requirements, required courses are offered in a direct instruction mode using texts adopted by the district, and tailored to meet the students' individual needs. Students are mainstreamed to elective and physical education classes.

The Special Day Class curriculum emphasizes vocational and practical-life skills for successful transition to the working world upon graduation.

A centralized Basic Skills SDC is provided by the district at the high school level. This class is self-contained with some mainstreaming. The curriculum is oriented toward life skills, basic core curriculum, and vocational experiences.

2. Resource Specialist Program

High Schools (grades 9-12) have Resource Specialist Programs (RSP) for eligible students. These students are in regular education classes for the majority of the school day. Students may be served in RSP for one, two, or three periods.

The curriculum emphasizes teaching strategies for learning, remediation of specific disabilities, support for regular class instruction, completion of graduation requirements, and preparation for a successful, useful life after high school.

In addition to teaching responsibilities, the Resource Specialist has a diagnostic and consultative role.

COMMUNICATIVELY HANDICAPPED (CH) SPECIAL DAY CLASS

1.0 Philosophy

- a) Language is the priority for the curriculum. Special attention is given to language related learning problems. The class is dedicated to the individualized education of the whole child. The program is developmental as well as remedial. Curriculum for skills and content follows district frameworks and adoptions.
- b) The CH class teaches the district curriculum frameworks through modified instructional techniques. Language-based instruction is used. Pupils are required to respond and to speak to a greater degree than in the traditional settings. The primary mode of instruction is Direct Instruction. Curriculum is paced according to pupil's progress.
- c) Pupils are mainstreamed into regular classes for as much of the school day as possible. A student's I.E.P. will focus on one or more of the target curriculum areas. The target curriculum areas are:
 - 1) Oral communication skills (Receptive and Expressive)
 - a) Pragmatics - Effective use of communication
 - b) Syntax and Morphology - Proper use of grammar
 - c) Semantics - Word meaning; vocabulary
 - d) Phonology - Sound System
 - 2) Written communication skills
 - a) Reading
 - b) Spelling
 - c) Writing
 - 3) Academic development
 - a) Math
 - b) Science
 - c) Social Studies
 - 4) Social/emotional growth
 - a) Self-concept
 - b) Peer relations
 - 5) Sensory-motor development
 - a) Body movement
 - b) Rhythm development

(CH/SDL) (continued)

2.0 Mainstreaming Guidelines

Mainstreaming is an individual recommendation of the IEP Team when the CH pupil's instructional level is within the range of the regular classroom. The pupil should be able to participate without significant modification of instruction by the regular classroom teacher. The mainstreaming recommendation is subject to change as the school year progresses.

Section 4:

**The
Individualized
Education
Program
(I.E.P.)**

SECTION 4: THE INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.)

.Introduction

.Sample Individualized Education Plan Forms

.Guidelines for Completing Individualized Education Plan Forms

.Sample Addendum to I.E.P. Forms

.Guidelines for Completing Addendum to I.E.P. Forms

.Sample I.E.P. Committee Summary Forms

**INTRODUCTION
TO THE
INDIVIDUALIZED EDUCATION PROGRAM
(I.E.P.)**

P.L. 94-142 requires that schools develop an individualized education program for every handicapped child before educational services begin. A student is placed in special education programs only after parental consent is obtained and a careful assessment procedure has been completed. The end result of this process is an individual education plan that sets goals through prescribed educational. Goals and objectives must relate directly to the handicapped condition. Parents, teachers, administrators, the student, and other appropriate professional determine suitable goals. In addition, the I.E.P. must define specific objectives to meet goals, outline teaching methods, establish criteria for evaluating whether the goals have been reached, and establish a deadline date to meet goals. The I.E.P. provides the critical link between the exceptional child and the special education required. It is intended as a management tool to insure that the education designed for a handicapped child is appropriate to that child's special learning needs.

The I.E.P. lists the student's current levels of performance. Though it must be reviewed annually, a meeting to review the student's program may be requested at any time by any member of the I.E.P. team.

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
INDIVIDUALIZED EDUCATION PROGRAM

Date: March 18, 1991

- Administrative Placement
- Initial Annual
- 3 Year Other

Student Name: Les Restricto D.O.B. 2/4/79
 Student # 123456789 Sex: Male Female
 C.A. 12-1 Grade 6 Ethnicity 50 LCI Foster
 District of Residence: MVUSD Home School: Buttermountain
 School of Attendance: Sunny Heights Current Placement: SDC
 Next Review Date: 3/92 Next 3 Year Assessment Date: 3/93

Parent/Guardian Name: Alberto & Edwina Restricto
 Address: 94142 Selva Lane
 Telephone: Home 824-7691 Work 568-2403
 Primary Language: Home Spanish Student Spanish
 Language Proficiency: LEP FEP EO Determined by: IPT
 Translation Request: No Yes Date Completed: _____

- Eligibility: Specific Learning Disability Speech/Language Impaired Other Health Impaired Orthopedically Impaired Seriously Emotionally Disturbed
 Hearing Impaired Deaf Deaf/Blind Visually Impaired Limited Cognitive Functioning Multihandicapped Other _____
 Options Considered: Regular Classroom Regular Classroom/Support Personnel (DIS) Regular Classroom/Resource Specialist Special Day Class
 Non-Public School Home/Hospital Other _____

Special Education Placement and Related Services

The following recommended placement offers the least restrictive environment to meet the student's needs as per Title V: 3042
 Justification for placement: the presence of a specific learning disability necessitates instruction in a small group setting major
 Regular Classroom Designated Instruction and Services (DIS) Resource Specialist Program Special Day Class Refer to County Level County Placement of
 Non-Public School Home/Hospital Instruction Other _____
 Projected placement date: Ongoing Initial Date: _____

DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME
APE	MVUSD	3/91-3/92	2x per week	30 min.

RELATED SERVICES:

- Type of P.E.: Regular Modified Specially Designed
 Adapted Completed
 Special Transportation: No Yes Specify _____
 Career/Vocational Education: Yes No
 Extended School Year: Yes No
 Low Incidence Materials/Services: _____
 Proficiency Standards: Regular Modified Met
 Date: _____ Math _____ Reading _____ Writing _____

Special Education Subjects/Activities: Lang. Arts, Math, Soc. Studies
Science
 Regular Education Classes/Activities: Computers/Home Ec.
 Participation in Regular Education: 2 Minutes/Periods = 33 1/3 %

Comments: ELD teacher provides direct services to the student in the area of vocabulary development one period daily.
ELD teacher will consult with special education teacher two times per month in the area of vocabulary development in
the classroom.

INDIVIDUALIZED EDUCATION PROGRAM

Name: Les Restricto

Date: March 18, 1991

Summary of Present Levels of Performance/Functioning

Reading: Reads 3rd grade level material with 80% accuracy in word identification and comprehension

Hearing: Screened 2/90-normal Vision: wears glasses
Health: excellent

Written Expression: Able to write a five sentence paragraph. Difficulty with spelling (60% accuracy)

Career/Vocational: Likes to assist teacher with classroom jobs

Math: 90% mastery of + - x ÷ facts. Able to compute 2 digit multiplication; difficulty with word problems

Domestic/Self Help: Age-appropriate, reluctant to complete tasks at home

Language/Communication: Vocabulary development at a 3rd grade level necessitates assistance in ELD

Community: Attends Church on Sundays; participates well with Hispanic community members

Psycho-Motor: Difficulty with eye-hand coordination, i.e., handwriting skills

Recreation/Leisure: Rides bike, nintendo, watches TV

Social/Emotional: Few friends, impulsive, easily frustrated

Functional Description of Handicap: Visual motor processing deficits that interfere with student's ability to read, write & spell

Document Progress of Prior Goals/Objectives from I.E.P. Dated: 3/18/90

- 1. Reading comprehension Met Partial Not Met
- 2. Written Language Met Partial Not Met
- 3. Vocabulary Development Met Partial Not Met
- 4. Organizational Skills Met Partial Not Met
- 5. Social Skills Met Partial Not Met

- 6. _____ Met Partial Not Met
- 7. _____ Met Partial Not Met
- 8. _____ Met Partial Not Met
- 9. _____ Met Partial Not Met
- 10. _____ Met Partial Not Met

Committee Members Participating in I.E.P. Development

I understand that this placement and the goals are reviewed annually and that I may request at any time a reevaluation change of educational placement or review of goals for my son/daughter. I have received a written explanation of my rights and appeal procedures. This was prepared and reviewed with me in understandable language native to my home. I understand and consent to the placement of my son/daughter in the program(s) and services specified.

Edwina Restricto 3-18-91
Parent/Guardian Signature Date

<u>Edwina Restricto</u>	<u>3-18-91</u>
Parent	Date
<u>Ed Munoz</u>	<u>3-18-91</u>
Administrator/Designee	Date
<u>Sally Sims</u>	<u>3-18-91</u>
Teacher	Date
<u>C. L. Diversity, Blvd</u>	<u>3-18-91</u>
Member/Title	Date
<u>Norman B. Bates</u>	<u>3-18-91</u>
Psycho Teacher	Date
<u>Marcel Motorekille</u>	<u>3-18-91</u>
Member/Title	Date
Member/Title	Date
Member/Title	Date

The parents were notified and did not attend (document contacts)

Individualized Education Program

Name: Les Restricto

Date: March 18, 1991

Prioritized Annual Goals and Short Term Objectives

Short term objectives must specify time, observable behaviors, evaluation conditions/criteria

<p># <u>1</u> Annual Goal: <u>Improve Reading Comprehension</u></p> <p>Short Term Objectives: <u>By 3/92 Les will comprehend a 4th grade reading passage in English with 90% accuracy; baseline 3rd grade reading level with 80% accuracy</u></p>	<p>Persons Responsible for Implementation:</p> <p><input checked="" type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input checked="" type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>
<p># <u>2</u> Annual Goal: <u>Improve English Vocabulary Skills</u></p> <p>Short Term Objectives: <u>By 3/92 Les will improve oral English vocabulary to communicate needs, concepts, ideas with peers in the ELD and SDC classroom; baseline 3rd grade oral English vocabulary skills</u></p>	<p>Persons Responsible for Implementation:</p> <p><input checked="" type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input checked="" type="checkbox"/> Student</p> <p><input checked="" type="checkbox"/> Other <u>ELD teacher</u></p>	<p>Methods of Measurement:</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input checked="" type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>
<p># <u>3</u> Annual Goal: <u>Improve Expository Writing Skills</u></p> <p>Short Term Objectives: <u>By 3/92 Les will write a six sentence paragraph in English with appropriate topic and concluding sentences maintaining 80% accuracy in spelling; baseline 60% spelling accuracy</u></p>	<p>Persons Responsible for Implementation:</p> <p><input checked="" type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input checked="" type="checkbox"/> Other <u>work sample</u></p>
<p># <u>4</u> Annual Goal: <u>Improve Ability to Solve Mathematical Word Problems</u></p> <p>Short Term Objectives: <u>A) By 3/92 Les will choose the appropriate operation (+, -, x, ÷) to compute a 2-step word problem at a 4th grade reading level with 80% accuracy. B) By 3/92 Les will complete 2-digit by 1-digit division problem with 80% accuracy</u></p>	<p>Persons Responsible for Implementation:</p> <p><input checked="" type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input checked="" type="checkbox"/> Other <u>work samples</u></p>
<p># <u>5</u> Annual Goal: <u>Improve Social Skills and Vocational Skills</u></p> <p>Short Term Objectives: <u>By 3/92 Les will regularly participate in cooperative groups to complete assigned tasks 3 out 5 times per week; baseline Les refuses to work with others in group activities</u></p>	<p>Persons Responsible for Implementation:</p> <p><input checked="" type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input checked="" type="checkbox"/> Student</p> <p><input checked="" type="checkbox"/> Other <u>ELD</u></p>	<p>Methods of Measurement:</p> <p><input checked="" type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input checked="" type="checkbox"/> Other <u>charting</u></p>

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA INDIVIDUALIZED EDUCATION PROGRAM

Date: 1

2 Administrative Placement
 Initial Annual
 3 Year Other _____

Student Name: 3 D.O.B. 4

Parent/Guardian Name: 18

Student # 5 Sex: Male Female 6

Address: 19

C.A. 7 Grade 8 Ethnicity 9 LCI 10 Foster 11

Telephone: Home 20 Work 21

District of Residence: 12 Home School: 13

Primary Language: Home 22 Student 23

School of Attendance: 14 Current Placement: 15

Language Proficiency: LEP FEP EO Determined by: 24

Next Review Date: 16 Next 3 Year Assessment Date: 17

Translation Request: No Yes Date Completed: 25

26 Eligibility: Specific Learning Disability Speech/Language Impaired Other Health Impaired Orthopedically Impaired Seriously Emotionally Disturbed
 Hearing Impaired Deaf Deaf/Blind Visually Impaired Limited Cognitive Functioning Multihandicapped Other _____

27 Options Considered: Regular Classroom Regular Classroom/Support Personnel (DIS) Regular Classroom/Resource Specialist Special Day Class
 Non-Public School Home/Hospital Other _____

Special Education Placement and Related Services

28 The following recommended placement offers the least restrictive environment to meet the student's needs as per Title V: 3042

Justification for placement: _____
29 Regular Classroom Designated Instruction and Services (DIS) Resource Specialist Program Special Day Class Refer to County Level County Placement
 Non-Public School Home/Hospital Instruction Other _____

30 Projected placement date: Ongoing Initial Date: _____

DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME
<u>31</u>				

RELATED SERVICES:

36 Type of P.E.: Regular Modified Specially Designed
 Adapted Completed

37 Special Transportation: No Yes Specify _____

38 Career/Vocational Education: Yes No

39 Extended School Year: Yes No

40 Low Incidence Materials/Services: _____

41 Proficiency Standards: Regular Modified Met

Date: 42 Math _____ Reading _____ Writing _____

Special Education Subjects/Activities: 32

Regular Education Classes/Activities: 33

Participation in Regular Education: 34 Minutes/Periods = 35 %

Comments: 43

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
INDIVIDUALIZED EDUCATION PROGRAM

Name: 45

Date: 46

47 Summary of Present Levels of Performance/Functioning

Reading: 48

Hearing: 54 Vision: 55

Written Expression: 49

Health: 56

Math: 50

Career/Vocational: 57

Language/Communication: 51

Domestic/Self Help: 58

Psycho-Motor: 52

Community: 59

Social/Emotional: 53

Recreation/Leisure: 60

Functional Description of Handicap: 61

Document Progress of Prior Goals/Objectives from I.E.P. Dated: 62

- 1. _____ Met Partial Not Met
- 2. _____ Met Partial Not Met
- 3. _____ Met Partial Not Met
- 4. _____ Met Partial Not Met
- 5. _____ Met Partial Not Met

- 6. _____ Met Partial Not Met
- 7. _____ Met Partial Not Met
- 8. _____ Met Partial Not Met
- 9. _____ Met Partial Not Met
- 10. _____ Met Partial Not Met

Committee Members Participating in I.E.P. Development

I understand that this placement and the goals are reviewed annually and that I may request at any time a reevaluation, change of educational placement or review of goals for my son/daughter. I have received a written explanation of my rights and appeal procedures. This was prepared and reviewed with me in understandable language native to my home. I understand and consent to the placement of my son/daughter in the program(s) and services specified.

<u>64</u>	Parent	Date
<u>65</u>	Administrator/Designee	Date
<u>66</u>	Teacher	Date
<u>67</u>	Member/Title	Date
	Member/Title	Date
	Member/Title	Date
	Member/Title	Date

63

Parent/Guardian Signature

Date

The parents were notified and did not attend (document contacts)

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
Individualized Education Program

Name: 70

Date: 71

Prioritized Annual Goals and Short Term Objectives

Short term objectives must specify time, observable behaviors, evaluation conditions/criteria

<p># _____ Annual Goal: <u>72</u></p> <p>Short Term Objectives: _____ _____ _____ _____</p>	<p>Persons Responsible for Implementation: <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other <u>73</u></p>	<p>Methods of Measurement: <u>74</u> <input type="checkbox"/> Observation <input type="checkbox"/> Teacher Made Test <input type="checkbox"/> Standardized Test <input type="checkbox"/> Criterion Referenced Test <input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____ _____ _____ _____</p>	<p>Persons Responsible for Implementation: <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other _____</p>	<p>Methods of Measurement: <input type="checkbox"/> Observation <input type="checkbox"/> Teacher Made Test <input type="checkbox"/> Standardized Test <input type="checkbox"/> Criterion Referenced Test <input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____ _____ _____ _____</p>	<p>Persons Responsible for Implementation: <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other _____</p>	<p>Methods of Measurement: <input type="checkbox"/> Observation <input type="checkbox"/> Teacher Made Test <input type="checkbox"/> Standardized Test <input type="checkbox"/> Criterion Referenced Test <input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____ _____ _____ _____</p>	<p>Persons Responsible for Implementation: <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other _____</p>	<p>Methods of Measurement: <input type="checkbox"/> Observation <input type="checkbox"/> Teacher Made Test <input type="checkbox"/> Standardized Test <input type="checkbox"/> Criterion Referenced Test <input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____ _____ _____ _____</p>	<p>Persons Responsible for Implementation: <input type="checkbox"/> Special Education Teacher <input type="checkbox"/> Regular Education Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Student <input type="checkbox"/> Other _____</p>	<p>Methods of Measurement: <input type="checkbox"/> Observation <input type="checkbox"/> Teacher Made Test <input type="checkbox"/> Standardized Test <input type="checkbox"/> Criterion Referenced Test <input type="checkbox"/> Other _____</p>

**RIVERSIDE COUNTY SELPA
IEP MANUAL**

1. Date

Write the date of this IEP meeting. All dates of the IEP meeting (#1, 46, 63, 71) should coincide with the date next to the parent's signature (#64). Dates must include month, day and year.

2. Type of IEP (Check Appropriate Box)

Administrative Placement

The IEP following the 30-day interim placement. At this meeting, the previous goals are considered, rewritten or modified and all other district/SELPA required forms are completed.

Initial

This IEP admits the pupil into special education programs and/or services for the first time.

Annual

The annual review occurs within at least one (1) calendar year from the previous IEP.

3-Year

Each student must be reassessed at least every three (3) years. The date (#1) should reflect three (3) years from the last complete assessment.

Other

Includes IEPs called by any member of the IEP Committee, parent request, or any variety of programmatic concerns.

3. Student's Name

Write the student's first and last name. Use legal name, not nicknames.

4. Date of Birth

Write the student's date of birth; month, date and year.

5. **Student #**

Write the student's identification number assigned by the district. Obtain from Student Data Transmittal (SDT) card.

6. **Sex**

Check Male or Female.

7. **CA**

Chronological Age. Write year-month, i.e., 9-11 or 14-6.

8. **Grade**

Write the grade in which the student is currently enrolled when the IEP is developed.

9. **Ethnicity**

Write the code designating the student's ethnicity.

10 - Native American	30 - Hawaiian
20 - Korean	31 - Samoan
21 - Japanese	32 - Guamanian
22 - Chinese	33 - Tahitian
23 - Vietnamese	39 - Other Pacific Islander
24 - Cambodian	40 - Filipino
25 - Laotian	50 - Hispanic
26 - Asian Indian	60 - Black
29 - Other Asian	70 - White

10. **LCI**

Check if the student resides in a Licensed Children's Institution (LCI). If the student does not reside in a Licensed Children's Institution/Foster placement, leave blank. (These facilities include public hospitals, state licensed children's hospitals, psychiatric hospitals, proprietary hospitals or a health facility for medical purposes.)

11. **Foster Home**

Check if the student resides in a foster home. If the student does not reside in a foster home leave blank. (These include:)

12. **District of Residence**

Write the name of the district in which the student's parents and/or legal guardian resides.

13. Home School

Write the school of residence (according to address) of the student.

14. School of Attendance

Write the name of the school in which the student is attending and receiving special education programs and/or services.

15. Current Placement

Write the student's current special education placement(s). Select from the following:

- o Regular Classroom
- o DIS - Designated Instruction Services
- o RSP - Resource Specialist Program
- o SDC-NonSH - Special Day Class (This could include but not be limited to: AH, CH, LH, SDL)
- o SDC-SH - Special Day Class (This could include but not be limited to: OHI (including Autistic), MH, TMH, HI, OH, VI, D/B, SED, Deaf)
- o NPS - Non-Public School
- o HH - Home/Hospital

16. Next Review Date

This date indicates when the IEP Committee will reconvene to review the student's placement, progress and make recommendations for revisions or continuations of the IEP. It will be a maximum time of one year from the present meeting. Only month and year need to be included.

17. Three-Year Assessment Date

This is the projected date for a complete triennial reassessment. Each student receiving special education services must be reassessed at least every three (3) years to re-establish eligibility. The month and year should reflect three (3) years from the last complete assessment.

18. Parent/Guardian Name

Write the name of the parent or legal guardian. (If this IEP is signed by a surrogate, cross out the words Parent/Guardian and write Surrogate.)

19. Address

Write the student's complete address where he/she is currently living.

20. Telephone: Home

Write the parents' home phone number.

21. Telephone: Work

Write the parents' work phone number, if available.

22. Primary Language: Home:

Write the language used in the home as reported on the Home Language Survey.

23. Primary Language: Student:

Write the primary language of the student as determined by district assessment/records. For EO (English Only), no assessment is required.

24. Language Proficiency

Check the correct term to describe the student's language proficiency.

- LEP - Limited English Proficient
- FEP - Fluent English Proficient
- EO - English Only

Determined By: (Indicate any one of the following)

- Name of Assessor
- Title of Assessor
- Name of Test (i.e. LAS, BSM, IPT)
- If Student is EO, write in N/A (not applicable)

NOTE: Students who are being placed in a special education program and also have been identified by the bilingual department as LEP, must have goals and objectives that are linguistically appropriate. Services and program must also be linguistically appropriate.

25. Translation Request: (No or Yes)

A member of the IEP Committee will determine the need for the IEP document to be translated by asking the parent/guardian. The member will then check the appropriate NO/YES response.

Date Completed

Write date when translation is completed and provided to parents. This date is usually after the IEP meeting.

26. Eligibility

Not all students who experience difficulties in school need education services. Many times these students may be helped by modification of their regular school program. Only students whose needs cannot be met by the regular classroom teacher with modifications of the regular school program should be considered for special education. It is the intent that placement in special education classes occur only when the nature or severity of the handicap is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily.

Students experiencing difficulties in regular classes shall first be referred to the Student Study Team (See SELPA Procedural Handbook Section B). A student is not eligible for a placement in a special education program if:

- o There is no written documentation of prior attempts to modify the regular education classroom.
- o The need for remedial academic instruction is not clearly related to a handicapping condition.
- o Disruptive behavior is the main basis for referral.
- o Excessive absence from school is the main basis for referral.
- o A remedial health condition* exists which has a significant effect on the student's academic performance and actions have not been taken to ameliorate the condition.

*A medical or dental condition which can be reasonably expected to improve if treated. Tonsils and adenoids affecting hearing and learning, and dental conditions which affect speech are examples.

No. 26 Eligibility (continued)

- o The sole basis for referral and/or assessment in the student's limited or non-English language status or the student's cultural difference.
- o The sole basis for referral is behavior disorder without an associated learning disability.
- o Social maladjustment is the main basis for the referral.
- o The student has not demonstrated a discrepancy between intellectual ability and academic achievement.
- o For students currently in SELPA programs, eligibility criteria will be applied at the time of the three year re-evaluation or any complete psycho-educational evaluation.
- o For transfer students, eligibility criteria may be considered at the time of review of administrative placement if sufficient information is available.
- o A student who no longer meets eligibility criteria may be exited immediately or may remain in a transition program. A transition program may last no longer than the end of the semester following the semester in which the IEP Team determined the child to be ineligible for special education services.

The following section contains an overview of eligibility criteria for special education. For a complete text of eligibility criteria refer to California Administration Code (CAC) Title V, or the SELPA Handbook for Special Education. (Section A)

SPECIFIC LEARNING DISABILITIES

Must meet A, B, C and D

- A. Student has a disorder in one or more of the basic psychological processes involved in understanding/using spoken/written language.

Disorder may manifest itself in impaired ability to:

- | | |
|---------|-------------------------------|
| -listen | -spell |
| -think | -write |
| -speak | -do mathematical calculations |
| -read | |

No. 26 Eligibility (continued)

Basic psychological processes include:

- attention
- visual processing
- auditory processing
- sensory-motor skills
- cognitive ability of association
- cognitive ability of conceptualization
- cognitive ability of expression

- B. Student has a severe discrepancy (specified in C below) between intellectual ability and achievement.

Intellectual Ability:

- includes both acquired learning and learning potential as determined by a systematic assessment of intellectual functioning.

Achievement:

1. Must be in one or more of the following:

- listening comprehension
- oral expression
- basic reading
- reading comprehension
- written expression
- math calculation
- math reasoning

2. Includes the student's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized tests.

- C. The decision as to whether or not a severe discrepancy exists shall be made by the IEP team, including assessment personnel in accordance with Section 5634(d), which takes into account all relevant material which is available on the student. No single score or product of scores or test procedures shall be used as the sole criterion for the decision of the IEP team as the student's eligibility for special education. In determining the existence of a severe discrepancy, the IEP team should consult the procedures outlined in the SELPA Handbook.

No. 26 Eligibility (continued)

- D. The discrepancy shall not be primarily the result of limited school experience or poor school attendance.

CRITERIA FOR DETERMINING A STUDENT AS SERIOUSLY EMOTIONALLY DISTURBED

Must meet 1, 2 and 3:

1. Because of a serious emotional disturbance, a student exhibits one or more of the characteristics described in A through E:
 - A. An inability to learn which 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 exhibited in several situations.
 - D. A general pervasive mood of unhappiness or depression.
 - E. A tendency to develop physical symptoms or fears associated with personal or school problems.
2. Characteristics identified from the A through E list have been demonstrated over a long period of time to a marked degree.
3. The characteristics identified from the A through E list have adversely effected educational performance. Adversely effected is defined as:
 - A. Title V 3030 (j) (4) as a "severe discrepancy", or
 - B. Totally unable to function within any other educational setting because of severe emotional problems.

The term seriously emotionally disturbed does not include children who are socially maladjusted, unless it is determined that they are also seriously emotionally disturbed (see definition/explanation for term Socially Maladjusted)

No. 26 Eligibility (continued)

SPEECH/LANGUAGE IMPAIRED**1. Articulation**

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. Abnormal Voice

A student is eligible for voice therapy by a speech pathologist when there is a persistent defective voice quality, pitch or loudness.

3. Fluency Disorder

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

4. Language Disorder

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

- A. 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 of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific student, the expected language performance level shall be determined by alternative means as specified on the assessment plan or

No. 26 Eligibility (continued)

- B. The student scores at least 1.5 standard deviations below the mean or the score is 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 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, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

MENTALLY RETARDED/LIMITED COGNITIVE FUNCTIONING
(Mild, Moderate and Severe)

Must meet all A, B, C and D:

- A. Significantly below average general intellectual functioning. Note: IQ scores in the mildly retarded range may not be used to measure intellectual functioning in certain instances due to a court injunction and state policy. Instead use criterion referenced data such as work samples, learning rate and other indicators of intellectual level.
- B. Concurrent deficits in adaptive behavior: Adaptive Behavior means the effectiveness with which the student meets the standards of personal and cultural groups in the school setting. For eligibility determination, it shall be measured by means of an objective scale using information provided by several people who best know the student's behavior.
- C. Manifested during the developmental period of birth up to nine years.

No. 26 Eligibility (continued)

- D. The retardation results in 1 and/or 2:
1. The handicapping condition markedly reduces the ability of the pupil to learn academic material presented in a modified regular education setting. The academic material areas are: Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations and Math Reading.
 2. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of a modified regular education setting.

OTHER HEALTH IMPAIRED

Must meet all A, B, C and D:

- A. Demonstrates one or more as listed in 1, 2 or 3 as determined by medical evaluation:
1. Limited strength
 2. Limited vitality
 3. Limited alertness
- B. Condition must be either 1 or 2 as determined by medical evaluation:
1. Chronic
 2. Acute
- C. Must be a non-temporary health problem as determined by medical evaluation.
- D. The problem must result in 1 or 2:
1. The handicapping condition adversely affects the student's educational performance in Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations or Math Reading.
 2. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of a modified regular education setting.

No. 26 Eligibility (continued)

ORTHOPEDICALLY IMPAIRED

Must meet both A and B:

- A. Student has severe orthopedic impairment caused by congenital abnormality, disease or other causes, as determined by medical evaluation.
- B. The orthopedic impairment results in 1 or 2:
 - 1. The handicapping condition markedly reduces the ability of the pupil to learn academic material presented in a modified regular education setting. The academic material areas are: Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations and Math Reading.
 - 2. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of modified regular education setting.

VISUALLY HANDICAPPED

Must meet both (A) and (B)

- A. Student has a visual impairment, as determined by an eye specialist.
- B. Even with correction, results in (1) and/or (2)
 - 1. The handicapping condition markedly reduces the ability of the student to learn academic material presented in a modified regular education setting. The academic material areas are: Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations and Math Reasoning.
 - 2. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of a modified regular education setting.

No. 26 Eligibility (continued)

DEAF/BLIND 3030(B)

Must meet (A)

- A. Student has concomitant hearing and visual impairments, the combination of which causes all (1), (2) and (3).
1. Severe communication problems.
 2. Severe developmental problems.
 3. Severe education problems.

Assessment Standards

1. See assessment for hearing impaired and visually handicapped.

HEARING IMPAIRMENT 3030(A)

Must meet all (A), (B) and (C)

- A. Student has a hearing impairment, whether permanent or fluctuating, that has been identified by an audiological specialist.
- B. Regardless of amplification, the hearing impairment reduces processing linguistic information, including reception and speech discrimination as identified by a speech and language specialist.
- C. The hearing impairment results in (1) or (2).
1. The handicapping condition markedly reduces the ability of the student to learn academic material presented in a modified regular education setting. The academic material areas are: Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, math Calculations and Math Reasoning.
 2. The handicapping condition markedly reduces the student's ability to function in the non-academic areas of a modified regular education setting.

No. 26 Eligibility (continued)

**CRITERIA TO IDENTIFY AN INDIVIDUAL WITH EXCEPTIONAL NEEDS
AGE BIRTH TO FOUR YEARS AND NINE MONTHS (Preschool)**

- A. A child, age birth to four years and nine months, shall qualify as an individual with exceptional needs pursuant to Education code Section 56026(c)(1) and (2) if the IEP Team determines that the child meets the following criteria:
1. Is identified as an individual with exceptional needs pursuant to Title V, Section 3030, and
 2. is identified as required intensive special education and services by emeting one of the following:
 - A. The child is functioning at or below 50% of his or her chronological age level in one of the following areas:
 1. Gross or fine motor development.
 2. Receptive or expressive language development.
 3. Social or emotional development.
 4. Cognitive development.
 5. Visual development.
 - a. The child is functioning between 51% and 75% of his or her chronological age level in any two of the above areas.
 - b. The child has a disabling medical condition or congenital syndrome which the IEP Team determines has a high predictability or requiring intensive special education and services.
- B. Program for individual with exceptional needs younger than three years of age are permissive in accordance with Section 56001(c) of the Education Code except for those programs mandated pursuant to Section 56425 of the Education Code.

27. Options Considered

Check all placement options considered by the IEP Committee.

28. Justification for Placement

State the reason why this placement was selected as the least restrictive program to meet the student's educational needs.

EXAMPLES:

- a) The student's core curriculum needs can best be met with students of similar age and functional level.
- b) DIS Speech/Language
 - o Remediation of delays in language development requires specialized instruction;
 - o remediation of articulation errors requires specialized instruction by a speech therapist.
- c) Resource Specialist
 - o Remediation of delays in (list academic area/ areas) requires specialized instruction in a small group or 1-1 setting;
 - o will benefit from small group and individual instruction;
 - o to help student learn strategies necessary to function successfully in a regular class;
 - o to assist in reducing the gap between academic achievement and ability.
- d) LH/SDC
 - o The presence of a specific learning disability necessitates instruction in a small group setting the majority of the school day;
 - o the presence of limited cognitive functioning requires instruction in a small group setting the majority of the school day;
 - o the IEP Committee's findings indicate a need for small group or individual instruction and guidance in the above goals to help the student develop towards his/her true potential.
- e) CH/SDC - The presence of a language disorder requires instruction in a small group setting the majority of the school day.
- f) SH/SDC - The presence of mental retardation necessitates instruction in a small group setting for the majority of the school day.

29. Special Education Placement

Check the primary placement (1 box only) as determined by the IEP Committee.

REGULAR CLASSROOM - The student qualifies for special programs and/or services. Placement and/or the IEP goals will be met in the regular classroom.

DESIGNATED INSTRUCTION AND SERVICES (DIS) - Most commonly provided are: language, speech and hearing, adaptive physical education, counseling, physical therapy, occupational therapy, etc..

RESOURCE SPECIALIST PROGRAM - A special education program provided to eligible pupils for 0-49% of the instructional day. If consultation/collaboration is a component of the service delivery, it should be indicated under the "Comments" section (#43).

SPECIAL DAY CLASS - A special education program provided to eligible students for 50% or more of the instructional day.

REFER TO COUNTY LEVEL - Submit IEP and appropriate referral form to designated County Office personnel.

COUNTY PLACEMENT - Refers to programs and services operated by the Riverside County Office of Education.

NON-PUBLIC SCHOOL - A school under contract with the SELPA to provide a continuum of service. SELPA office staff must be present at all NPS IEPs.

HOME/HOSPITAL - Refer to special education and services being provided to eligible students in a hospital setting or a home teaching program.

30. Projected Placement Date

Check the box labeled Ongoing if the placement is to continue from the last IEP. When a new placement or a placement change is to occur, check Initial Date and write in the month, date and year the IEP will become effective.

31. Designated Instruction Services (DIS)

All support services that a student receives should be written in this area. These services are determined by the IEP Committee and include those services listed below. Their duration, frequency and time must be specified on the IEP, as well as the agency providing the service.

No. 31 Designated Instruction Services (DIS) (continued)

Referral for screening/assessment for speech/language, adaptive PE, OT, PT, counseling, etc., should be indicated under Comments (#43).

Designated Instruction Services

Language and Speech
 Home and Hospital
 Adapted Physical Education
 Audiological Services
 Individual Counseling
 Group Counseling
 Guidance Services
 Occupational Therapy
 Physical Therapy
 Orientation and Mobility
 Parent Counseling
 Health and Nursing
 Social Work
 Vocational Educational Training
 Recreation Services
 Individual and Small Group Instruction
 Vision Services
 Specialized Driver Training
 Psychological Services
 Other DIS

EXAMPLES:

<u>DIS SERVICE</u>	<u>AGENCY</u>	<u>FROM/TO</u>	<u>FREQUENCY</u>	<u>TIME</u>
Speech Therapy	District	6/90-6/91	2x per week	20 min.
Counseling	DMH	9/90-3/91	1x per week	30 min.

All services listed in this area must have a goal area and objectives written. DIS services may include any services the IEP Committee determines the student may need in order to benefit educationally from his/her instructional program. When the need for DIS services changes, an IEP meeting must be held to decide/document appropriate changes. (See IEP Addendum)

No service of California Children Services or Department of Mental Health can be included without it being recommended by that agency. The IEP Committee is bound by agency recommendation. The parent may disagree through agency due process proceedings.

32. Special Education Subjects/Activities

List those subjects/activities to be completed in special education.

33. Regular Education Classes/Activities

List those subjects/activities to be completed in the regular education program.

34. Participation in Regular Education

Write in either the number of minutes or number of periods the student will participate in regular education.

35. Minutes/Periods = Percentage

Calculate the percentage of the instructional day the student is in the regular education program. This calculation should be as accurate as possible, but not to the point that it distracts from the IEP meeting.

"Instructional day" shall be the same period of time as constitutes the regular school day for the chronological peer group. (E.C. 56363(i))

36. Type of Physical Education (check appropriate box)

REGULAR P.E. refers to the student who is enrolled in a regular physical education program without any special adaption/modification.

MODIFIED P.E. refers to a student who is able to participate in the regular physical education program if special adaptations/modifications are made.

SPECIALLY DESIGNED PE refers to a student who receives physical education in a special setting and receives PE from a special education teacher. The PE program for these students is based on a state approved curriculum guide and most of the students participate as a group in the same basic PE program.

ADAPTED PE refers to a student whose needs cannot be met within other program options noted and requires adapted PE. The teacher must hold an APE credential to teach this program. List APE under DIS services. This DIS service requires a written goal/ objective.

COMPLETED refers to the student who has met the physical education requirement as specified in the Education Code.

37. Special Transportation

Some students, because of their handicapping condition, require special transportation in order to participate in the education program. If yes is checked, list the type of special transportation needed.

38. Career/Vocational Education

Check the box that indicates if the student is receiving vocational education classes/training. Students in grades 7-12 must participate in career/vocational training. A goal(s) and objective(s) are required.

39. Extended School Year

Check whether or not extended school year is recommended for the student.

40. Low Incidence Materials/Services

List all materials and services the student requires to benefit from the educational programs that may be purchased with low incidence funds. Only those students whose primary handicapping condition is one of the following, are eligible: Orthopedically Handicapped (OH), Deaf, Blind, Deaf-Blind (DB).

The request for low incidence services is initiated through the IEP process:

- o The specific need for specialized health care should be clearly delineated on the IEP.
- o The specific service should be listed under DIS Services (#31), including the exact nature of the service and the time necessary on a daily basis. See SELPA Procedural Handbook, pages C-20a through C-20f.

41. Proficiency Standards (check the appropriate box)

REGULAR - The IEP Committee has determined that students in grades 7-12 shall meet regular district-adopted proficiency standards for graduation.

MODIFIED - The student will need modification for one or more of the graduation competencies. If graduation procedures are to be modified, appropriate documentation must be included with the IEP.

No. 41 Proficiency Standards (continued)

E.C. 56345 permits students to be provided with alternative means and modes necessary to complete the district's course of study and meet or exceed regular proficiency standards for graduation. For students who cannot take the regular proficiency tests, the IEP Committee can determine if modification of the tests and/or presentation is necessary. The students must be able to give their responses in a manner that can be scored.

MET - The student has met the proficiency standard. As part of the annual review, when the student has met the district or differential proficiency indicated for him, the box marked Met should be checked.

NOTE: For those students who will receive a Certificate of Completion, indicate under Comments (#43).

42. Date

Write the date each proficiency area was met.

43. Comments

Use this section to record any pertinent supplementary information or clarification.

44. Page 2 of _____

Write in the total number of pages of the IEP.

45. Name

Write in student's first and last name.

46. Date

Write the month, day and year of this IEP meeting. (Should be the same date as No. 1, 63 and 64).

47. SUMMARY OF PRESENT LEVELS OF PERFORMANCE/FUNCTIONING

This section is to be a brief **summary** statement of the student's present functioning level. It may include, but should not be limited to, test/assessment records. This reflects the information contained in the assessment reports.

Indicate the assessment instrument used, results and date of the assessment. Standardized and/or curriculum-based assessment results may be reported.

48. Reading

May address word recognition, readiness skills, passage comprehension, phonetic skills, sight words, etc..

49. Written Expression

May address personal data, spelling, sentence structure, paragraph writing, story and report writing, etc..

50. Math

May address concepts, computation, application, reasoning, etc..

51. Language/Communication

May address receptive/expressive language as well as articulation, voice and fluency skills. (Use vocabulary that parents understand.)

52. Psycho-Motor

May address the student's skills in auditory and visual perception, as well as fine and gross motor skills.

53. Social/Emotional

May address areas such as peer relationships, maturity, etc..

54. Hearing

Indicate acuity and date of screening.

55. Vision

Indicate acuity and date of screening.

56. Health

May address medical concerns/interventions strategies e.g., medication, possible effects of medication, seizures, limits on physical activity, special precautions, special diets/foods, chronic illness, special health problems.

57. Career/Vocational

May address areas of current vocational interest and training. Indicate career education involvement and indicate any work experience (R.O.P. workshop, etc.).

For younger children, this area may address provocational issues such as attention, time on task, task completion, etc..

58. Domestic/Self Help

May address independent living skills, functional skills and other activities for daily living.

59. Community

May address ability to function appropriately in the community.

60. Recreation/Leisure

May address interests, hobbies and the ability to use community facilities (theater, shipping, etc.).

61. Functional Description of Handicap

Describe how the student's handicap interferes with normal skill acquisition.

EXAMPLES:

- a) Auditory processing deficits interfere with student's ability to acquire reading and writing at an average rate.
- b) Visual motor processing deficits that interfere with the student's ability to read, write and spell.
- c) An inability to build and maintain interpersonal relationships with peers that adversely affect learning.
- e) A receptive language deficit in the areas of semantics and syntax interfere with the student's ability to communicate.

62. DOCUMENT PROGRESS OF PRIOR GOALS/OBJECTIVES FROM I.E.P. DATED:

Write the date (month, day and year) of the IEP being reviewed. The date should be within one calendar year of the date listed for Numbers 1, 46, 63, 64 and 71.

This area is for reporting goal progress. The Annual Review IEP meeting should begin with this information. In the ten spaces provided, list the goal(s) and/or objective(s). Check the appropriate box indicating if that goal was met, partially met, or not met.

No. 62 Document Progress of Prior Goals/Objectives from IEP
(continued)

EXAMPLE:

1.	Receptive Language	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partial	<input type="checkbox"/> Not Met
2.	Expressive Language	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partial	<input type="checkbox"/> Not Met
3.	Gross Motor	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partial	<input type="checkbox"/> Not Met
4.	Self Help	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partial	<input type="checkbox"/> Not Met
5.	Reading Comprehension	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partial	<input type="checkbox"/> Not Met
6.	Number Recognition	<input type="checkbox"/> Met	<input checked="" type="checkbox"/> Partial	<input type="checkbox"/> Not Met
7.	Social Behavior	<input type="checkbox"/> Met	<input type="checkbox"/> Partial	<input checked="" type="checkbox"/> Not Met

NOTE: Do not re-write the entire goal and objective.

COMMITTEE MEMBERS PARTICIPATING IN IEP DEVELOPMENT

63. Parent/Guardian Signature

The parent/legal guardian signs and dates this space indicating that they understand, consent and approve the IEP and placement. If the IEP is signed by a Surrogate, cross out the words Parent/Guardian and write Surrogate.

64. Parent

The parent/legal guardian signs and dates this space indicating they were present at the IEP meeting and participated in the development of this IEP. The parent is legally required to be part of the IEP Committee (E.C. 56341.(b)(3)). If the IEP is signed by a Surrogate, cross out the word Parent and write in Surrogate.

NOTE: Ideally, the date in Numbers 1, 46, 63, 64 and 71 should be the same.

65. Administrator/Designee

The Administrator or a person that the administrator designates to represent the school/district administration who is knowledgeable of program options or supervise the provision of such programs. An administrator/designee is legally required to be part of the IEP Committee. (E.C. 56341.(b)(1)) He/she signs and dates this line.

66. Teacher

The special or regular education teacher attending the IEP and providing service to the student, signs and dates this line. A teacher is legally required to be part of the IEP Committee (E.C. 56341.(b)(2)).

67. Member/Title

All other members of the IEP Committee sign their name and state their title on the line provided. Other members may include a: psychologist, language, speech and hearing specialist (LSH), regular education teacher(s), nurse, OT, PT, counselor, interpreter, agency representative, case manager, etc..

68. Parent Contact for IEP Meeting

List every date the parent was contacted for the IEP meeting and methods used. Indicate whether contact was by phone, letter, home visit, etc..

PRIORITIZED ANNUAL GOALS AND SHORT TERM OBJECTIVES**69. PAGE OF**

Write "3" in the first blank. Number additional goal pages as needed. The second blank will reflect the total number of IEP pages which will be numbered at the conclusion of the meeting.

70. Name

Write in the student's first and last name.

71. Date

Write in the month, day, year of this IEP meeting. (Should be the same date as Nos. 1, 46, 63 and 64.)

72. Annual Goal

These are the primary areas of remediation the IEP Committee determines the student will be focused on in special education. These goals must directly relate to areas of need identified in the student's present performance areas (Nos. 47-61) and to the disabilities identified in the assessment report.

Goals - are stated in broad terms that reflect the assessed needs of the student (e.g., improve reading comprehension skills; improve expressive language skills; improve attending behavior; improve social skills, etc.)

Short Term Objectives - reflect the student's learning that can be reasonably accomplished within a pre-determined period of time (not to exceed one calendar year of the date of this IEP). The short term objectives are meaningful and pertinent to the child as well as linguistically appropriate (e.g. use of sheltered English, etc.)

No. 72 Annual Goal (continued)

FORMAT:

By (date), the student will demonstrate (behavior) with (criteria) accuracy as measured by (person/assessment).

EXAMPLES:

Goal: To improve Mathematics computations.
Objective: By June 1990, Dana will demonstrate improved math skills as measured by a 10% increased rate of computation on ten sample, teacher written, simple multiplication problems (5x6, 3x8, 4x7, etc.) with 85% accuracy.

Goal: To improve Reading vocabulary.
Objective: By February 1990, Chris will demonstrate improved reading skills as measured by increased sight vocabulary, target goal is 50 new words from baseline, with 80% accuracy. Beginning baseline to be determined September, 1989 by classroom teacher.

For LIMITED ENGLISH PROFICIENT students it is important to reflect specific strategies to meet these students unique language needs. Using linguistically appropriate material and procedures.

Goal: To improve Spanish Reading skills.
Objective: By June 1990, Juan will have achieved comprehension and decoding skills at a beginning 4th grade level with 80% mastery.

73. Persons Responsible for Implementation

Check the person(s) responsible for implementing the goal/objective.

74. Method of Measurement

Check which method of measurement will be used to assess if this goal has been met.

**RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
INDIVIDUALIZED EDUCATION PROGRAM**

Date: _____

- Administrative Placement
- Initial Annual
- 3 Year Other _____

Student Name: _____ D.O.B. _____

Parent/Guardian Name: _____

Student # _____ Sex: Male Female

Address: _____

C.A. _____ Grade _____ Ethnicity _____ LCI Foster

Telephone: Home _____ Work _____

District of Residence: _____ Home School: _____

Primary Language: Home _____ Student _____

School of Attendance: _____ Current Placement: _____

Language Proficiency: LEP FEP EO Determined by: _____

Next Review Date: _____ Next 3 Year Assessment Date: _____

Translation Request: No Yes Date Completed: _____

Eligibility: Specific Learning Disability Speech/Language Impaired Other Health Impaired Orthopedically Impaired Seriously Emotionally Disturbed
 Hearing Impaired Deaf Deaf/Blind Visually Impaired Limited Cognitive Functioning Multihandicapped Other _____

Options Considered: Regular Classroom Regular Classroom/Support Personnel (DIS) Regular Classroom/Resource Specialist Special Day Class
 Non-Public School Home/Hospital Other _____

Special Education Placement and Related Services

The following recommended placement offers the least restrictive environment to meet the student's needs as per Title V: 3042

Justification for placement: _____

Regular Classroom Designated Instruction and Services (DIS) Resource Specialist Program Special Day Class Refer to County Level County Placement
 Non-Public School Home/Hospital Instruction Other _____

Projected placement date: Ongoing Initial Date: _____

DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME

RELATED SERVICES:

Type of P.E.: Regular Modified Specially Designed
 Adapted Completed

Special Transportation: No Yes Specify _____

Career/Vocational Education: Yes No

Extended School Year: Yes No

Low Incidence Materials/Services: _____

Proficiency Standards: Regular Modified Met

Date: _____ Math _____ Reading _____ Writing _____

Special Education Subjects/Activities: _____

Regular Education Classes/Activities: _____

Participation in Regular Education: _____ Minutes/Periods = _____ %

Comments: _____

INDIVIDUALIZED EDUCATION PROGRAM

Name: _____

Date: _____

Summary of Present Levels of Performance/Functioning

Reading: _____

Hearing: _____ Vision: _____

Written Expression: _____

Health: _____

Math: _____

Career/Vocational: _____

Language/Communication: _____

Domestic/Self Help: _____

Psycho-Motor: _____

Community: _____

Social/Emotional: _____

Recreation/Leisure: _____

Functional Description of Handicap: _____

Document Progress of Prior Goals/Objectives from I.E.P. Dated: _____

- 1. _____ Met Partial Not Met
- 2. _____ Met Partial Not Met
- 3. _____ Met Partial Not Met
- 4. _____ Met Partial Not Met
- 5. _____ Met Partial Not Met

- 6. _____ Met Partial Not Met
- 7. _____ Met Partial Not Met
- 8. _____ Met Partial Not Met
- 9. _____ Met Partial Not Met
- 10. _____ Met Partial Not Met

Committee Members Participating in I.E.P. Development

I understand that this placement and the goals are reviewed annually and that I may request at any time a reevaluation change of educational placement or review of goals for my son/daughter. I have received a written explanation of my rights and appeal procedures. This was prepared and reviewed with me in understandable language native to my home. I understand and consent to the placement of my son/daughter in the program(s) and services specified.

Parent	Date
Administrator/Designee	Date
Teacher	Date
Member/Title	Date
Member/Title	Date
Member/Title	Date
Member/Title	Date

Parent/Guardian Signature

Date

The parents were notified and did not attend (document contacts)

Individualized Education Program

Name: _____
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Date: _____

Prioritized Annual Goals and Short Term Objectives

Short term objectives must specify time, observable behaviors, evaluation conditions/criteria

<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Persons Responsible for Implementation:</p> <p><input type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Persons Responsible for Implementation:</p> <p><input type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Persons Responsible for Implementation:</p> <p><input type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Persons Responsible for Implementation:</p> <p><input type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>
<p># _____ Annual Goal: _____</p> <p>Short Term Objectives: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Persons Responsible for Implementation:</p> <p><input type="checkbox"/> Special Education Teacher</p> <p><input type="checkbox"/> Regular Education Teacher</p> <p><input type="checkbox"/> Parent</p> <p><input type="checkbox"/> Student</p> <p><input type="checkbox"/> Other _____</p>	<p>Methods of Measurement:</p> <p><input type="checkbox"/> Observation</p> <p><input type="checkbox"/> Teacher Made Test</p> <p><input type="checkbox"/> Standardized Test</p> <p><input type="checkbox"/> Criterion Referenced Test</p> <p><input type="checkbox"/> Other _____</p>

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA
ADDENDUM

Attach to I.E.P. dated A1

Date: A2

Name: A3 D.O.B. A4 School of Attendance: A5 Program: A6

Translation Request: No Yes Date Completed: A7

ACTION: A8

DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME	DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME
<u>A9</u>									

COMMITTEE MEMBERS PARTICIPATING IN I.E.P. DEVELOPMENT

I understand that this placement and the goals are reviewed annually and that I may request at any time a reevaluation change of educational placement or review of goals for my son/daughter. I have received a written explanation of my rights and appeal procedures. This was prepared and reviewed with me in understandable language native to my home. I understand and consent to the placement of my son/daughter in the program(s) and services specified.

A10

Parent/Guardian Signature Date

The parents were notified and did not attend (document contacts)

A15

<u>A11</u>	Parent	Date
<u>A12</u>	Administrator/Designee	Date
<u>A13</u>	Teacher	Date
<u>A14</u>	Member/Title	Date
	Member/Title	Date
	Member/Title	Date

ADDENDUM

The purpose of the addendum is to document additions, deletions and changes in DIS services or DIS goals/objectives. The Addendum is considered a legal document only when it is attached to a current IEP. The Addendum is not a substitute for an annual review.

A1. Attach to IEP dated

Write the month, day and year of the current IEP.

A2. Date

Write the date of this meeting (month, date, year). This date must be within one year of the current IEP date (See No. 1).

A3. Name

Write the student's first and last name.

A4. Date of Birth

Write the student's date of birth; month, date and year.

A5. School of Attendance

Write the name of the school in which the student is attending and receiving special education programs and/or services.

A6. Placement

Write the student's current special education placement(s). Select from the following:

- o Regular Classroom
- o DIS - Designated Instruction Services
- o RSP - Resource Specialist Program
- o SDC-NonSH - Special Day Class (This could include but not be limited to: AH, CH, LH, SDL)
- o SDC-SH - Special Day Class (This could include but not be limited to: OHI (including Autistic), MH, TMH, HI, OH, VI, D/B, SED, Deaf)
- o NPS - Non-Public School
- o HH - Home/Hospital

A7. Translation Request: (No or Yes)

A member of the IEP Committee will determine the need for the IEP Addendum to be translated by asking the parent/guardian. The member will then check the appropriate No/Yes response.

Date Completed

Write the date when the translation is completed and provided to the parents. This date is usually after the IEP meeting.

A8. Action

Write a specific description of what DIS services and/or goals are being changed and why. If new goals/objectives are written, a Prioritized Annual Goals and Short Term Objectives page **MUST BE ATTACHED** (see No. 69).

A9. DIS Services

Write the DIS services to be added to the current IEP. (See No. 31 for examples;)

COMMITTEE MEMBERS PARTICIPATING IN IEP DEVELOPMENT**A10. Parent/Guardian Signature**

The parent/legal guardian signs and dates this space indicating that they understand, consent and approve the IEP Addendum. If the IEP Addendum is signed by a Surrogate, cross out the words Parent/Guardian and write Surrogate.

A11. Parent

The parent/legal guardian signs and dates this space indicating they were present at the meeting and participated in the development of this IEP Addendum. The parent is legally required to be part of the IEP Committee (E.C. 56341.(b)(3)). If the IEP Addendum is signed by a Surrogate, cross out the word parent and write in Surrogate.

A12. Administrator/Designee

The Administrator or a person that the administrator designates to represent the school/district administration who is knowledgeable of program options or supervise the provision of such problems. An administrator/designee is legally required to be part of the IEP Committee. (E.C. 56341.(b)(1)). He/she signs and dates this line.

A13. Teacher

The special or regular education teacher attending the IEP and providing service to the student, signs and dates this line. A teacher is legally required to be part of the IEP Committee (E.C. 56341.(b)(2)).

A14. Member/Title

All other members of the IEP Committee sign their name and state their title on the line provided. Other members may include a: psychologist, language, speech and hearing specialist (LSH), regular education teacher(s), nurse, OT, PT, counselor, interpreter, agency representative, case manager, etc..

A15. Parent contact for IEP Meeting

List every date the parent was contacted for the IEP meeting and methods used. Indicate whether contact was by phone, letter, home visit, etc..

RIVERSIDE COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

ADDENDUM

Attach to I.E.P. dated _____

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Date: _____

Name: _____ D.O.B. _____ School of Attendance: _____ Program: _____

Translation Request: No Yes Date Completed: _____

ACTION: _____

DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME	DIS SERVICES	AGENCY	FROM/TO	FREQUENCY	TIME

COMMITTEE MEMBERS PARTICIPATING IN I.E.P. DEVELOPMENT

I understand that this placement and the goals are reviewed annually and that I may request at any time a reevaluation change of educational placement or review of goals for my son/daughter. I have received a written explanation of my rights and appeal procedures. This was prepared and reviewed with me in understandable language native to my home. I understand and consent to the placement of my son/daughter in the program(s) and services specified.

Parent	Date
Administrator/Designee	Date
Teacher	Date
Member/Title	Date
Member/Title	Date
Member/Title	Date
Member/Title	Date

Parent/Guardian Signature

Date

The parents were notified and did not attend (document contacts)

IEP COMMITTEE SUMMARY

The IEP Summary is not a mandated requirement of the IEP. It is an optional page which is most frequently used as an audit trail for non-public school placements and by the County Office. The Summary is also used in complex cases or where the student is followed by multiple public agencies whose case management actions should be recorded for clarification and documentation.

The IEP Summary can also serve to document meetings where no changes were made in the IEP, but issues regarding the student/placement were discussed.

S1. Name

Write the student's first and last name.

S2. Date of Birth

Write the student's date of birth; month, date and year.

S3. School of Attendance

Write the name of the school in which the student is attending and receiving special education programs and services.

S4. Placement

Indicate the student's placement as of this IEP. Select from the following:

- o Regular Classroom
- o DIS - Designated Instruction Services
- o RSP - Resource Specialist Program
- o SDC-NonSH - Special Day Class (This could include but not be limited to: AH, CH, LH, SDL)
- o SDC-SH - Special Day Class (This could include but not be limited to: OHI (including Autistic), MH, TMH, HI, OH, VI, D/B, SED, Deaf)
- o NPS - Non-Public School
- o HH - Home/Hospital

S5. Committee Members Participating in Meeting

Write the name and title or agency of each person in attendance.

S6. Action Consisted Of

Write a brief summary of what action took place regarding the IEP meeting. Action issues to note may include placement changes, consultation, change in eligibility status, withdrawal or no longer qualifies for special education, etc..

S7. Special Areas of Note

Write in notes of special interest to the Committee regarding the student and/or IEP. This area can be used to record follow-up dates, assign persons responsibilities for future IEP meetings, record agencies' and parent's requests/responsibilities, etc..

S8. Signature of Person Completing Form

The person completing the IEP Summary signs on this line.

S9. Date

Write the month, day and year of this IEP meeting. (This date should be the same as 1, 46, 63, 64 and 71.)

Individualized Education Program Team Summary

An Educational Planning meeting for _____,

born _____, was held at _____,

on _____, length of meeting _____.

The I.E.P.T. consisted of:

Title or Agency

_____	,	_____
_____	,	_____
_____	,	_____
_____	,	_____

Others present:

Name

Title or Agency

_____	,	_____
_____	,	_____
_____	,	_____
_____	,	_____
_____	,	_____

Action consisted of: _____

Special areas of note: _____

Signature

Date

_____ have reviewed relevant assessment data with the I.E.P. Team and am aware that my child is not eligible for Special Education Placement.

Parent's Signature

Date

Section 5:

**Annual Review
of the
Individualized
Education
Program
(I.E.P.)**

SECTION 5: ANNUAL REVIEW OF THE I.E.P.

.Guidelines for Conducting an Annual Review

ANNUAL I.E.P. REVIEW

CONDUCTING THE ANNUAL REVIEW

The I.E.P.T. is responsible for insuring that at least an annual comprehensive review is conducted for all individuals who have current I.E.P.'s.

PURPOSE OF THE REVIEW

- 1) To review pupil's progress in terms of the student's Individualized Education Program (I.E.P.), including short-term objectives
- 2) To review pupil's placement
- 3) To recommend future program placement and/or additional assessment
- 4) To allow for a program change at important points in the student's development

RESPONSIBILITY FOR CONDUCTING THE REVIEW

The Case Carrier is responsible for conducting a review of the Individualized Education Program of each student placed by the I.E.P. Team.

SCHEDULE REVIEWS

- 1) Reviews must be conducted at least annually
- 2) Reviews may be requested at any time by:
 - a) School personnel
 - b) Parents or guardians. Parent may request reviews up to twice a semester
 - c) Community professionals
 - d) The student (if of a sufficient age)
- 3) Reviews must be conducted when a student transfers from a program into another special or regular program. These are considered changes in placement.

Annual I.E.P. Review (continued)

PARENT INVOLVEMENT

Parents or guardians must be notified of an impending review and must be invited to attend the review meeting.

Always bring a copy of the student's I.E.P. to the review meeting; and encourage the parents to bring their copy.

ANNUAL REVIEW PROCEDURE

1. Discuss objectives as written on the past year's I.E.P. or Annual Review Form
2. Note progress toward objectives as Met, Partial, or Not Met on the Master File copy of the past year's Annual Review or Total Service I.E.P. form. (The County plans to print a revised I.E.P. form with "mastery columns" on page 2 of the Total Service I.E.P. for the purpose of review.) A photocopy may be made for the parent
3. Write appropriate goals/objectives for the coming year on a new Annual Review Form
4. Leave the Met, Partial, and Not Met columns blank for use next year
5. Complete the Annual Review Form, filing the whole copy in the Master File

Section 6:

Eligibility

Criteria

SECTION 6: ELIGIBILITY CRITERIA

- .Special Education Eligibility Criteria
- .Specific Learning Disability Criteria
- .Seriously Emotionally Disturbed Criteria
- .Speech Impaired Criteria
- .Guidelines for Placement into Special Day Class for Communicatively Handicapped, Learning Handicapped, and/or Designated Instructional Services
- .Mentally Retarded Criteria
- .Orthopedically Impaired Criteria
- .Preschool Eligibility Criteria
- .Exit Criteria
- .Assessment Guidelines
- .Least Restrictive Environment
- .Alternative Education Program Guidelines

OFFICE OF RIVERSIDE COUNTY SUPERINTENDENT OF SCHOOLS
RIVERSIDE COUNTY SPECIAL EDUCATION SERVICE REGION

SPECIAL EDUCATION ELIGIBILITY CRITERIA

Not all students who experience difficulties in school need special education services. Many times these students may be helped by modification of their regular school program. Only students whose needs cannot be met by the regular classroom teacher with modifications of the regular school program should be considered for special education. It is the intent that placement in special education classes occur only when the nature or severity of the handicap is such that education in the regular class with the use of supplementary aids and services cannot be achieved satisfactorily.

Students experiencing difficulties in regular classes shall first be referred to the Student Study Team. A student is not eligible for a placement in a special education program if:

There is no written documentation of prior attempts to modify the regular education program over a reasonable period of time. (A reasonable period of time to be defined as at least one complete reporting period.)

The student is demonstrating slow but steady progress within the regular education classroom.

The need for remedial academic instruction is not clearly related to a handicapping condition.

Disruptive behavior is the main basis for referral.

Excessive absence from school is the main basis for referral.

A remedial health condition* exists which has a significant effect on the student's academic performance and actions have not been taken to ameliorate the condition.

The sole basis for referral and/or assessment in the student's limited or non-English language status or the student's cultural difference.

The sole basis for referral is behavior disorder without an associated learning disability.

Social maladjustment is the main basis for the referral.

*A medical or dental condition which can be reasonably expected to improve if treated. Tonsils and adenoids affecting hearing and learning, and dental conditions which affect speech are examples.

Special Education Eligibility Criteria (continued)

The student has not demonstrated a discrepancy between intellectual ability and academic achievement.

For students currently in SELPA programs, eligibility criteria will be applied at the time of the three year re-evaluation or any complete psycho-educational evaluation.

For transfer students, eligibility criteria may be considered at the time of review of administrative placement if sufficient information is available.

A student who no longer meets eligibility criteria may be exited immediately or may remain in a transition program. A transition program may last no longer than the end of the semester following the semester in which the IEP Team determined the child to be ineligible for special education services.

The following section contains an overview of eligibility criteria for special education. For a complete text of eligibility criteria refer to California Administration Code (CAC) Title V, or the SELPA Handbook for Special Education.

SPECIFIC LEARNING DISABILITIES

Must meet A, B, C, and D.

- A. Pupil has a disorder in one or more of the basic psychological processes involved in understanding/using spoken/written language.

Disorder may manifest itself in impaired ability to:

- | | |
|---------|-------------------------------|
| -listen | -spell |
| -think | -write |
| -speak | -do mathematical calculations |
| -read | |

Basic psychological processes include:

- attention
- visual processing
- auditory processing
- sensory-motor skills
- cognitive ability of association
- cognitive ability of conceptualization
- cognitive ability of expression

- B. Pupil has a severe discrepancy (specified in C below) between intellectual ability and achievement.

Intellectual ability:

-includes both acquired learning and learning potential as determined by a systematic assessment of intellectual functioning

Achievement:

1. must be in one or more of the following:

- | | |
|--------------------------|---------------------|
| -listening comprehension | -written expression |
| -oral expression | -math calculation |
| -basic reading | -math reasoning |
| -reading comprehension | |

2. includes the pupil's level of competence in materials and subject matter explicitly taught in school and shall be measured by standardized tests.

- C. The decision as to whether or not a severe discrepancy exists shall be made by the individualized education program team, including assessment personnel in accordance with Section 56341(d), which takes into account all relevant material which is available on the pupil. No single score or product of scores,

Specific Learning Disabilities (continued)

or test procedures shall be used as the sole criterion for the decision of the individualized education program team as the pupil's eligibility for special education. In determining the existence of a severe discrepancy, the individualized education program team shall use the following procedures:

1. When standardized tests are considered to be valid for a specific pupil, a severe discrepancy is demonstrated by: first, converting into common standard scores, using a mean of 100 and standard deviation of 15, the achievement test score and the ability test score to be compared; second, computing the difference between these common standard scores; and third, comparing this computed difference to the standard criterion which is the product of 1.5 multiplied by the standardization of the distribution of computed differences of students taking these achievement and ability tests. A computed difference which equals or exceeds this standard criterion, adjusted by one standard error of measurement, the adjustment not to exceed 4 common standard score points, indicates a severe discrepancy when such discrepancy is corroborated by other assessment data which may include other tests, scales, instruments, observations and work samples, as appropriate.
2. When standardized tests are considered to be invalid for a specific pupil, the discrepancy shall be measured by alternative means as specified on the assessment plan.
3. If the standardized tests do not reveal a severe discrepancy, the individualized education program team may find that a severe discrepancy does exist, provided that the team documents in a written report that the discrepancy between ability and achievement exists as a result of a disorder in one or more of the basic psychological processes.

The report shall include a statement of the area, the degree, and the basis and method used in determining the discrepancy. The report shall contain information considered by the team which shall include, but not be limited to:

- a. Data obtained from standardized assessment instruments
 - b. Information provided by the parent
 - c. Information provided by the pupil's present teacher
 - d. Evidence of the pupil's performance in the regular and/or special education classroom obtained from observations, work samples, and group test scores
 - e. Consideration of the pupil's age, particularly for young children
 - f. Any additional relevant information
- D. The discrepancy shall not be primarily the result of limited school experience or poor school attendance.

Specific Learning Disabilities (continued)**Assessment Standards:**

1. Standardized tests are considered valid when all of the following are true:
 - A. The pupil whose first learned language is other than English, they are considered classified as Fluent English Proficient.
 - B. The final scores are not substantially reduced by socio-economic factors.
 - C. The pupil cooperates with testing procedures to the extent that the performance reflects current functional levels.
 - D. The pupil's raw scores are within the normative standardization of the test.
2. When standardized tests are not considered valid, there will be an attempt to provide the closest possible approximate to a standardization evaluation. In such instances, test scores will be considered non-definitive guidelines for determining eligibility.

The judgement of the professional assessor(s) will be given great weight in establishing eligibility. The rationale and description of any modifications used will be documented in the assessment report.

Suggested sequence of least severe modifications:

- A. Utilize alternate tests that minimize the condition which invalidates the instruments that would otherwise be selected. The alternatives may not provide derived scores or there may be correlations to other instruments but they can be validly administered. The scores could serve as estimates of the preferred tests.
- B. Translate items into the pupil's primary language.
- C. Eliminate inappropriate items.
- D. Utilize standardized behavioral observation reports with those who know the pupil very well. The resulting scores may be considered approximates of test performance, if standardized tests were possible.
- E. Use criterion referenced techniques in an analysis of skill development.

**CRITERIA FOR DETERMINING A STUDENT AS
SERIOUSLY EMOTIONALLY DISTURBED**

Must meet 1, 2 and 3:

1. Because of a serious emotional disturbance, a pupil exhibits one or more of the characteristics described in A through E:
 - A. An inability to learn which 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 exhibited in several situations.
 - D. A general pervasive mood of unhappiness or depression.
 - E. A tendency to develop physical symptoms or fears associated with personal or school problems.
2. Characteristics identified from the A through E list have been demonstrated over a long period of time to a marked degree.
3. The characteristics identified from the A through E list have adversely effected educational performance. Adversely effected is defined as:
 - A. Title V 3030 (j) (4) as a "severe discrepancy," or
 - B. Totally unable to function within any other educational setting because of severe emotional problems.

The term seriously emotionally disturbed does not include children who are socially maladjusted, unless it is determined that they are also seriously emotionally disturbed (see definition/explanation for term Socially Maladjusted).

Assessment Standards

1. A current psychoeducational assessment is essential to the identification of this handicapping condition. To be considered current, a report must be less than one year old.
2. The psychoeducational report shall include documentation that the child's educational needs are not due primarily to social maladjustment.
3. Use of medical reports may be appropriate but may not stand alone unless they clearly satisfy educational assessment requirements as outlined below and document the effect of the handicapping condition on educational performance.

Criteria for Determining a Student as SED (continued)

4. The report should contain a summary of:
 - A. The developmental history.
 - B. The school history.
 - C. Educational progress of the student.
 - D. A description of the steps previously taken to assist the student in the area of his learning or behavior difficulty and the results of such assistance.
 - E. A report of an observation of the student in his school situation and a description of the environmental factors and peer and teacher interactions affecting his functioning. If the child is less than school age or out of school, the observation shall take place in an environment appropriate for an individual that age.
 - F. An assessment of the student's level of academic functioning.

Educational Effects of Handicapping Condition

1. A student may have all the behavioral characteristics listed under the definition of seriously emotionally disturbed and still not need special education services. The behavioral and psychoeducational problems must be evident within the educational environment and be disabling factors in the student's ability to benefit from regular education.

Social Maladjustment

1. For purposes of clarification, the following definition/explanation is given for "Social Maladjustment".
 - A. One of the most troublesome decisions facing the IEPT is that of separating the Seriously Emotionally Disturbed from the Socially Maladjusted. Therefore, a listing of behavioral characteristics may prove helpful to the person responsible for the Seriously Emotionally Disturbed programs.
 - B. It is recognized that persons who are socially maladjusted create great discomfort in society by their antisocial behavior, but they are not to be considered in the same classification as the Seriously Emotionally Disturbed, neither are they to be considered under the law as individuals with exceptional needs, for the purposes of Special Education unless "it is determined that they are Seriously Emotionally Disturbed".
(C.F.R. 121a5(8))

...students whose educational needs are due primarily to...social maladjustment...are not individuals with exceptional needs."
(E.C. 56026(e))

Criteria for Determining a Student as SED (continued)

- C.** Antisocial personalities are typically intelligent, spontaneous, and very likeable on first acquaintance. Yet they seem to live in a series of present moments without real consideration for the past or the future, are emotionally immature, irresponsible, impulsive and lacking in judgement. They have an ability to rationalize their behavior so that to them at least, it appears reasonable and justified.
- D.** Socially maladjusted characteristics include:
1. Shows marked dislike for school.
 2. Rebels against school routine and restrictions.
 3. Is uninterested in school programs (truancy and tardiness).
 4. Has repeated one or more grades.
- E.** Summarized are the wide range of symptoms which antisocial personalities may display:
1. Inadequate conscience development.
 2. Egocentric, impulsive and irresponsible with low frustration tolerance and poor judgement.
 3. Hedonism combined with unrealistic goals.
 4. Lack of anxiety or guilt.
 5. Inability to profit from mistakes.
 6. Ability to put up a good front to impress and exploit others.
 7. Defective social relationships.
 8. Rejection of constituted authority and discipline.
 9. Quick ability to rationalize and project the blame for socially disapproved behavior.
 10. Irritating, disappointing and distressing to others.
 11. Involvement with legal authorities.
 12. Frequent running away.
 13. Stealing.
 14. Substance abuse.
 15. Persistent serious lying in and out of the home.
- F.** Lack of capacity to form peer relationships as indicated by lack of one or more of the following:
1. Extends self to others, even when no immediate advantage is likely.
 2. Avoids blaming or informing on companions.
 3. Shows concern for the welfare of friends or companions.

Speech Impaired

1. Articulation

The pupil 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 pupil'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.

Assessment Standards

Errors are not due to primary language or dialect.

2. Abnormal Voice

A pupil is eligible for voice therapy by a speech pathologist when there is a persistent defective voice quality, pitch, or loudness.

Assessment Standards

Medical diagnostic evaluation states that such therapy is not contraindicated.

3. Fluency Disorder

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

Assessment Standards

Determination of a fluency disorder shall be made by a speech and language pathologist and shall include an accepted severity scale.

4. Language Disordered

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

- A. The pupil scores at least 1.5 standard deviations below the mean, or below the 7th percentile, for his or her chronological age or develop-

mental level on two or more standardized tests in one or more of the following areas of language development: morphology, syntax, semantics, or pragmatics. When standardized tests are considered to be invalid for the specific pupil, the expected language performance level shall be determined by alternative means as specified on the assessment plan , or

- B. The pupil scores at least 1.5 standard deviations below the mean or the score is 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 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 pupil 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 pupil, the expected language performance level shall be determined by alternative means as specified in the assessment plan.

**GUIDELINES FOR PLACEMENT
INTO
SDC/CH, SDC/LH, AND/OR DIS**

These guidelines are intended to assist I.E.P. Teams in differentiating placements among Special Day Class CH , Special Day Class LH, and DIS for language/speech therapy.

- A. A pupil should be considered for Special Day Class, Communicatively Handicapped, (SDC/CH) when:
1. The primary handicapping condition is a severe disorder of language. Academic failure can be attributed to a language processing problem.
 2. Syntax/morphology, semantics, and pragmatics are significantly impaired. The language disorder is global as shown by a transcribed and analyzed language sample.
 3. Significant discrepancies exist among verbal and performance subtests on a measure of intellectual ability.
 4. Less restrictive interventions have proven inadequate.
 5. In the case of a preschool or primary grade pupil having a severe articulation disorder, DIS speech therapy has proven inadequate or is documented as inadvisable and the I.E.P. Team judges that SDC/CH is the least restrictive environment. Pupils for whom a CH class is appropriate will typically be language disabled, having a discrepancy between their ability and their language skills. Pupils with other handicapping conditions may occasionally be assigned to a CH class if the I.E.P. Team determines that the CH class is the most appropriate placement for the pupil's needs.

The I.E.P. Team may also exercise the option of a partial day placement into a CH class as a DIS service. Such placements are not routine, therefore, it is recommended that the "placement I.E.P. Team" be represented on the annual review team.

- B. D.I.S. Speech Therapy will be provided for SDC/CH pupils having:
1. Fluency disorders
 2. Voice disorders
 3. Severe phonological disorders

Guidelines for Placement into SDC/CH, SDC/LH, and/or DIS (continued)

C. D.I.S. Language Therapy will be provided for non-SDC/CH pupils when:

1. The non-SDC/CH pupil has a significant disorder in one or more of these areas:
 - a. Syntax
 - b. Morphology
 - c. Semantics
 - d. Pragmatics
2. The pupil is able to function in the regular, resource specialist, or special day class (other than SDC/CH).

D. Learning Handicapped (LH) Special Day Class placements should be considered for a pupil when:

1. The primary handicap is a learning disability or developmental delay, not a specific disorder of language.

MENTALLY RETARDED
(Mild, Moderate and Severe)

Must meet all A, B, C and D:

- A. Significantly below average general intellectual functioning. Note: IQ scores in the mildly retarded range may not be used to measure intellectual functioning in certain instances due to a court injunction and state policy. Instead use criterion referenced data such as work samples, learning rate, and other indicators of intellectual level.
- B. Concurrent deficits in adaptive behavior: Adaptive Behavior means the effectiveness with which the pupil meets the standards of personal and cultural groups in the school setting. For eligibility determination, it shall be measured by means of an objective scale using information provided by several people who best know the pupil's behavior.
- C. Manifested during the developmental period of birth up to nine years.
- D. The retardation results in 1 and/or 2:
 - 1. The handicapping condition markedly reduces the ability of the pupil to learn academic material presented in a modified regular education setting. The academic material areas are: Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations, and Math Reading.
 - 2. The handicapping condition markedly reduces the pupil's ability to function in the non-academic areas of a modified regular education setting.

Assessment Standards

- 1. Psychological Assessment shall include:
 - A. An appropriate measure of adaptive behavior.
 - B. Intelligence test. (Not to be used as the sole basis for a diagnosis and are prohibited in certain instances.)
 - C. Appraisal of cognitive functioning through measure of learning rate and observations.
 - D. Other areas of suspected disabilities such as perceptual motor dysfunction.

Mentally Retarded (continued)

2. **Health Assessment shall include:**
 - A. **Health and developmental screening.**
 - B. **Medical information.**
 - C. **Vision/hearing screening reports.**
3. **Educational/Home/Community Functioning Data**
 - A. **Functioning levels shall be included by:**
 1. **Report of classroom observation(s) for an in-school student, documenting appropriate use of regular education strategies and interventions.**
 2. **Report of behavioral observation with peers, home and community functioning. (May be through parent reports or direct observation.)**

ORTHOPEDICALLY IMPAIRED

Must meet both A and B:

- A. Pupil has severe orthopedic impairment caused by congenital abnormality, disease or other causes, as determined by medical evaluation.
- B. The orthopedic impairment results in 1 or 2:
 - 1. The handicapping condition markedly reduces the ability of the pupil to learn academic material presented in a modified regular education setting. The academic material areas are: Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations and Math Reading.
 - 2. The handicapping condition markedly reduces the pupil's ability to function in the non-academic areas of modified regular education setting.

Assessment Standards

- 1. Medical: A report from a medical professional with a diagnosis of health impairment or a serious impairment in locomotion or motor function which adversely effects educational performance is required.
- 2. Educational data including classroom observations and reports documenting appropriate use of regular education strategies and interventions previously attempted or considered.
- 3. Psychoeducational assessment is recommended to obtain information on intellectual functioning, emotional adjustment, and learning modalities.

OTHER HEALTH IMPAIRED

Must meet all A, B, C and D:

- A. Demonstrates one or more as listed in 1, 2, or 3 as determined by medical evaluation:
 - 1. Limited strength
 - 2. Limited vitality
 - 3. Limited alertness
- B. Condition must be either 1 or 2 as determined by medical evaluation:
 - 1. Chronic
 - 2. Acute
- C. Must be a non-temporary health problem as determined by medical evaluation.

- D. The problem must result in 1 or 2:
1. The handicapping condition adversely affects the pupil's educational performance in Listening Comprehension, Oral Expression, Basic Reading Skills, Reading Comprehension, Written Expression, Math Calculations, or Math Reading.
 2. The handicapping condition markedly reduces the pupil's ability to function in the non-academic areas of a modified regular education setting.

Assessment Standards

1. **Medical:** The individual is orthopedically or other health impaired if a licensed physician or surgeon verifies in a written report a diagnosis of health impairment or a serious impairment in locomotion, or motor functions which adversely effects the individual's educational performance.
2. Educational data including classroom observation and reports documenting appropriate use of regular educational strategies and interventions previously considered or attempted.
3. Psychological evaluation which addresses intellectual functioning, possible learning disabilities, adaptive behavior, and social-emotional adjustment factors shall be completed prior to initial placement and every three years thereafter.

CRITERIA TO IDENTIFY AN INDIVIDUAL WITH EXCEPTIONAL NEEDS
AGE BIRTH TO FOUR YEARS AND NINE MONTHS
(Preschool)

- A. A child, age birth to four years and nine months, shall qualify as an individual with exceptional needs pursuant to Education Code Section 56026(c) (1) and (2) if the Individualized Education Program Team determines that the child meets the following criteria:
1. Is identified as an individual with exceptional needs pursuant to Title V, Section 3030, and
 2. Is identified as requiring intensive special education and services by meeting one of the following:
 - a. The child is functioning at or below 50% of his or her chronological age level in any one of the following areas:
 1. Gross or fine motor development.
 2. Receptive or expressive language development.
 3. Social or emotional development.
 4. Cognitive development.
 5. Visual development
 - a. The child is functioning between 51% and 75% of his or her chronological age level in any two of the above areas.
 - b. The child has a disabling medical condition or congenital syndrome which the Individual Evaluation Program Team determines has a high predictability or requiring intensive special education and services.
- B. Programs for individuals with exceptional needs younger than three years of age are permissive in accordance with Section 56001(c) of the Education Code except for those programs mandated pursuant to Section 56425 of the Education Code.

EXIT CRITERIA

A student no longer qualifies for placement in a special education program when one or more of the following exists:

- A. Based on assessment and observational data, the IEP Team determines that the conditions which qualify the student for eligibility have been remediated to the extent that he/she can function in the regular program without special education instruction or services.
- B. The parent(s) refuses to allow the student to remain in a special education program, or receive special education services. In such cases the site should confer with the district Special Education office. A recommendation will be made as to the advisability of initiating due process to keep the student in the program.

ASSESSMENT

The following forms should be used from the initial receipt of referral to the beginning of the assessment:

Assessment Checklist
Moreno Valley Student Referral Form
Parent/Guardian Notification of Referral
Proposed Assessment Plan
Parent/Guardian Consent for Release of Information

NOTE: Any forms sent to parents or guardians requiring their consent or providing them with information, should be in the primary language of the home. Spanish translations have been provided for all forms used in the Riverside County Comprehensive Plan. Whenever the primary language differs from English or Spanish, appropriate translators must be used in order to provide the parents or guardians with written translations.

DEVELOPING AN ASSESSMENT PLAN

An assessment plan should include:

1. The action proposed and the reasons therefore.
2. Type of assessment instruments and techniques that may be used.
3. Identification of responsible professionals to complete assessment.

CONDUCTING THE ASSESSMENT

Important things to remember about conducting the assessment are:

1. All assessment procedures will be selected, administered, and interpreted so as not to be racially or culturally discriminatory.
2. The assessment process must be completed and IEP meeting conducted within fifty (50) days following the date of parental consent to the assessment plan. The parent may agree to an extension, in writing. If a referral is received twenty (20) days or less prior to the end of the regular school year, the I.E.P. must be developed within (30) days of the start of the next school year.
3. No special education placement may be based on the results of a single test or instrument.

LEAST RESTRICTIVE ENVIRONMENT

- A. It is the responsibility of the IEP Team to keep in mind the concept of least restrictive environment when making placement determinations.
- B. A student placed in a special program should be assigned to a regular education program, or a combination of regular and special education whenever the student can make such an adjustment successfully.
- C. At any time during the school year, placement in a less restrictive environment may be made on the recommendation of the IEPT.
- D. The IEP should contain a goal for systematic integration into the regular education program.

GUIDELINES FOR COORDINATION WITH ALTERNATIVE EDUCATION PROGRAMS

(i.e., Pregnant Minors, Independent Study, Continuation High School)

Guidelines to facilitate articulation between the alternative education programs and special education programs are as follows:

1. Districts/sites shall inform parents/students of alternative education programs available.
2. The district/sites are responsible to inform the alternative education programs prior to the student's enrollment.
3. When a student enrolls in an alternative education program, it is the responsibility of that program's administrator to review the student's records regarding that student's status as an Individual With Exceptional Needs (IWENS).
4. If a student is in special education, that student's former school of residence is to be contacted by the alternative education program's administrator.
5. Prior to enrollment in an alternative education program, a review of the IEP is to be called to determine the student's appropriate placement which may include:
 - A. Discontinue the IEP placement.
 - B. Provide consultation service.
 - C. Incorporate IEP goals into alternative education program; or
 - D. The combination of various programs.

Section 7:

**Administrative
Placement
of
Transfer
Students**

SECTION 7: INTERIM PLACEMENT FOR TRANSFER STUDENTS

.Introduction

.Procedures to Confirm Former Placement
of Transfer Students

.Administrative Placement Transfer Form

.Authorization for Release of Information
Form

.Temporary Individualized Education Plan Form

**INTRODUCTION
TO THE
ADMINISTRATIVE PLACEMENT
OF
TRANSFER STUDENTS**

All handicapped students retain their right to special education services when they transfer into a school from another district. The transfer student will be placed in a comparable program for interim placement. The basis for this placement is verification from the prior district by telephone or by the current I.E.P. of the student's previous placement. Within 30 days of this placement, an individual education program team meeting will be convened to review the placement and make necessary adjustments. The team may use records, information, and reports from the previous school district or may elect to conduct an assessment.

INTERIM PLACEMENTS FOR TRANSFER STUDENTS (ADMINISTRATIVE PLACEMENTS)

I. FROM OUTSIDE THE SELPA

- A. E.C. 56325 (a) Whenever a pupil transfers into a school district from a school district not operating programs under the same local plan in which he or she was last enrolled in a special education program, the administrator of a local program under this part will place the pupil in a comparable program for a period not to exceed 30 days. Such an interim placement may be made without complying with subdivision (a) of Section 56321.

E.C. 56325 (b) Before the expiration of the 30-day period, such interim placement shall be reviewed by the individual education program team and a final recommendation shall be made by the team in accordance with the requirements of this chapter. The team may utilize information, records, and reports from the school district or county program from which the pupil transferred.

B. INTENT

For student who have been previously placed in special education programs, it is both time consuming and costly to proceed through the full placement procedures. At the same time, some safeguards are required to limit the chances of inappropriate placements that might be harmful to the student or program in which he/she is placed. The following guidelines are intended to both facilitate placement and protect students. Administrative placements can only be made to comparable programs.

C. PROCEDURES*

1. The site administrator will:
 - a. Obtain verification by phone, or by current IEP of the student's previous placement.
 - b. Contact Special Education Administrator by telephone when there is any uncertainty about placing the student on site.
 - c. Complete Administrative Placement Form.
 - d. The site administrator may then make a placement not to exceed thirty (30) days.

*All K-8 Administrative Placement procedures will be completed at the Student Service Center. Grade 9-12 Administrative Placements will be completed at the school sites.

Interim Placements for Transfer Students (continued)

- e. Assign a case carrier to collect necessary placement data.
 - f. Send for student records.
2. Development of an I.E.P. should not be delayed beyond the thirty (30) day period due to unavailability of records.
 3. If during this period it becomes apparent that the placement is inappropriate, the parent should be contacted and the placement reviewed. In the child's best interest and with parental consent, the child's best interest and with parental consent, the child may be removed from the program pending reassessment.
 4. Upon receipt of needed placement data from the previous district, the administrator should convene the I.E.P.T. and follow the usual placement procedures.
 5. If placement data from the previous district is not received within twenty (20) days, it is suggested that district assessment procedures be started when felt necessary.

II. FROM WITHIN THE S.E.L.P.A.

- A. When a pupil transfers from a district within our Special Education Local Plan Area (SELPA) **it is not necessary to hold a meeting** to review the interim administrative placement. This is because a pupil from within our own SELPA was being provided special education under the umbrella of the same Local Plan (Master Plan) in the former district. Therefore, **we may continue to follow the existing I.E.P. until the Annual Review** would normally come due. However, if we feel that the I.E.P. is inappropriate, a review meeting **may** be held (at the end of the 30-day period or sooner) to revise the I.E.P. or to make alternative placement recommendations.

B. INTENT

It would be a considerable **saving of time and effort to routinely eliminate meetings to review the Administrative (Interim) Placements of SELPA pupils.** Our current procedures for confirming the former placement should be followed, however. The Administrative Placement form should be completed. Note "TO BE DETERMINED" in the space for Proposed I.E.P.T. Review and advise the parent that a meeting may not be necessary if the placement is appropriate.

PROCEDURES TO CONFIRM FORMER PLACEMENT OF TRANSFER STUDENTS

The Moreno Valley Unified School District is functioning under the California "Master Plan" for special education. This simplifies the exchange of program placement information.

According to Federal law, we are allowed to give out and obtain verification of special education placement over the telephone. Due to the confidentiality of the material, some special education offices will not verify placement without going through their Director or Coordinator of Special Education or Pupil Personnel. Generally, this is not a problem as most special education records are housed in one central location under the direction of such a person. In many school districts throughout the United States, this location would be a special education, pupil personnel, or records department at a district office or school administration building. The school site keeps some records of a special education placement; but these records are sent to one of the above-mentioned locations when the child leaves.

Therefore, when calling another district, the following steps should be taken:

1. Have the "Administrative Placement" (DSS/S 504a/b), "Authorization for Request/Release of Information" and the Temporary I.E.P. forms ready with the student's name and birthdate.
2. Locate the district office or school administration building, and ask to be connected with the special education or pupil personnel department.
3. Identify yourself as a representative of the special education department for _____ school, and ask to speak with someone who can verify the student's special education program.
4. Since a child can only be administratively placed on a current Individualized Educational Plan (IEP), be sure to ask for verification of a current IEP and the date it was written. Place this date on the Administrative Placement Form under "Previous placement". They will usually ask for a birthdate, and, at times, if the child goes by another name (or if she/he ever has) and the school attended.
5. Upon verification of the program, determine an appropriate corresponding program placement available in our district. Record the current interim placement and the previous placement on the Administrative Placement Form.

Procedures to Confirm Former Placement of Transfer Students (continued)

6. Ask for the name and position of the person verifying the placement. Record this information on the Administrative Placement Form.
7. If possible, obtain further information such as:
 - a. if program placement is resource specialist (RSP), ask for which subjects the student is receiving services;
 - b. if program placement is speech, ask how many times during the week the child is being served; and
 - c. ask for test scores such as WRAT or WISC-R and/or goals (these should be listed on the IEP).

If any of the above information is obtained, record it on the Temporary Individual Educational Plan form (SP. ED. No. 29). A copy of this information is then given to the teacher enabling him (her) to know the kind of instruction the student is needing. (If parent brings in a copy of current IEP, there is no need to complete SP. Ed. No. 29 - Temporary IEP.)

8. The person obtaining the information should place their signature and the date on the Administrative Placement Form under "Previous placement confirmed by telephone" and "Records requested".
9. Advise principal of former placement information. Principal will confer with Special Education Administrator by telephone.
10. Review with the parent the determined program placement.
11. When the pupil is from OUTSIDE the Special Education Local Plan Area (S.E.L.P.A) inform the parent that this is only an interim placement which enables the school district to place the child in this particular program for 30 days. Within the 30-day period the child's placement will be reviewed to assure appropriateness of placement. The parent will be called upon to participate in a meeting to develop an IEP, which will place the child in a special education program for one year. Refer to pages 1, 2, and 3 in this section concerning pupils who transfer from WITHIN THE SELPA.
12. Review data with the administrator/designee and upon approval of placement obtain his/her signature and date the form.
13. Forward copy of Administrative Placement Form, Temporary IEP, and the completed SDT to the Student Service Center. If you feel the parent understands what is taking place, ask him (her) to put an "X" in the box for placement or nonplacement and sign and date the form.

Procedures to Confirm Former Placement of Transfer Students (continued)

14. Give the parent the pink copy along with copies of other signed forms. The yellow copy will be given to the teacher in a folder and the white (original) retained for the Master File.
15. Forward the Temporary IEP to the teacher(s).

The Administrative Placement is now complete and at this point a folder needs to be made and filed.

INTRADISTRICT TRANSFER OF SPECIAL EDUCATION STUDENTS

A. Pupils Who Move Within the District

When it becomes necessary to move a child from the home school of attendance to another school for Special Education program needs, contact the District Special Education Department prior to the I.E.P. meeting. The Special Education Administrator will determine potential placement sites and invite potential receiving staff to the I.E.P. meeting.

B. Pupils Who Register From Within or Outside the District

Please consult with the Student Service Center whenever a pupil arrives to register and the potential classroom/caseload is at maximum. The Student Service Center will then coordinate placement at another site with the registration center.

Note that all students changing schools sites (moving within the district, inter-district, and intra-district) grades K-8, must register at the centralized registration center prior to enrollment at the new school.

Riverside County Special Education Local Plan Area

Administrative Placement Form

(Pursuant to provisions of E.C. 56325)

Recommended interim placement for:

Student: _____ DOB: _____

of _____ in the _____
home district *program*

located at _____
site or school

This interim placement, not to exceed 30 days, shall be effective commencing _____, 19____
pending confirmation of appropriateness of program placement and receipt and of review records.

I agree with the interim education placement for my child.

I refuse the proposed interim education placement for my child.

Parent/Guardian

Date

Interim placement approved by:

Administrator

Date

Proposed IEPT Review:

Date: _____

Time: _____

Place: _____

OFFICE USE ONLY	
Referral No.	_____
Rec. Req.	_____
Rec. Rec.	_____

RIVERSIDE COUNTY
COMPREHENSIVE PLAN FOR SPECIAL EDUCATION

Authorization for Request/Release of Information

Date: _____

Name of Pupil/Patient: _____

Birthdate: _____

Address: _____
(Number) (Street) (City) (State) (Zip Code)

Telephone: _____

I hereby authorize the release of Medical, Psychiatric/Psychological, Audiological, Educational Records

FROM: _____ TO: _____

1) Requested records will be used by the Releasee for the following purposes): _____

2) This authorization shall remain for one year from date of signature unless revoked in writing by the pupil or the pupil's parent, guardian, or conservator.

I hereby consent to the release of those records indicated above.

(Person Giving Consent) (Date)

If other than pupil giving consent, indicate relationship to pupil:

Parent Guardian Conservator* Court Appointed Personal Representative* Surrogate Parent*

THE PERSON GIVING SIGNATURE TO THIS RELEASE HAS THE RIGHT TO RECEIVE A COPY OF THIS AUTHORIZATION. PLEASE RETAIN THE PINK COPY FOR YOUR RECORDS.

*Written proof required.

Distribution:
White Copy - Releasing Agency
Yellow Copy - Releasee
Pink Copy - Person Giving Consent

CONDADO DE RIVERSIDE
PLAN QUE ABARCA TODOS LOS ASPECTOS DE EDUCACION ESPECIAL

Autorización para que se use información confidencial

Fecha: _____

Nombre del alumno/paciente: _____

Fecha nacimiento: _____

Domicilio: _____
(Número) (Calle) (Ciudad) (Estado) (Zip Code)

Teléfono: _____

Autorizo que se use información médica, siquiátrica/sicológica, del oído, Documentos escolares

DESDE: _____

A: _____

1) Los documentos solicitados se usarán con el o los siguiente(s) propósito(s): _____

2) Esta autorización durará a contar de la fecha en que sea firmada, a menos que sea revocada por escrito por el alumno o el padre, madre, apoderado o tutor del alumno.

Autorizo que se usen los documentos mencionados más arriba.

(Persona que da el permiso)

(Fecha)

Si la persona que da el permiso no es el alumno, indicar el grado de relación que tiene con el alumno(a):

- Padre o madre Apoderado Tutor* Representante nombrado por la Corte* Substituto del padre*

LA PERSONA QUE FIRMA ESTE PERMISO TIENE DERECHO A RECIBIR UNA COPIA DE ESTA AUTORIZACION. POR FAVOR, GUARDE LA COPIA ROSADA PARA SU ARCHIVO.

*Se necesita prueba por escrito.

DISTRIBUCIÓN:
Caso blanco - Agencia que entrega los documentos
Caso amarillo - El que recibe los documentos
Caso rosado - Persona que da permiso

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Instructional Services/Special Education

TEMPORARY INDIVIDUAL EDUCATION PLAN: TRANSFER STUDENT
(To Accompany Administrative Placement Form)

NAME _____ BIRTHDATE _____ DATE OF TRANSFER _____
 PREVIOUS DISTRICT _____ ADDRESS _____
 PREVIOUS DISTRICT CONTACT PERSON _____ TELEPHONE _____
 PREVIOUS SCHOOL _____ ADDRESS _____
 PREVIOUS SPECIAL EDUCATION TEACHER _____ TELEPHONE _____

INDIVIDUAL EDUCATION PLAN DATA RECEIVED FROM SENDING SCHOOL

Date of last I.E.P. _____ Date of last Assessment _____

PRESENT LEVEL OF PERFORMANCE

Reading Recognition Grade Level _____ Spelling Grade Level _____
 Reading Comprehension Grade Level _____ Mathematics Grade Level _____
 Other _____ Other _____

SPECIAL EDUCATION PLACEMENT

HOURS/PERCENT OF TIME

Resource Specialist _____
 Special Day Class _____
 Other _____
 Description of Program _____

REGULAR CLASSES

HOURS/PERCENT OF TIME

<u>D.I.S.</u>	<u>TIME</u>	<u>D.I.S.</u>	<u>TIME</u>
Counseling _____	----	Phy. Therapy _____	----
Adp. P.E. _____	----	Occup. Tr. _____	----
Speech _____	----	Psy. Svcs. _____	----
Health _____	----		

GOAL: _____
 OBJECTIVE: _____
 GOAL: _____
 OBJECTIVE: _____
 MATERIALS/METHODS USED _____

Section 8:

**Special Education
Service
Guidelines
to
Limited English
Proficient
Students**

**SECTION 8: SPECIAL EDUCATION SERVICE
GUIDELINES TO LIMITED ENGLISH
PROFICIENT STUDENTS**

.Introduction

.Psycho-Educational Assessment of Limited
English Proficient Students

.Initial Identification

.Primary Language Diagnostic Assessment

.Home Language Survey Sample Form

.Guidelines for Effective Use of an Interpreter
in Assessment

.Redesignation Criteria

.The School Assessment Team

INTRODUCTION

In recognition of the unique requirements of exceptional students with a primary or home language other than English (PHLOTE), and particularly the limited English proficient student with exceptional needs, the Moreno Valley Unified School District has developed this plan to assure appropriate assessment, identification, and educational services to these students. This plan attempts to address two specific concerns relating to handicapped limited English proficient (LEP) students:

- Assessment and placement procedures appropriate to PHLOTE and LEP students;
- Programs and services which provide for the cultural differences that may accompany a handicap.

To meet these challenges, a team approach is necessary, a team of both bilingual and special education educators who will enhance the awareness, knowledge and understanding of each discipline.

LANGUAGE ASSESSMENT

The Language Assessment Process as indicated in the Limited English Procedures Manual - Sections B-2 to B-5 (Appendix A) is to be utilized for all students new to the Moreno Valley Unified School District.

Students who are fully proficient in English will be evaluated in English, unless the district has other evidence which indicates that the student should be assessed bilingually. For example, information about the student's performance in the primary language might assist in differentiating the handicapping condition from performance problems relating to the primary language or culture. Students who are limited English proficient (LEP) will be evaluated consistently with this plan.

LEP STUDENTS AND THE STUDENT STUDY TEAM (SST)

I. Purpose of the SST:

The Student Study Team is designed to offer immediate assistance and suggestions for teachers, parents and support staff to implement with an individual child who is exhibiting various types of problems in the classroom and/or school.

II. Composition of the Student Study Team (May Vary)

1. Parent
2. Referring teacher
3. Principal or designee informed about the child being reviewed

Composition of the Student Study Team (continued)

4. Counselor, psychologist, nurse, reading specialist, resource teacher, adaptive physical education teacher, speech or other specialist, as indicated
5. Bilingual Coordinator/teacher for any LEP child referred
6. Classroom teacher
7. Student, as appropriate (usually 4th grade and above)

III. Reasons for referral:

Any child that is of special concern to his/her teacher for any reason may be referred. These reasons may include but are not limited to:

1. Slow academic progress
2. Behavior problems in class or on playground
3. Attendance problems
4. Health/Welfare concerns

IV. Immediate referral for special education assessment may occur if any of the following conditions are present:

1. Gross developmental lag (e.g., suspected severe mental delays)
2. Significant health/physical/emotional impairments (e.g., deaf, hard of hearing, blind, orthopedically handicapped, severe emotional disturbances)
3. Documented history of special education services in the county or school district of origin
4. If the above conditions are so obvious that the pupils would not benefit from modification to the regular program

V. After referring any child that falls into area III above, the initial question the SST asks regarding LEP students is:

"Has the child had a reasonable opportunity to learn or adjust to school?"

VI. The following information is needed by the SST to address this initial question:

1. Language dominance and proficiency score(s)
2. Years in country
3. Years of formal instruction
4. Current language of formal instruction
5. Years of oral instruction in English
6. Years of oral instruction in language other than English
7. Years of instruction in English reading
8. Years of instruction in reading in language other than English
9. Cultural and economic variance that may affect learning

LEP Students and the Student Study Team (Continued)

10. Number of schools attended
11. Frequency of absences
12. Results of parent contacts and family composition
13. Peer comparison (with similar educational background)
14. Sibling comparison (Academic, linguistic, social, etc.)

An SST Referral Addendum for collecting this information is attached to this plan as Appendix B. The Bilingual/ESL teacher shall be responsible for collecting this information. The student's regular education teacher will be responsible for obtaining and bringing all other pertinent information (i.e., vision, health screening classroom performance, work samples).

Additionally, a vision and hearing screening should be done on each child referred to the Committee.

- VII. If it is determined that the child has not had sufficient opportunity to learn or adjust to school, the SST clarifies problem areas found, offers support, interventions, adjustments of ESL/Bilingual program, and may consider grade adjustment. The child remains in the regular class. The SST will continue to monitor the progress of this student.
- VIII. If the child has had sufficient opportunity to learn, the committee process continues as for any child referred. (Refer to District's Student Study Team procedures.)

The SST may:

1. Suggest classroom interventions (with documentation of implementation and results)
2. Suggest parent-school contact
3. Refer for supplemental services
4. Consider retention/acceleration
5. Refer for special education assessment

PSYCHO-EDUCATIONAL ASSESSMENT OF LEP STUDENTS

It is critical to differentiate between a student who is not achieving in the classroom because English is not his/her primary language, and a student who is not achieving due to a handicapping condition. The district therefore strongly advises that all students be referred initially to the Student Study Team, especially those determined to be LEP students. This does not, however, preclude other sources of referrals as specified by Educational Code (EC56302) for special education assessment. Any LEP student who has developed even a minimum English language proficiency and has been referred for a special education assessment must be assessed for skills in both English and his/her primary language.

All assessments will be performed by a multidisciplinary team skilled in focusing on different aspects of the total student. Membership on this team is variable, and depends upon the student's area(s) of suspected disability. The assessment team may include, but is not limited to:

1. School Psychologist
2. Language and Speech Specialist
3. Resource Specialist/Bilingual Specialist
4. Adaptive Physical Education Teacher
5. School Nurse

All psychological assessments, speech and language assessments, and other significant assessments of Spanish LEP [also Cantonese, Vietnamese, Tagalog, etc., depending on feasibility within the district and general community] students will be administered by certified psychologists and by other professional evaluators as appropriate [who are either employed by or under contract to the district] who have both oral and written skills in the individual's primary language or mode of communication, and have knowledge and understanding of the cultural and ethnic background of the student. The same standard applies for languages other than Spanish. However, if it is not possible to locate the services of a bilingual psychologist, bilingual speech and language specialist, or other evaluator in a given language other than Spanish, a trained interpreter will assist the examiner. The assessment report will then document this condition and address the issue of validity.

LEP ASSESSMENT MUSTS

1. Have language proficiency and dominance assessed at time of referral or evaluation by regular education personnel for both English and the primary language
2. Whenever possible, use two or more language proficiency tests to establish functioning information
3. Assess bilingually or in the student's dominant language whenever appropriate

LEP Assessment Musts (continued)

4. Assess using non-language measures (i.e., performance)
5. Use a trained interpreter whenever needed
6. Assess achievement in both primary language and English as appropriate. Use of alternative assessment methods will be indicated on the Assessment Plan
7. Do not accept scores on translations of tests as valid; use other, non-biased or non-test based measures to support the scores. (Document)
8. Utilize information generated through the SST process in the assessment of the child
9. Assess adaptive behavior, when appropriate, mindful of different cultural norms
10. When considering the presence of a language disability, consider whether primary language is deficient when compared to peers and school population or are there significant peaks and valleys? Is there evidence of a true language disability?

ASSESSMENT PROCEDURES

All assessments of LEP students shall be conducted by qualified personnel employing procedures, tests and materials which are selected and administered so as not to be radically, culturally or sexually discriminatory; and are validated for the specific purpose for which they are intended. (EC 56320) Appropriate assessments shall be used to determine eligibility for special education programs.

Special Note on Evaluations for Determination of Learning Disabilities

The eligibility criteria for learning disabilities does permit use of alternative means of assessment when standardized tests are considered to be invalid. While this must be kept in mind when discussing eligibility and needs to be documented in the confidential report, the same standard of severe discrepancy coupled with an identified process deficit must be utilized with LEP students. It is with such a standard in mind that the four processes of information collection for assessment are described in Appendix C: norm-referenced tests; criterion-referenced tests; systematic observation; and structured interviews. Their combined use will permit a complete assessment of all the socio-cultural factors impinging on the pupil.

Further interviews can occur between the examiner(s) and the teacher, parent, child. Observation times can be arranged, based on the teacher interview, that will illustrate the type and degree of difficulty the student is having. Intelligence, process and achievement testing will begin with information interchange and hypothesis testing. Instruments such as the Spanish Brigance will provide grade approximations for achievement; these approximations should be cross validated with observations.

Assessment Procedures (Continued)

At this point sufficient information will have been obtained so that a determination can be made as to the eligibility of the student for Special Education. If a severe discrepancy exists between achievement (in the primary language of instruction) and ability, and a process deficit is found in the primary language, the student may be found eligible as learning disabled. If a significantly below average general intellectual functioning has been identified with concomitant delays in adaptive behavior after a thorough evaluation using the variety of measures indicated in the foregoing, the student may be found eligible as mentally retarded.

If eligibility is found, placement options can be discussed.

Report Writing Documentation:

As appropriate, documentation in assessment reports written for LEP students will include, but is not limited to, some or all of the following:

1. The impact of language, cultural, environmental, and economic factors on learning
2. How standardized tests and techniques were altered
3. Use of translations of English tests. Include reference to validity and reliability
4. Limitation of relying on non-verbal measures, and comparison of those results to results of other areas assessed
5. Examiner's language proficiency in the language in which the testing is conducted and its effect on interpretation of results
6. Use of an interpreter, his/her training, and the effect on test results and overall assessment
7. Cross-validation of information between test-based and non-test based measures, including information from the home setting, that supports findings from more formal measures
8. Recommendations that include linguistically appropriate goals

PLACEMENT AND SERVICE OPTIONS FOR LEP STUDENTS

A member from the bilingual program will participate in every IEP meeting for each LEP student to address the coordination between LEP/Special Education Services. If the IEP meeting is for the purpose of an Annual Review, the team will ascertain whether assessment, identification, placement, and services are appropriate and consistent with current policy. If not, the IEP will be revised appropriately with parental input and consent.

Students identified as LEP and in need of special education services requiring placement in a special day class, or resource specialist program will have a Bilingual Individual Learning Plan (BILP) written in concert with the writing of the IEP, unless the student's regular class placement is within one of the district bilingual programs. In this case the student's Bilingual Class Program will be coordinated to act in concert with the special education program. The plan will address specific primary and second language services that will be provided and who will provide these services.

The placement/service option will be described on the IEP and include a description of the coordination between the bilingual and special education programs in the "comments" section of the I.E.P. The preferable option is the service of credentialed personnel, or aides working directly under the supervision of credentialed personnel. The following options will be offered, as needed, to meet Special Education/LEP student's needs:

1. Team teaching between the bilingual and special education staffs
2. Special education and bilingual instructional aides providing assistance in each program
3. Special education students receiving direct assistance from the bilingual teacher
4. Special education students receiving indirect services from the bilingual teacher
5. ESL teachers providing direct services to the special education students
6. Bilingual special education teacher and/or itinerant bilingual special education teacher providing direct instructional services to the special education student
7. Bilingual aides assisting in the instruction of special education students

Placement and Service Options for LEP Students (Continued)

8. Placement in special education without participation in the bilingual program when the complete assessment data shows that the child is severely limited in English and the primary language. In such instances, a specially developed language program in a self-contained setting may be the most appropriate program. The multidisciplinary team may also determine that the appropriate program for an individual child would be in one language only. In these cases, services may be provided by a monolingual/bilingual English instructor, or in other languages, by a bilingual instructor or aide
9. Tutors and volunteers will be used only for students whose primary language is one which is infrequently encountered in the student population

Any of the above options can take place in combination with the regular education program.

LEP/SPECIAL EDUCATION REDESIGNATION CONSIDERATIONS

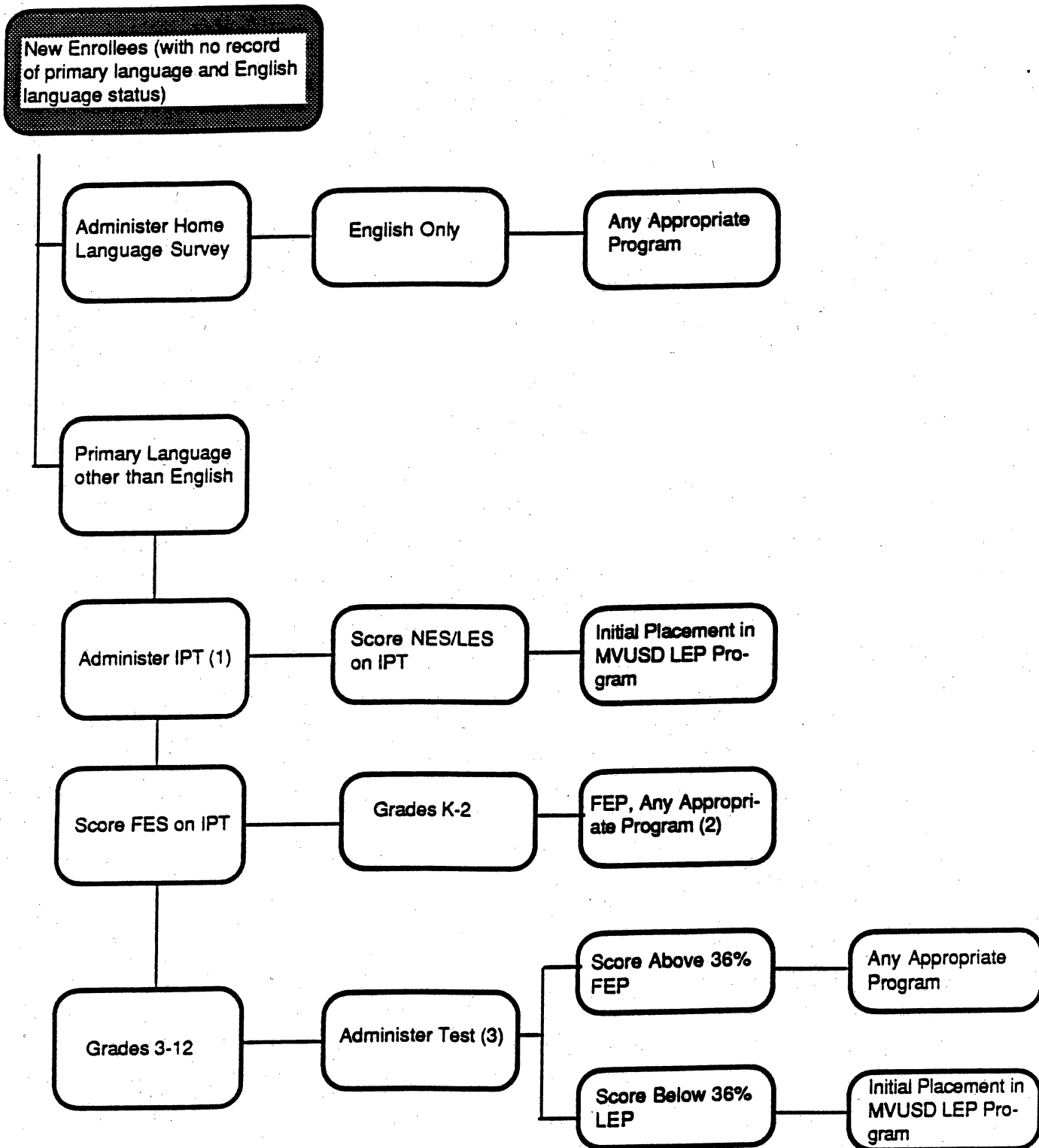
The redesignation of students is addressed in the Limited English Proficient Procedures Manual, Sections P-1 to P-15 (Appendix D).

INITIAL IDENTIFICATION:
(within 30 school days)

1. New enrollees with no records of primary language and English Language status shall complete a Home Language Survey (HLS).
 - A) If English only on lines 1-3 of HLS, the student shall be placed in any appropriate program.
 - B) If the primary language on lines 1-3 of HLS is other than English, the Idea Proficiency Test is administered to the student.
 - C) Testing is optional if a language other than English is listed on line 4.
2. Students scoring non-English speaking (NES) or limited English speaking (LES) shall be immediately placed in an appropriate MVUSD LEP program option.
3. Students scoring fluent-English speaking, (FES), shall be placed as follows:
 - A) Grades K-2 may receive optional English reading and writing assessments (teacher judgement). Otherwise these students are considered fluent English proficient (FEP) and placed in any appropriate program.
 - B) Grades 3-12 shall be placed according to standardized test scores either using the latest available score or giving the test currently adopted by the MVUSD. Students who score above 36th percentile shall be considered FEP and placed in any appropriate program. Students scoring below 36th percentile shall be placed in an appropriate MVUSD LEP program.

INITIAL IDENTIFICATION

(within 30 school days)



(1) Idea Proficiency Test

(2) For purposes of initial identification, English, reading and writing assessments are optional

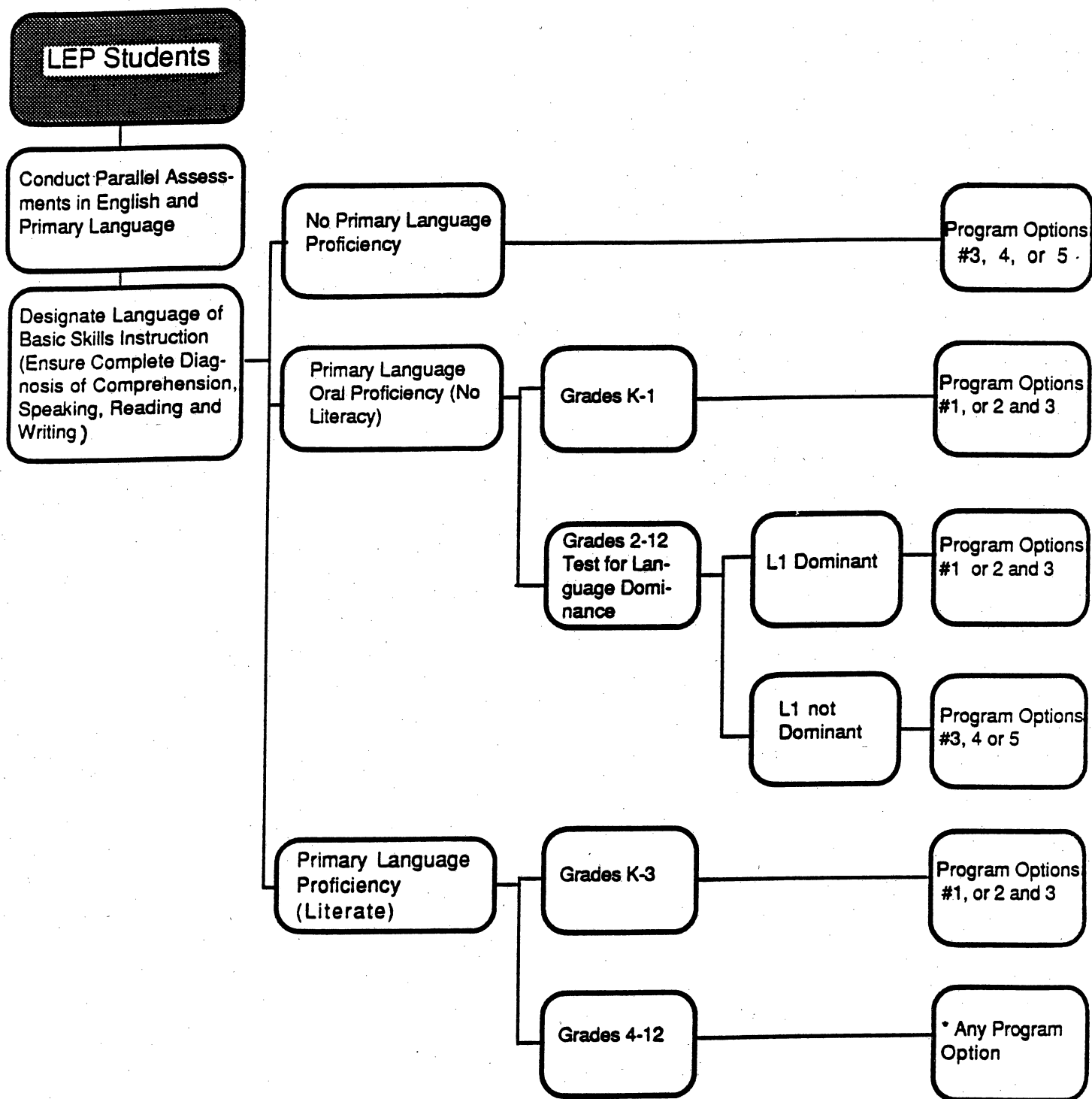
(3) Or other District adopted standardized test

PRIMARY LANGUAGE (L1) DIAGNOSTIC ASSESSMENT
(complete within 90 days of enrollment)

1. All identified LEP students will receive parallel assessments in English and primary languages (L1) using the IPT Spanish and Language Dominance Test (LDT) or other district adopted tests to determine the language of basic skills instruction.
2. Students with no primary language proficiency shall be placed in program options #3, 4, or 5 according to program placement criteria.
3. Students with oral primary language proficiency but no literacy skills shall be placed accordingly:
 - a) Gr. K/1 - Program options #1 or 2 or 3
First grade students who have no previous K experience or who have reading experience in L1 shall continue to receive L1 reading instruction. Otherwise they shall receive English reading instruction.
 - b) Gr. 2/12 Language dominance must be determined
Those dominant in L1 shall be placed in program options #1 or 2 or 3. (Again, students who have received L1 reading instruction shall continue that instruction through a third grade transition to English.) Those who are not dominant but who have started reading in English shall be placed in program options #3, 4, or 5 according to program placement criteria.
4. Students who are proficient (literate) in L1 shall be placed accordingly:
 - a) Gr. K-3: Program options #1 or 2 and 3.
 - b) Gr. 4-12: Place in the appropriate program option (#5) according to placement criteria.

PRIMARY LANGUAGE L1 ASSESSMENT

(complete within 90 days of enrollment)



* When more than one program is listed, refer to program placement criteria

ENGLISH_____
Date_____
School_____
Teacher

HOME LANGUAGE SURVEY

The California Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and have your son/daughter return this form to his/her teacher. Thank you for your help.

Name of student: _____

Last

First

Middle

Grade_____
Age

1. Which language did your son or daughter learn when he or she first began to talk? _____

2. What language does your son or daughter most frequently use at home? _____

3. What language do you use most frequently to speak to your son or daughter? _____

4. Name the language most often spoken by the adults at home: _____

Bilingual Interview/Teacher _____
Person Interviewed _____

**SST REFERRAL ADDENDUM:
CRITICAL ISSUES FOR LANGUAGE MINORITY STUDENTS**

Name _____ Birthdate _____ Grade _____ Date _____

Results of parent contact (Include dates): _____

1. Primary Language: _____ Dominant Language: _____

2. Years in U.S. _____ Country of Birth: _____

3. Pupil's language usage with:
parents _____
siblings _____
peers _____

Comments: _____

4. Language Dominance

Idea Proficiency Test (IPT)

Test used: _____

Date: _____

Dominant Language: _____

(Current Testing)

Form Used: _____ Date: _____

Level _____

LEP: NES _____ LES _____ FES _____

FEP _____

Form Used: _____ Date: _____

Level _____

LEP: NES _____ LES _____ FES _____

FEP _____

5. Total Years of formal instruction: In U.S. _____ In native country _____

6. Number of schools attended in U.S. _____

7. Attendance: Regular _____ Irregular _____

Comments: _____

8. Language/Instructional programs and services by grade level (circle)

English only	Pre	K	K	1	2	3	4	5	6	7	8
Bilingual	Pre	K	K	1	2	3	4	5	6	7	8
BILP	Pre	K	K	1	2	3	4	5	6	7	8
ESL	Pre	K	K	1	2	3	4	5	6	7	8

Primary reading instructor: Bil. Teach. _____ Waivered teach. _____ Aide _____

Problems/Comments: _____

9. Has language of instruction in reading, math, and written language been uniform in all grades:

Yes _____ No _____ Comments: _____

10. Peer comparison: a) How is pupil significantly different from others of similar educational cultural, linguistic background? b) Delays in common childhood tasks? _____

EFFECTIVE USE OF AN INTERPRETER IN ASSESSMENTS

Victoria Medina - Los Angeles County Superintendent of Schools

ASSESSMENT PROCEDURES TO FOLLOW WHEN WORKING WITH AN INTERPRETER:

- A. THE ASSESSMENT TEAM MEMBER'S SELF-PREPARATION (before the interpreter arrives)**
1. Know what test(s) you want to give
 2. Re-acquaint your self with test(s)
 3. Be prepared for the session to minimize the extra time usually added by use of an interpreter
 4. Know the skill level of the interpreter
 5. Choose only the tests which the interpreter is trained to give
- B. BRIEFING PROCEDURE - The assessment team member and the interpreter review the following:**
1. The general purpose of testing session
 2. Which tests will be administered
 3. Some information about the child
 4. Discussion of English test behavior, if applicable
 5. Reminder that the interpreter should write all behaviors
 6. In addition, the interpreter needs time to organize the materials, re-read the test procedures and ask for clarification, if needed
- C. INTERACTION PHASE - PROCEDURES**
1. An assessment team member is present in this session
 2. The interpreter asks questions as they arise
 3. The assessment team member makes the following observations of the child

(continued)

- a. body language of the child
 - b. mixing of two languages
 - c. use of gestures - type general quality for purposes of communication
 - d. response delay
 - e. false starts, word repetitions, reauditorization, sub-vocalization
 - f. repeating the test stimulus
 - g. perseveration
 - h. short attention span, distractibility
4. The assessment team member makes the following observation of the interpreter:
- a. body language of the interpreter
 - b. excessive reinforcement - type and frequency
 - c. excessive cueing or prompting the child (verbally or with gesters)

D. DEBRIEFING PHASE - PROCEDURES

- 1. Ask the interpreter to go over each of the test responses without making clinical judgement
- 2. Go over any difficulties relative to the testing process
- 3. Go over any difficulties relative to the interpretation process
- 4. Any other items relevant to testing process

E. MINIMIZING INTERPRETATION ERRORS DURING CONFERENCING

- 1. Avoid professional jargon - explain terms such as behavior modification, shaping behavior, morphemic and syntactic

(continued)

2. Keep grammatical constructions as simple as possible
3. Minimize the use of idioms
4. Observe body language, rely on your interpreter to assist you in understanding culturally appropriate behavior for the selection
5. Often the parent relates to the interpreter as if she/he (the interpreter) is the "authority" or the expert." The interpreter may be put in the position of the parent's representative. Avoid this. It may lead to an adversary relationship between the interpreter and the specialist. Remember to remain neutral
6. Make it comfortable and nonthreatening
7. Keep the conference to a small number of people, particularly the number of school personnel
8. Introductions are very important. Give name and position of each person present and what role each plays in relation to the student
9. Seating arrangements are critical. The interpreter should not in any way block the parent from the school person. Parents must be able to see both the interpreter and the speaker

F. CRITICAL ELEMENTS FOR THE INTERPRETER

1. **Listening** - The interpreter must listen carefully to what is being said so that she/he can accurately convey the message. This involves a high degree of attention and concentration
2. **Note taking** - This helps the interpreter to remember, to summarize and/or review at different times during the conference
3. **Summarizing** - The interpreter must have the ability to remember and to convey the main points in a brief, concise and accurate manner. This is especially useful when the interpreter cannot remember exact words or when she/he is interpreting an idea or concept rather than the literal words. It is also useful when interpreting for parents because they are not trained to give small meaningful units and then to pause for interpretation

(continued)

4. Knowledge of synonyms- When the interpreter cannot recall the specific words, she/he must be able to supply another word that means the same thing. Also, sometimes a vocabulary word is not familiar to a specific group of Hispanics but another is (e.g., bote/lata; bomba/globo, etc.)
5. The interpreter should not "editorialize" comments made by any of the school personnel or by the parents
6. Present as a united team

REDESIGNATION

A student who has demonstrated competency in English will be redesignated as fluent English speaking (FEP). Following are the District's established criteria and a flow chart for redesignation.

Redesignation Criteria

1. Redesignation criteria must be established by each school district. The criteria determines when LEP students have developed the English language skills necessary to succeed in an English-only classroom. The redesignation process shall, at a minimum, utilize multiple criteria, including but not limited to all of the following:
 - a. teacher evaluation including a review of the pupils' curriculum mastery using both the English and Spanish frameworks
 - b. objective assessment of language proficiency and reading skills, using the IDEA Proficiency Test and diagnostic assessment instruments contained in the District adopted books
 - c. parental opinion and consultation
 - d. scores at or above the 36th percentile on the district adopted standardized achievement tests
2. An assessment team composed of a teacher, district office administrator, principal, and others as appropriate may be formed to decide on special circumstances for possible exit from the program. An example of this would be an underachiever who has been in the bilingual program for at least 3 years. This team may meet in January, May or when appropriate.
3. If the student meets all redesignation criteria, except achieving at the expected percentile on the standardized achievement test, then the assessment team will evaluate the student's performance to determine if the student could succeed in an English Only classroom on a semester basis. The student's progress will be evaluated on a regular basis to determine whether the student should remain in the English-only classroom or return to the bilingual setting.

(continued)

4. Parents will be notified by the school that their student has been redesignated as proficient in English and will be placed in an English only classroom. (See redesignation letter)

Definitions:

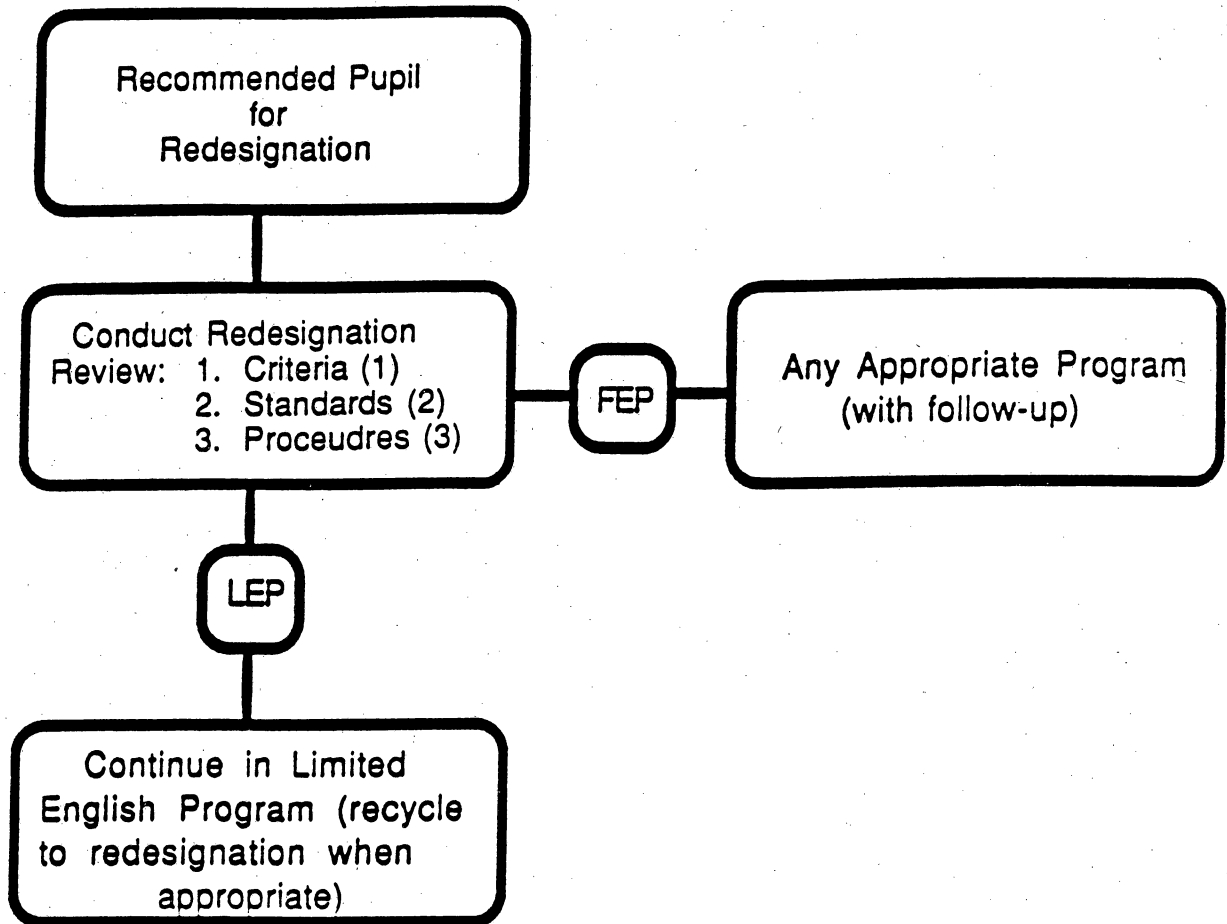
Redesignation is defined as the determination when a student with a primary language other than English has acquired English language skills sufficient to function successfully in an English-only program (E.C. 52164.6) and at a level substantially equivalent to students of the same age or grade whose language is English (E.C. 52163n). Redesignation does not imply that a student should be removed from a bilingual program but rather that the student is functionally English Proficient.

The term exit, has implicit in its definition that the student will be removed from the LEP program and placed in a mainstream classroom. Exiting is one of the alternatives after redesignation.

LANGUAGE REDESIGNATION PROCESS

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(Complete at any time evidence is presented that the student may be able to pass district's reclassification criteria)



-
- 1) District specified criteria includes (a) score of 4 on all components of the Student Oral Language Observation Matrix (Solom), (b) English Language Proficiency score of FES on the IPT (K-12), (c) a score at or above the 36th percentile in Reading, Language and Math on the adopted district achievement test, (d) Proficiency in the English curriculum (speaking, reading, writing, language and math) as outlined in the District adopted Grade Placement Policy. A sample of the student's writing must be submitted and be comparable to English speaking students in the same grade.
 - 2) District must establish standards for determining when the pupil is no longer Limited English Proficient as shown on previous page.
 - 3) District specified procedures will include (1) a student assessment team comprised of a teacher, principal or designee, parent, other appropriate personnel, and the student (when appropriate), (2) provisions for notification of parents in advance of redesignation review or results, (3) reasonable efforts to ensure parent participation in the process.

CONFERENCE AND RECOMMENDATIONS

The School Assessment Team (SAT) shall consider all the student data on the Student Language Profile Form - Redesignation:

- a. Student background
- b. Required criteria
 - 1. English Oral Language Observation Matrix
 - 2. Oral Language Proficiency
 - 3. Student's performance of curriculum mastery
 - 4. Academic achievement, on the 3R's
 - 5. Writing sample
- c. Supplementary criteria

The School Assessment Team (SAT) recommends the following:

- a. Classification (check one) LEP _____ FEP _____
- b. Placement (check one) _____ Continue in bilingual classroom
 _____ Continue in Individual Learning Program (ILP)
 _____ Transfer to English-Only classroom (EXIT)

FOLLOW-UP PROCEDURE

There will be a one month and a six month monitoring of the student's progress in his/her learning situation. The responsibility for this shall lie with the Principal or designee at the school where the student is currently attending. The evaluation is to be completed on the Language Redesignation follow-up form by the appropriate person(s).

- K-5 classroom teacher
- 6-8 classroom teacher or counselor
- 9-12 counselor

The evaluation contains information that will determine if the student's language classification and program placement is appropriate to meet the student's present needs. The results shall be reported to the person(s) responsible for the submission of the R-30 Report as soon as completed, along with the Student Language Profile Form Redesignation.

REQUEST FOR PARENT PARTICIPATION ON SAT

Date: _____

Dear Parent or Guardian:

Your child, _____, has been successfully participating in the LEP Program at _____ School.

Your attendance at a meeting is necessary to help us complete an evaluation of your child's academic skills, especially the acquisition of the English language.

As a result of this evaluation, the School Assessment Team may decide that your child is ready to receive instruction in English.

A meeting will be held on _____. Please return the lower portion of this letter.

_____, Chairperson
School Assessment Team

_____ Evaluation of _____
School Student

Check one:

_____ I will attend

_____ I will not attend

Parent's Signature

Phone Number

Attention: School Assessment Team for Reclassification

**REQUEST FOR PARENT PARTICIPATION ON SAT
Spanish**

Fecha _____

Estimado Padre de Familia o Tutor:

Su hijo/a ha estado participando con exito en el Programa Bilingue o en el Programa Bilingue de Aprendizaje Individual de la Escuela _____.

Agradeceremos su asistencia, la cual es necesaria, en una conferencia para ayudarnos a completar una evaluacion de las habilidades academicas de su hijo/a, especialmente con referencia a su adquisicion del ingles.

Como resultado de esta evaluacion, el Equipo de Evaluacion de la Escuela (SAT), puede decidir que su hijo/a este listo/a para recibir instruccion completamente en ingles.

Esta conferencia tendra lugar _____. Sirvase devolver el talon de abajo de esta carta.

_____, Presidente
Equipo de Evaluacion de la Escuela

_____, Evaluacion de _____
Escuela . Estudiante

Indique uno:

_____ Si, assistire

_____ No, assistire

Firma del Padre

Numero de Telefono

Atencion: Equipo de Evaluacion de la Escuela (SAT) para Reclasificacion

Dear Parents or Guardians:

I am pleased to inform you that your child _____ has attained the necessary English skills in speaking, reading and writing to receive instruction in English only without additional LEP services. A meeting held on _____ redesignated your child as fluent English proficient (FEP) with English only services to begin _____. You have the right to reassessment of your child should you question the category in which your child has been placed.

Please sign and return the form to me. Do not hesitate to call if you have any questions.

Principal

Date

.....

I agree

I do not agree with the placement of my child in an English only Program.

Signature/Parent or Guardian

Date

STUDENT LANGUAGE PROFILE FORM-REDESIGNATION

STUDENT'S NAME _____ SCHOOL _____
 AGE _____ GRADE _____ PRIMARY LANGUAGE _____ TEACHER _____
 Check one: Bilingual Classroom Program _____ ILP _____ Date first identified as LEP ___/___/___

I. INITIAL RECOMMENDATION FOR REDESIGNATION

A. Request initiated by (check one): Administrator _____ Teacher _____
 B. Date initiated: ___/___/___ Parent _____ Other _____

II.A. Student Oral Language Observation Matrix (Solom)

Date ___/___/___

	Scores		Scores		EES?
Comprehension	___/4	Pronunciation	___/3	Yes	___
Fluency	___/4	Grammar	___/4	No	___
Vocabulary	___/4				

Signature _____ Title _____

B. Oral English Proficiency test

Assessor: _____

Test(s)	Level	Score	Result of assessment (NES, LES, FES)	Dates of Assessment

C. FOLLOW-UP STUDENTS PROGRESS during mainstream period.
 (check and sign) (to be completed by LEP teacher)

- Satisfactory Unsatisfactory* Signature _____
- 30-day follow-up
Date: ___/___/___
 - Six-month follow-up
Date: ___/___/___

*If progress is not satisfactory refer to Student Appraisal Team

III. ACADEMIC ACHIEVEMENT IN ENGLISH

A. Standardized Test Scores (to be completed by classroom teacher)

Subject	Instrument	Form or Level	GLE*	%ile	Dates of assessment
Reading					
Language					
Arts					
Math					
Other					

*GLE=Grade Level Equivalency

Most recent report cards grades (to be completed by classroom teacher)

- | | |
|-------------------|-------------------------|
| K-5 | 6-12 |
| 1. Reading _____ | 1. English _____ |
| 2. Language _____ | 2. Math _____ |
| 3. Math _____ | 3. Social Studies _____ |

Proficiency Scores 6-12 Reading _____
 Writing _____
 Math _____

TABLE X
Required Redesignation Assessment
(E.C. 52164.6 and CAC 4306)

ASSESSMENT REQUIREMENTS:	DATA SOURCES				
	Telephone contact, interview, or written	State Department of Education Designated test	Teacher judgement, grades, mastery continuation, etc.	Teacher scored writing sample.	3 P's Test
PARENT CONSULTATION	X				
ORAL ENGLISH		X	X		
ENGLISH CURRICULUM MASTERY			X		
READING					(X)*
WRITING				(X)*	(X)
MATHEMATICS					(X)*
LANGUAGE ARTS					(X)*

(X) - INDICATED THAT AT LEAST ONE OF THE APPROACHES SHALL BE USED (DISTRICT OPTION)

* - Recommended Approach

Initial Recommendation

Recommendations for redesignation should originate from the appropriate personnel, depending upon the level and location of the student and his/her program. Any one of the following persons may initiate the process:

- (a) Parent(s)
- (b) Classroom teacher, or bilingual resource teacher
- (c) ESL or other resource teacher
- (d) Principal
- (e) Vice Principal
- (f) Counselor (particularly at secondary level)
- (g) Student (where appropriate)

Recommendation for redesignation may be initiated at any time by the person(s) listed above. It is suggested that immediately after the publication of the results of the district adopted achievement tests would be an appropriate time to initiate the process, since one of the required criteria is the achievement at or above the 36th percentile (E.C. 52163).

School Assessment Team (SAT)

In order to ensure the maximum input and information, the use of a school assessment team is required. The SAT, at a minimum, must be comprised of two school site personnel (one of whom must be the principal teacher* or a certificated person familiar with the student's work, and the principal or designee. Reasonable effort must be made to involve the parents of the LEP student. In the event that the parents are unable to attend the appraisal meeting, the parents must be notified in writing of any recommendations regarding the educational program of the student.

*Principal teacher is defined as the:

- (a) classroom teacher at the elementary level
- (b) ESL teacher at the intermediate level
- (c) ESL teacher at the high school level

STUDENT ORAL LANGUAGE OBSERVATION MATRIX (SOLOM)

Because it is important to determine whether the child has practical command of the English language, a rating of the student's classroom language should be completed by the principal teacher * of the student. The rating should take into consideration the student's ability to understand and speak the English language, as well as specifically delineating his ability to master vocabulary, pronunciation, and grammar. A sample of the teacher observation criteria is provided on the following page. In order to be reclassified, the observation criteria must indicate that the student's language ability in the comprehension, fluency, vocabulary, pronunciation, and grammar of English will enable him/her to participate fully in an all-English environment. In order to pass the criteria, a student must attain a minimum rating of 4 in all categories

*Principal teacher at the:

- (a) Elementary level is the classroom teacher
- (b) Intermediate level is the classroom teacher
- (c) High School is the ESL teacher

ENGLISH ORAL LANGUAGE PROFICIENCY

At a minimum, the student must be able to score in the FES range on the oral language assessment test for redesignation. Since English Language Development is a state requirement for all Limited English Proficient (LEP) students, mastery of certain objectives on all ESL continuum or completion of a minimal portion of a program may be considered. Before the formal instruction of English reading begins (K-8), the LEP student must have met district transition criteria and achieved at appropriate grade level in the student's primary language, when materials are available.

NOTE: Evaluate student's proficiency in his primary language:

- a) a high score in the primary language could indicate probable success in the continuing development of English oral language skills
- b) a low score in the primary language could indicate:
 - 1. a low level of oral skills and that primary language skills must also be developed, or
 - 2. that there are other extraneous factors in the learning process

ACADEMIC ACHIEVEMENT

In order to be considered for redesignation, the student's performance in the areas of reading and math on the 3 R's Test of Basic Skills shall be at or above the 36th percentile in Reading and Math.

ASSESSMENT OF WRITING SAMPLE

A Sample of the student's writing must be submitted. The student's writing sample will be evaluated and a Pass/Fail grade determined. (Sample should be comparable to English-speaking students in the same grade.)

PARENT NOTIFICATION AND CONSULTATION

Upon receipt of the recommendation for redesignation, the School Assessment Team is required to notify the parent(s) that his/her child is being considered for a program change. This notification should be presented to the parent(s) in person and the redesignation procedure explained in the language that is understood by the parent. If, however, after a reasonable effort to personally contact the parent(s) has failed, notification in writing or by telephone must be made. Documentation of parent notification of possible program change must be included in the final report submitted by the School Assessment Team (SAT).

PERFORMANCE IN CURRICULUM AREAS

A Student's performance shall be at a level substantially equivalent for his or her age and grade level as indicated in the District's Language Arts, Reading, and Mathematics Frameworks (K-8) or be demonstrating satisfactory progress in a regular English class (9-12). Student performance is based on criterion referenced tests in reading, language, and math. The minimal level of acceptable performance is defined in the District's Grade Placement Policy.

SOLOM
Teacher Observation
Student Oral Language Observation Matrix

Student's Name: _____ Grade: _____ Signature: _____
Language Fluency: _____ Date: _____

	1	2	3	4	5
A. COMPREHENSION	Cannot be said to understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speech, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. FLUENCY	Speech is so limiting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday conversation and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday conversation and classroom discussions is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and classroom discussions is fluent and effortless approximating that of a native speaker.
C. VOCABULARY	Vocabulary limitations so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.	Use of vocabulary and idioms, approximates that of a native speaker.
D. PRONUNCIATION	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally leads to misunderstanding.	Intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximates that of a native speaker.
E. GRAMMAR	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	Grammar and word-order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.	Makes frequent errors of grammar and word-order which occasionally obscure meaning.	Occasionally makes grammatical and/or word-order errors which do not obscure meaning.	Grammatical usage and word-order approximates that of a native speaker.

- **BASED ON YOUR OBSERVATION OF THE PUPIL, INDICATE WITH AN 'X' ACROSS THE SQUARE IN EACH CATEGORY WHICH BEST DESCRIBES THE PUPIL'S ABILITIES.**

- The SOLOM should only be administered by persons who themselves score at level '4' or above in all categories in the language being assessed.

Section 9:

**Student File
Guidelines**

SECTION 9: STUDENT FILE GUIDELINES

.Student Folders

.List of School Personnel with Access to Student
Files Form

.Student Data Record Form

STUDENT FOLDERS

Each student in special education must have an individual folder on file.

Since the material housed in this folder is not only very important to the education of this student, but also very confidential, it is important that the folder be kept in the office at all times and maintained in an orderly manner. To accomplish this and enable the material to be more readily accessible upon review, the following steps should be taken:

1. A student folder will be made upon receiving the material from the case carrier after the I.E.P.T. meeting, or in the case of an administrative placement, after the paperwork is complete.

2. The material housed in the folder will be divided into the following sections:

(Left Side of Folder)

A. District and County Forms

Starting from the bottom of the folder and working to the top, these forms will consist of the Intervention Log, Student Referral, Administrative Placement, Notification of Referral, Assessment Plan (with the informed consent included on reverse side of second page), Parent Notice of Meeting, Assessment Checklist, Student Data (Pink), and Pupil Records Log.

(Right Side of Folder)

B. Individualized Educational Plan (I.E.P.)

C. Psychoeducational Reports and Information.

D. Speech Reports and Information.

E. Adaptive P.E. Reports and Information.

F. Medical Reports and Information

This section consists of the Developmental History, Health Screening, nurse's report, medical reports and records received from hospitals and clinics.

G. Correspondence

This section consists of pertinent letters regarding this particular student, i.e.: letter to parent, psychologist, doctor, another school district, and requests for information. Notes between teachers, teacher and principal, etc., should not be included unless deemed pertinent to student's record.

Student Folders (continued)

H. Miscellaneous

This section consists of information received from the teacher deemed pertinent to the student's record, i.e.: teacher report, classroom observation.

All student material should be maintained in chronological order as well as in the order listed above.

3. All student folders should be labeled with student's name, birthdate, school and current program.
4. All student folders should be stamped CONFIDENTIAL.
5. All student folders will be kept in a pendaflex folder. When a folder is needed for review, the person reviewing, if not listed on the routine access of records, will sign the pupil record log. The secretary will place an "OUT" card in the pendaflex designating the person reviewing and the date. (The folder is to be reviewed in the office and NOT TAKEN OUT.)
6. All student folders will be housed in a locking file.
7. Master Files will be maintained as:
 - A. Current Special Education File
 - B. Pending or Inactive File
8. When a student moves out of the district:
 - A. the current special education master folder is pulled and placed with the teacher's folder in the Regular or Inactive File,
 - B. the Regular or Inactive File is maintained for one year or until requested by receiving district, whichever is first,
 - C. if a request for student records is received, the complete master folder will be sent, the teacher's folder (with copies and protocols) will continue to be maintained for one year at the school site, and
 - D. when there is no more site storage for Inactive Files, contact the district special education office.

MORENO VALLEY UNIFIED SCHOOL DISTRICT
Moreno Valley, California

SCHOOL _____ DATE _____

The following listed personnel have routine access to confidential pupil records:

Administrators: _____, Director, Pupil Services
_____, Coordinator, Special Education

Site Administrators:

School Secretary and/or Records Clerk:

Psychologists:

Teachers responsible for education of pupil:

Nurses:

Counselors:

Resource Specialists:

School Officials or Employees with legitimate educational interests:

Program Specialists:

Section 10:

Parental Rights

SECTION 10: PARENTAL RIGHTS

.Introduction

.Parent Rights and Appeal Procedures

.Parent Preparation for an I.E.P. Meeting
Sample Form

INTRODUCTION TO PARENTAL RIGHTS

The federal law establishes the right of parents of a handicapped youngster to have a voice in their child's education. Such a right is particularly important for the parent of a handicapped child because of the parent's knowledge regarding about the strengths and needs of their child. Parents may participate in their child's assessment, program planning, and program review. They must approve the assessment process and placement in any special education program or service. Notice of the assessment process must be written in understandable language, provided in the native language of the parent, and translated orally when the parent's language or communication is not a written language. This approval must be documented by the parent's signature on the appropriate forms. The parents of exceptional students must be informed of their rights and may appeal educational decisions. They have the right to see all of their child's educational records.

Parents are also guaranteed certain due process, procedural rights. Among these rights are

- .The right to a timely written notice of the place and time of the hearing.

- .The right to review all records and information that a school has available on the child

- .The right to be represented by counsel, to bring witnesses, to cross examine witnesses, and to present evidence

- .The right to obtain an independent evaluation at the expense of the school, of the data being used to evaluate the child's possible handicap and eventual placement

- .The right to a complete written report on the hearing proceedings and findings

- .The right to appeal the assessment decision and placement decision

In addition to their participation in in the I.E.P. meeting, a parent can be an important partner in extending and reinforcing social skills and positive school experiences at home.

Parent Rights and Appeal Procedures

GENERAL RIGHTS

- All handicapped children have the right to a free and appropriate public education.
- Individuals have the right to privacy and confidentiality of all educational records including the right to see, review, and if necessary, challenge the records in accordance with the Family Educational Rights and Privacy Act of 1974.
- Individuals have the right to review and/or obtain a copy of the educational records prior to meetings.
- All handicapped children have the right to placement in the least restrictive learning environment, to the program with the least restrictive alternatives, and the right to enjoy the same variety of programs as are available to the non-handicapped.
- All individuals have the right to receive a full explanation of all procedural safeguards and rights of appeal.
- Individuals have the right to free or low cost legal and other relevant services, upon request.

YOU HAVE THE RIGHT TO:

II. RIGHTS RELATED TO ASSESSMENT

- Initiate a request for educational assessment.
- Give or withhold written consent for any proposed activities.
- Have 15 school days in which to give or withhold consent.
- Obtain an independent outside assessment at public expense. Procedures for obtaining such assessment shall be provided upon request.
- An assessment that is designed to be free of racial or cultural discrimination.
- Have a description of the procedures and assessments to be used and to be fully informed of the assessment results.

III. RIGHTS RELATED TO INDIVIDUALIZED EDUCATION PROGRAM

- Be notified prior to, and to participate and/or be represented at meeting(s).
- The child's right to participate in the meeting(s) as appropriate.
- Have the meeting 50 days from date of receipt of signed consent.
- Have the meeting conducted in your primary language/communication mode.
- Give written consent for the special education placement or revoke consent at any time.
- Have at least an annual review of the Individualized Education Program or whenever the parent believes the pupil is not making appropriate progress.
- Appeal the decision of the Committee by due process hearing concerning the identification, evaluation, educational placement or provision for a free appropriate educational program.

IV. RIGHTS RELATED TO APPEALS -

I.C. 56500-56505, 94-142, Sections 121a 506-514, 121a 504(a)(1) and (2), 121a 504(b)

A. Informal Conference

- Meet informally with the superintendent or director of the special education agency to resolve any issue(s) relating to the identification, assessment, education and placement of the child or the provision of a free appropriate public education to the child.

A. Informal Conference . . . continued

- Be accompanied by a representative(s).
- Examine pupil records and have copies of any educational documents contained within and maintained by the public education agency.

B. Mediation Conference

- Request a mediation conference be held within fifteen (15) days of the superintendent's receipt of written request for a fair hearing.
- Be accompanied by a representative(s).
- Examine pupil records and have copies of any educational documents contained within and maintained by the public education agency.
- Be informed by the superintendent of available free or low cost legal or other relevant services within three (3) days of the receipt of written notification requesting a fair hearing.
- Have the student remain in his/her present educational placement pending all appeals.

C. Due Process Hearing

- A hearing to be held at a time and place of mutual convenience and within forty-five (45) days following receipt of written requests.
- Be informed of all rights and procedures related to the due process hearing.
- Receive ten (10) days notice prior to hearing date, the notice to include date, time and place of hearing.
- Present evidence, written arguments and oral arguments.
- Be accompanied and advised by counsel and individuals with special knowledge or training relating to the problems of handicapped children.
- Consent, cross examine and compel the attendance of witnesses.
- Receive a written or electronic verbatim record of the hearing.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed five (5) days before the hearing.
- Receive a written finding of the facts and the decision within forty-five (45) days from the receipt of the superintendent of the request for hearing, or thirty (30) days following completion of the mediation conference.
- Parents or guardians may be entitled to have costs of attorneys' fees reimbursed if they prevail in court as a consequence of a due process hearing.

D. Complaint Procedure

- File a complaint with the superintendent of the concerned local public educational agency regarding the public agency's alleged violation of federal or state law or regulation.
- Specify all relevant facts in his/her possession and provide any additional information believed to support the complaint.
- Request an informal review of the proposed decision with the superintendent or his/her designee.
- Request a hearing before the local board of education. (Hearing shall be held at the first regularly scheduled meeting in accordance with the local governing board procedures for scheduling such items.)

**PARENT PREPARATION
FOR
I.E.P. MEETING**

Note: Please complete this sheet and bring to the I.E.P. meeting.

1. Things I really enjoy about my child (his/her STRENGTHS) are:

2. Activities I think my child likes best are:

3. My concerns about my child are:

- a. At school

- b. At home

- c. Other

4. Types of discipline I find to be most effective with my child are:

5. Expectations I have for my child are:

Section 11:

**Suspension/Expulsion
Procedures**

SECTION 11: SUSPENSION AND EXPULSION PROCEDURE

- .Suspension Procedures for Handicapped Students
- .Expulsion Procedures for Handicapped Students
- .Special Education Expulsion Process Matrix
- .Suspension and Expulsion Due Process
- .California Education Code - Suspension and Expulsion of Handicapped Students

**SUSPENSION/EXPULSION PROCEDURES
FOR HANDICAPPED PUPILS**

SUSPENSION

The following procedures are to be used when a handicapped pupil enrolled in Special Education is being considered for suspension:

1. A pupil may not be suspended from school unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has engaged in a suspendable act as defined in Education Code 48900 (A-L). Interventions should first be tried for offences (F-L). See MVUSD Administrative Regulation No. 5144.

NOTE: Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

2. THE PROCEDURES FOR **SUSPENSION** ARE THE SAME FOR SPECIAL EDUCATION PUPILS AS FOR ANY OTHER PUPIL
3. A special education pupil may be suspended for a first violation or any subsequent violation without an IEP Team meeting.
4. If suspension is an **ineffective** means of behavior modification, an IEP Team meeting shall be conducted when the student has accumulated ten (10) days of suspension. (An IEP meeting may be held prior to the 10th accumulative day of suspension.) This meeting shall determine:
 - A. If the behavior was caused by the pupil's handicap or was a direct manifestation of the pupil's handicap.
 - B. If the pupil's placement is appropriate.
 - C. If any I.E.P. modifications are needed (i.e., shortened day, assertive discipline, re-scheduling classes, home/school behavior modification program).

Document all determinations and modifications on the I.E.P. Addendum form, clearly stating what is expected of the school, pupil, and parent. Along with the required members (administration/designee, teacher, parent) it would be appropriate to include the pupil as well as other appropriate personnel for this I.E.P. meeting.

5. Suspension need not be from the school site. A teacher may suspend from class for any of the acts enumerated in Education Section 48900. The "teacher suspension" may be for the day of the suspendable act and the day following. Such action by the teacher requires the continued presence of the student on the school site, with the student under appropriate supervision (Education Code 48910). As soon as possible the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practical, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of suspension, without the concurrence of the teacher of the class and the principal.
6. A student may not be suspended for more than five (5) school days for any one suspendable act.
7. The total number of days for which a pupil may be suspended shall not exceed twenty (20) school days in any school year (unless transfer is made to Continuation Education).

The exception to the above (20 days total suspension) is when a student is being considered for expulsion or when a suspension for the balance of the semester from continuation school is being processed by the Governing Board.

- A. In a matter involving a pupil who is currently enrolled in a special education program, the governing board may order the pupil expelled if all the following conditions are met:
1. Assessment data is recent and sufficient. An assessment plan shall be developed and parental permission obtained to conduct any assessments for purpose of this review.
 2. An Individualized Education Program Team meeting is held.
 3. The I.E.P. Team determines that the misconduct was not caused by, or was not a direct manifestation of, the pupil's identified handicap.
 4. The I.E.P. Team determines that the pupil was appropriately placed at the time the misconduct occurred.
- B. For purposes of this section, all applicable procedural safeguards prescribed by federal and state law and regulations apply to proceedings to expel special education pupils, except that, notwithstanding any other provision of law, parental consent is not required as a condition for expulsion proceedings or the decision to expel. If the parent does not agree, parents may request a fair hearing. All expulsion timelines are frozen and the student may return to school after the five (5) day suspension pending the hearing outcome. An additional five (5) days of suspension may be requested by the school site. The site administrator shall contact the Director of Pupil Services in writing to request the additional days. The request should support the contention that the student's continued presence at school constitutes a danger to the student or others.
- C. The parent of each special education pupil has the right to participate in the Individual Education Program Team meeting preceding the commencement of expulsion proceedings through actual participation, representation, or a conference call. Each parent shall be notified of his or her right to participate in the meeting at least 48 hours prior to the meeting. Unless a parent has requested a postponement, the meeting may be conducted without the parent's participation, if the 48 hour notice has been provided.

D. The Moreno Valley Unified School District's guidelines governing²³¹ expulsion procedures for special education pupil are as follows:

1. When a special education pupil is recommended for expulsion, attach a copy of the Notice of I.E.P. Meeting to the Principal's Recommendation for Expulsion.
 - a. The I.E.P. meeting should be conducted by the 3rd day of the suspension when a recommendation for expulsion is made. If a five (5) day extension has been granted, the IEP meeting shall be held by the eighth (8) day of suspension. The I.E.P. Team meeting shall be conducted only after all necessary assessments have been completed.
 - b. Each parent shall be notified of his or her right to participate in the meeting at least 48 hours prior to the meeting. Make every attempt to reach parents by telephone in addition to mailing the suspension letter with Notice of I.E.P. Meeting attached.
 - c. If the parent refuses to meet in a timely manner, the meeting may be held without the parent. At least two attempts to gain parent attendance must be documented. If the parent does not keep the second appointment with the I.E.P. Team, the Team may then proceed with the meeting.
 - d. Parents may request that the meeting be postponed for up to three additional school days. In the event that a postponement has been granted, the local educational agency may extend any suspension for a pupil for the period of postponement.

E. In determining whether a pupil should be expelled, the I.E.P. Team shall base its decision on recent and relevant information regarding the pupil. The term "recent" means information that has been acquired within three years of the date of the alleged misconduct. The term "relevant information" means all of the following:

1. A review of the pupil's school progress and behavior, if available, including, but not limited to, a review of the pupil's Individualized Education Program, teacher progress

reports and comments, school health records, and school discipline records.

2. A review of the ability of the pupil to conform his or her behavior to the prescribed standards, and a determination of the relationship, if any, between the pupil's behavior and his or her handicapping condition.
- F. If the I.E.P. Team determines that the alleged misconduct was not caused by, or a direct manifestation of the pupil's handicapping condition, and the pupil was appropriately placed, the pupil shall be subject to the applicable disciplinary actions. DOCUMENT THESE DETERMINATIONS ON AN IEP FORM. The pupil cannot be expelled if the misconduct is caused by or a direct manifestation of the pupil's handicap, or if a change of placement is being recommended or made.
- G. The I.E.P. shall remain in effect until the expulsion hearing and subsequent Board action. Note that suspension of special education students is limited to five (or extension to 10) days unless the pupil poses an immediate threat to the safety of self or others and, (1) parents agree to a change of placement, or (2) the District seeks injunction relief by court order.
- H. The parent of each special education pupil has the right to a due process hearing if the parent disagrees with the decision of the I.E.P. Team. In the event that a parent demands a hearing, all time requirements prescribed for suspension or expulsion shall be extended to include the time necessary to conclude the review or appeal of any assessment or determination.

SPECIAL EDUCATION EXPULSION PROCESS
(in addition to regular pre-expulsion and expulsion process)

Action	Timeline	Responsible Person
1. Site administrator contacts school psychologist and case carrier of possible expulsion of special education pupil.	Immediately	Site Administrator
2. Suspend pupil from school up to five days.	No later than the day following the offense.	Site Administrator
3. Review pupil records, including psychological evaluations; discipline record; academic progress.	Immediately (no later than first day of suspension).	School Psychologist and Case Carrier
4. Review incident(s) which led to possible expulsion with teacher(s), administrator, parent, and/or student.	Immediately (no later than first day of suspension). This could be done prior to or after site admin. conference with parent to review the incident.	School Psychologist and Case Carrier
5. Develop assessment plan	Immediately after steps 1-4.	School Psych., Case Carrier, and Multi-disciplinary Team
6. Obtain parent consent for assessment.	See #5. This could be done at meeting to review the incident(s) with the parent and site administrator.	School Psychologist
7. Schedule IEP meeting for no later than the third day of suspension. Parents shall receive 48 hours prior notice of meeting. Parents may request a postponement. Parent requested postponement extends timelines for the length of the postponement.	This could be done at meeting to review the alleged incident(s) with the parent and site administrator. The IEP meeting cannot occur until steps 1-6 and the assessments are completed.	School Psychologist or site clerk
8. Contact Student Service Center to arrange central office participation.	See #7.	School Psychologist or site designated clerk.

Action	Timeline	Responsible Person
<p>9. The school site may request five additional days of suspension (up to 10 total days) when the student's continued presence on campus constitutes a danger to the student or others. In this instance, the IEP meeting shall be held by the 8th day of suspension.</p>	<p>By the second day of site imposed suspension.</p>	<p>The site administrator requests the extension in writing (with rationale) to the Director of Pupil Services. The Director of Pupil Services shall meet with the parent the student (if appropriate). The Director of Pupil Services shall notify the school and parent if the extension is granted. The extension shall be based on the principal's recommendation for expulsion and the determination that student's continued presence on campus would cause a danger to persons or a danger to property or a threat of disrupting the instruction process.</p>
<p>10. Conduct assessments. Address the issue of 1) handicap and behavior (the students ability to adhere to the rules, 2) appropriateness of placement.</p>	<p>ASAP - prior to IEP meeting.</p>	<p>School Psych., Case Carrier, and Multi-disciplinary Team</p>
<p>11. Write report.</p>	<p>ASAP</p>	<p>School Psych., Case Carrier, and Multi-disciplinary Team Student Service Center will prioritize the processing of these reports.</p>

Action	Timeline	Responsible Person
<p>12. Conduct IEP meeting - review relationship of handicap and behavior and placement. If there is no relationship between behavior and handicap and the student is appropriately placed, home instruction may be considered as a possible interim placement pending any expulsion actions.</p>	<p>As scheduled in #7, but no later than three school days after the incident(s) or eight school days if an extension is granted, parent request for postponement notwithstanding.</p>	<p>Administrator, Multi-disciplinary Team</p>
<p>13. The site administrator shall make a recommendation for expulsion only after the IEP Team has met and determined that the disability and misconduct are not related and that the student was appropriately placed at the time of the misconduct.</p>	<p>After the IEP meeting (by 3rd or 8th day if an extension is granted).</p>	<p>Site Administrator</p>
<p>14. The report and IEP must be included with the expulsion packet and forwarded to CWA.</p>	<p>See #12.</p>	<p>Site Administrator</p>

Students

Suspension and Expulsion/Due Process

I. Definitions

Suspension from school means removal of a student from ongoing instruction for adjustment purposes.

Suspension does not mean reassignment to another education program or class where the student will receive continuing instruction for the length of day prescribed by the Board for students of the same grade level, nor referral to a certificated employee designated by the principal to advise students, nor removal from the class without reassignment to another class or program for the remainder of the period, without sending the student to the principal or designee. (Education Code 48925 (d) (1-3))

Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel. (Education Code 48925 (b))

Day means a calendar day unless otherwise specifically provided. (Education Code 48925 (a))

Schoolday means a day upon which the schools of the district are in session or weekdays during the summer recess. (Education Code 48925 (c))

Student includes a student's parent/guardian. (Education Code 48925)

Principal's designee means one or more administrators or, if there is not a second administrator at one school site, a certificated person specifically designated by the principal in writing, to assist with disciplinary procedures. Only one such person may be designated at any time as the principal's primary designee and only one such person may be designated as secondary designee for the school year. The names of such persons shall be on file in the district office with the Superintendent's designee. (Education Code 48911)

II. Notice of Regulations

At the beginning of each school year, the principal or each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, suspension and expulsion. Transfer students and their parents/guardians shall be notified at the time of enrollment. (Education Code 35291.5)
(cf. 5144 - Student Discipline)

AR 5144.1 (b)

Suspension and Expulsion/Due Process (continued)

Notification shall include information about the ongoing availability of individual school rules and all district policies and regulations pertaining to student discipline. (Education Code 35291)
(cf. 5145.6 - Notification of Legal Rights)

III. Grounds for Suspension and Expulsion

Students may be suspended or recommended for expulsion when the Superintendent or designee, Principal, or Principal's designee of the school in which the student is enrolled determines that the student has done any of the acts listed below:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
(cf. 5131.7 - Weapons and Dangerous Instruments)
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance as defined in the Health and Safety Code 11053 et seq., alcoholic beverage, or an intoxicant of any kind.
(cf. 5131.6 - Drugs, Tobacco, Alcohol)
- d. Unlawfully offered or arranged or negotiated to sell any controlled substance as, defined in Health and Safety Code 11053 et seq., alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products (except in the very limited instance of nicotine as a ingredient of a prescribed drug that requires ingestion during school

AR 5144.1 (c)

Suspension and Expulsion/Due Process (continued)

hours) including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawful possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11364 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.

A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance, including, but not limited to, the following circumstances:

- 1. While on school grounds.
- 2. While going to or coming from school.
- 3. During the lunch period, whether on or off the school campus.
- 4. During, going to, or coming from a school-sponsored activity.

Alternatives to suspension or expulsion will be used against students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code 48900)

SuspensionI. Authority to Suspend

A Teacher may suspend any student from the teacher's class for any of the acts listed under Grounds for Suspension and Expulsion above, (see III, AR 5144.1(b)) for the day of the suspension and the day following. (Education Code 48910)

A Superintendent/designee, principal, or principal's designee may suspend a student from a school for any of the acts listed under Grounds for Suspension and Expulsion above, for not more than five consecutive school days, upon a first offense, if the principal determines the student violated items (a)-(e) of the list, or the student violated items (f)-(l) of the list and the

Suspension and Expulsion/Due Process (continued)

student's presence causes a danger to persons or property or threatens to disrupt the instructional process. (Education Code 48900.5 and 48911) (cf. 5144.2 - Suspension and Expulsion/Due Process - Individuals with Exceptional Needs)

The Governing Board may suspend a student from school for any of the acts listed under Grounds for Suspension and Expulsion above, for not more than 20 school days in any school year, unless for purposes of adjustment a student enrolls in or is transferred to another regular school, an opportunity school, or continuation school or class, in which case suspension shall not exceed 30 days in any school year. (Education Codes 48903 and 48912)

II. Procedures Prior to Suspension

Notice to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify the appropriate city or county law enforcement authorities of any acts of assault by a student which may have violated Section 245 of the Penal Code (Assault with a Deadly Weapon or Force Likely to Produce Great Bodily Injury). (Education Code 48902)

Notice to Parents/Guardians upon Release of Minor Student to Peace Officer

When a principal or other school official releases a student to a peace officer in order to remove the minor from school premises, the school official shall take immediate steps to notify the student's parent/guardian or responsible relative regarding the student's release to the officer and the place to which the student is reportedly being taken, except when the student is a victim of suspected child abuse, in which case the district must provide the parent/guardians' address and telephone number to the officer. (Education Code 48906)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5145.11 - Questioning and Apprehension)

III. Suspension Procedures

A. Suspension from Class by a Teacher

Suspension from a class means the removal of a student from class by a teacher for the day of the suspension and the day following. A teacher may suspend a student from class and may also refer a student for consideration of suspension from school for any of the acts listed in Grounds for Suspension and Expulsion, above.

When a teacher suspends a student, he/she shall immediately report the suspension to the principal on the appropriate form and send the student to the principal for appropriate action.

AR 5144.1 (e)

Suspension and Expulsion/Due Process (continued)

The student shall be appropriately supervised during the class periods from which he/she has been suspended.

As soon as possible, the teacher shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist should attend the conference when practicable, and a school administrator may attend if either the parent/guardian or teacher so request. A suspended student shall not be returned to class during the period of suspension without the approval of the teacher of the class and the principal.

A student suspended from class shall not be placed in another regular class during the period of suspension. However, if a student is assigned to more than one class per day, he/she may be placed in any other regular classes except those held at the same time as the class from which the student was suspended. (Education Code 48910)

The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. (Education Code 48913)

When a teacher requires a parent/guardian to attend school in accordance with Board policy, the principal shall send the parent/guardian a written notice that the parent/guardian's attendance is pursuant to law (Education Code 48900.1

1. This notice shall also tell the parent//guardian when his/her presence is expected and by what means he/she may arrange any necessary change.
2. The notice shall describe the protections afforded to the parent/guardian as an employee by Education Code 48900.1(e). Education Code 48900.1(e) provides that an employer shall not discharge, threaten with discharge, demote, suspend or in any other way treat unfairly the parent/guardian who is absent from work to attend class for this reason.

Any employee who is discharged, threatened with discharge, demoted, suspended or in any other way discriminated against by the employer for such an absence is entitled to reinstatement and reimbursement for lost wages and work benefits provided the employee gives the employer reasonable advance notice that he/she is required to appear in school.

AR 5144.1 (f)

Suspension and Expulsion/Due Process (continued)

3. The notice shall state that if the parent/ guardian does not have a means of transportation to school, he/she may ride the school bus with the student. However, the principal must be contacted by the parent/guardian to enable the principal to make arrangements with transportation.

The teacher shall request the parent/guardian to meet with the principal or designee after completing the classroom visit and before leaving school premises.

B. Suspension by Superintendent/designee, Principal, or Principal's Designee

1. Informal Conference

Suspension shall be preceded by an informal conference conducted by the principal, designee or the Superintendent or designee between the student, and whenever practicable, the teacher, supervisor or school employee who referred the student to the principal. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him/her and shall be given the opportunity to present his/her version and evidence in support of his/her defense. (Education Code 48911(b))

This conference may be omitted if the principal/ designee or the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the presuspension conference is not held, both the parent/ guardian and student shall be notified of the student's right to return to school for the purpose of a conference. The conference shall be held within two school days, unless the student waives his/her right to it or is physically unable to attend for any reason. In such case, the conference will be held as soon as the student is physically able to return to school. (Education Code 48911(c))

2. Administrative Actions

All requests for student suspension are to be processed by the principal or designee of the school in which the student is enrolled at the time of the misbehavior.

The principal or designee shall report the suspension, including the name of the student and the cause for the suspension, to the Superintendent or designee.

AR 5144.1 (g)

Suspension and Expulsion/Due Process (continued)3. Notice to Parents/Guardians

At the time of the suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. (Education Code 48911)

This notice shall state the reasons for suspension and the date and time when the student may return to school. Should school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may also add that state law requires the parent/ guardian to respond to such request without delay.

4. Parent/Guardian Conference

Whenever a student is suspended, school officials may meet with the parent/guardian to AR 5541.1 (i)

discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code 48914)

While the parent/guardian is required to respond without delay to a request for a conference about a student's behavior, no penalties may be AR 5144.1 (i). imposed on the student for the failure of the parent/ guardian to attend such conference. The student may not be denied readmission solely because the parent/guardian failed to attend.

5. Extension of Suspension

If the expulsion of a suspended student is being considered by the Board, the Superintendent or designee may, in writing, extend the suspension until such time as the Board has made a decision. (Education Code 48911(g))

This extension may be made only if the Superintendent or designee has determined, following a meeting with the student and the student's parent/guardian, that the student's presence at any school or program would endanger persons or property or threaten to disrupt the instructional process. Any extension of the original period of suspension shall be preceded by notice of such extension with an offer to hold an additional

Suspension and Expulsion/Due Process (continued)

conference concerning the extension, giving the student a further opportunity to be heard. (Education Code 48911(g) and Montoya v. Sanger Unified School District)

C. Suspension by the Board

When the Board is considering a suspension, disciplinary action, or any other action (except expulsion) against any student, it may hold closed sessions if a public hearing would lead to disclosure of information which would violate a student's right to privacy under Education Code 49073 et seq.

However, the Board shall provide the student with written notice of the closed session by registered or certified mail and the student may request a public

meeting. The request shall be granted if made in writing within 48 hours after receipt of the Board's notice. However, any discussion that conflicts with any other student's right to privacy shall be in closed session. (Education Codes 48912 and 35146)

Expulsion**I. Authority to Expel**

- A. A student may be expelled only by the Board.
- B. The principal or Superintendent or designee shall recommend a student's expulsion for any of the following acts, unless the principal or Superintendent or designee finds, and reports in writing to the Board, that expulsion is inappropriate due to particular circumstances which shall be set out in the report of the incident:
 - 1. Causing serious physical injury to another person, except in self-defense.
 - 2. Possession of any firearm, knife, explosive or other dangerous object of no reasonable use to the student at school or at a school activity off school grounds.
 - 3. Unlawful sale of any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - 4. Robbery or extortion.

Suspension and Expulsion/Due Process (continued)

- C. The Board may order a student expelled for any of the acts listed under Grounds for Suspension and Expulsion above, (See III, AR 5144.1(b)), upon recommendation by the principal, Superintendent or designee, hearing officer or administrative panel finding that the student violated items (a)-(e) of the list, or the student violated items (f)-(l) of the list and other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others. (Education Code 48900)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))

II. Expulsion Procedures

A. Student's Right to Hearing (Education Code 48918(a))

The student is entitled to a hearing to determine whether the student should be expelled. The hearing shall be held within thirty (30) school days after the principal or Superintendent or designee determines that one of the acts listed under Grounds for Suspension and Expulsion has occurred.

The student is entitled to one postponement of an expulsion hearing for a period of not more than thirty (30) calendar days. The request for postponement shall be in writing. Any subsequent postponement may be granted at the Board's discretion.

If the Board finds it impracticable to comply with these time requirements for conducting an expulsion hearing, the Superintendent or designee may, for good cause, extend the time period by an additional five (5) school days. Reasons for the extension shall be included as a part of the record when the expulsion hearing is held.

Once the hearing starts, all matters shall be pursued with reasonable diligence and concluded without unnecessary delay.

B. Written Notice of the Hearing (Education Code 48918(b))

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least (10) calendar days before the date of the hearing. The notice shall include:

1. The date and place of the hearing.

Suspension and Expulsion/Due Process (continued)

2. A statement of the specific facts and charges upon which the proposed expulsion is based.
3. A copy of district disciplinary rules which relate to the alleged violation.
4. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel.
5. The right to inspect and obtain copies of all documents to be used at the hearing.
6. The opportunity to confront and question all witnesses who testify at the hearing.
7. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witnesses.

C. Conduct of Hearing

1. **Closed Session:** Notwithstanding the provisions of Government Code 54953 and Education Code 35145, the Board shall conduct a hearing to consider the expulsion of the student in a session closed to the public unless the student requests in writing at least five days prior to the hearing that the hearing be a public meeting. If such request is made, the meeting shall be public. Whether the expulsion hearing is held in closed or public session, the Board may meet in closed session to determine if the student should be expelled. If the Board admits any other person to the closed session, the parent/guardian, the student, counsel of the student and counsel of the parent/guardian shall also be allowed to attend the closed session. (Education Code 48918(c))
2. **Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, so long as a reasonably accurate written and complete transcription of the proceedings can be made. (Education Code 48918(g))
3. **Presentation of Evidence:** While technical rules of evidence do not apply to such hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Board to expel must be supported by

Suspension and Expulsion/Due Process (continued)

substantial evidence that the student committed any of the above acts listed under Grounds for Suspension and Expulsion above, (See AR 5144.1(d)). Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses whose disclosure may subject them to an unreasonable risk of harm. (Education Code 48918(f)and(h)). John A. v San Bernardino S.D.

In cases where a search of a student's person or property has occurred, evidence describing the reasonableness of the search shall be included in the hearing record.
cf. 5145.12 - Search and Seizure)

4. Decision Within Ten (10) Days: The Board's decision on whether to expel a student shall be made within ten (10) school days after the conclusion of the hearing, unless the student requests in writing that the decision be postponed. (Education Code 48918(a))
5. Decision Within 40 Days: If the Board does not meet on a weekly basis, its decision on whether to expel a student shall be made within forty (40) school days after the student is removed from his/her school of attendance, unless the student requests in writing that the decision be postponed (Education Code 48918(a))
6. Maintenance of Records: The Board will maintain a record of each expulsion, including the cause therefore. The expulsion record shall be maintained in the student's mandatory interim record and sent to any school in which the student subsequently enrolls, within five days of a written request by the admitting school. (Education Code 48918(j))

D. Alternative Hearing: Hearing Officer or Administrative Panel

Instead of conducting an expulsion hearing itself, the Board may contract with the a hearing officer, or with the Office of Administrative Hearings of the State of California for a hearing officer. Alternatively, the Board may appoint an impartial administrative panel composed of three (3) or more certificated personnel, none of whom shall be members of the Board or on the staff of the school in which the student is enrolled. (Education Code 48918(d))

AR 5144.1 (I)

Suspension and Expulsion/Due Process (continued)

A hearing conducted by the hearing officer or administrative panel shall conform to the same procedures as apply to a hearing conducted by the Board as specified in Conduct of Hearing, above.

The hearing officer or administrative panel shall, within three (3) school days after the hearing, determine whether to recommend expulsion of the student to the Board. If expulsion is not recommended, the student shall be immediately reinstated. (See Reinstatement, below)

If expulsion is recommended, finding of fact in support of the recommendation shall be prepared and submitted to the Board. All findings of fact and recommendations shall be based solely on the evidence presented at the hearing. The Board may accept the recommendation based either upon a review of the findings of fact and recommendations submitted or upon the results of any supplementary hearing the Board may order. (Education Code 48918(f))

The hearing officer or administrative panel may recommend that the Board suspend the expulsion for a period of one year. (See Suspension of Expulsion, below)

The Board shall make its decision about the student's expulsion within forty (40) school days after the date of the student's removal from school unless the student requests in writing that the decision be postponed. (Education Code 48918(a)).

E. Final Action by the Board

Whether the expulsion hearing is conducted in closed or public session by the Board, a hearing officer, or an administrative panel, the final action to expel must be taken by the Board at a public meeting. (Education Code 48918(i)) The Board shall maintain a record of each expulsion, including its cause. Expulsion records shall be nonprivileged, disclosable public records. (Education Code 48918(j))

F. Reinstatement

When the Board accepts a recommendation against expulsion or makes its own decision not to expel, the decision is final and the student shall be reinstated immediately. The Superintendent or designee shall place the student in any classroom program, other instructional program, rehabilitation program, or any combination of such programs following consultation with district personnel, including the teacher involved, and with the student's parent/guardian. (Education Code 48918(e))

AR 5144.1 (m)

Suspension and Expulsion/Due Process (continued)G. Written Notice to Expel

The Superintendent or designee shall send written notice of the decision to expel to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal such expulsion to the County Board of Education. (Education Code 48918(i))

III. Readmission: Plan for Rehabilitation (Education Code 48916)

An expulsion order shall remain in effect until the Board may order the readmission of the student. Upon ordering the expulsion, the Board shall set a date, no later than the last day of the semester following the semester in which the expulsion occurred, when the student may apply for readmission to a school within the district. The Board may recommend a plan for the student's rehabilitation, which may include:

- A. Periodic review and assessment at the time of application for readmission.
- B. Recommendations for counseling, employment, community service and other rehabilitation programs.
- C. Such other recommendations as the Board approves.
- D. Students who have been expelled for reasons relating to controlled substances or alcohol shall be required to enroll in and actively participate in a county-sponsored drug rehabilitation program before returning to school. (Education Code 38916.5)

IV. Readmission

- A. A written request for review of expulsion action and request for readmission shall be submitted by the parent/guardian to the Superintendent or designee.
- B. The Superintendent or designee will hold a conference with the parent/guardian and the student. At the conference the conditions for readmission will be reviewed. The Superintendent or designee shall verify that the conditions have been met. School regulations will be reviewed and the student and parent/guardian will be asked to indicate in writing their willingness to comply with these regulations.
- C.. The Superintendent or designee will transmit the request for readmission to the Board, along with his/her recommendation. The Board may consider the request in closed session or in open session. If a written request for open session is received from the student or the parent/guardian, it will be honored.

Suspension and Expulsion/Due Process (continued)

- D. The Superintendent or designee will notify the student or parent / guardian, by registered mail, of the Board's decision regarding readmission.

V. Suspension of Expulsion (Education Code 48917)

- A. The Board, upon voting to expel a student, may suspend the enforcement of the expulsion order for not more than one calendar year and may, as a condition of the suspension of enforcement, assign the student to a school, class or program appropriate for the student's rehabilitation.
- B. During this period the student shall be on probationary status.
- C. The suspension of expulsion order may be revoked by the Board if the student commits any of the acts listed under Grounds for Suspension and Expulsion BP above, (See III, AR 5144.1(b)) or violates any of the district's rules and regulations governing student conduct.
- D. When the suspension of expulsion order is revoked, a student may be expelled under the terms of the original expulsion order.
- E. Upon satisfactory completion of the rehabilitation assignment, the Board shall reinstate the student in a district school. Upon reinstatement, the Board may order the expungement of any or all records of the expulsion proceedings.
- F. Suspension of an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the County Board of Education. The appeal must be filed within thirty (30) days of the Board's decision to expel.
- G. The Superintendent or designee shall send written notice of any decision to suspend the enforcement of an expulsion order during a period of probation to the student or parent/guardian. The notice shall also inform the parent/guardian of the right to appeal the expulsion to the County Board of Education. (Education Code 48918)i)

VI. Right to Appeal

The student or parent/guardian is entitled to file an appeal of the Board's decision to the County Board of Education.

The appeal must be filed within thirty (30) days of the Board's decision to expel, even if the expulsion action is suspended and the student is placed on probation.

Suspension and Expulsion/Due Process (continued)VII. Information Regarding Expulsions

Education Code 48815.1 requires that when a student has been expelled for specified acts and asks to enroll in another district, the receiving district must hold a hearing to determine whether the student poses a danger to its students or staff.

The receiving district then may either deny or permit the enrollment. The Superintendent or designee shall, within five (5) working days, honor any other district's request for information about expulsions from this district. (Education Code 48915.1).
(cf. 5117 - Interdistrict Transfer)
(cf. 5125 - Student Records)

Policy Adopted: 12/5/89

Revised Policy Adopted on an Interim Basis: 5/15/90

Policy Advisory Committee Review: 12/3/90

Revised Policy Adopted: 2/5/91

Students

Suspension and Expulsion/Due Process (Individuals with Exceptional Needs)

Suspension

A student enrolled in a special education program is subject to the same grounds for suspension which apply to nonhandicapped students. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the disruptiveness of the conduct, some form of in-school intervention be used prior to suspension. (Education Code 48900.5)

For students in special education programs, the Individualized Education Program (IEP) Team shall convene when the student accumulates 10 days of suspension during the school year. The team shall meet as soon as possible after the 10th day of suspension to review the appropriateness of the student's placement, the need for any additional services, and the relationship, if any, between the identified handicap and the misconduct.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Special education students may be suspended for up to five consecutive days, and this suspension may be extended by five additional days in situations in which the student poses an immediate threat to the safety of others. The suspension may not extend beyond ten consecutive school days.

The Board delegates its authority to extend a special education student's suspension from five to ten days to the Superintendent or designee.

Expulsion

The Governing Board may expel a student who is currently enrolled in a special education program only if an individualized education program team has determined that (1) the misconduct was not caused by, or a direct manifestation of, the student's identified handicap; and (2) the student was appropriately placed at the time the misconduct occurred. (Education Code 48915.5)

If a student is enrolled in a special education program at the time the recommendation for expulsion is made, the procedures and timelines governing expulsion shall be the same as those for other students recommended for expulsion specified in AR 5144.1, except that an individualized education program (IEP) team meeting shall be held under conditions and with possible consequences as follows: (Education Code 48915.5)

Suspension and Expulsion/Due Process (Individuals with Exceptional Needs) (continued)

1. The IEP meeting shall be held within three school days after recommendation for expulsion by the site administrator, unless the suspension is extended to ten days by the Superintendent or designee. In the event of an extension, the IEP meeting shall be held within eight days after the recommendation for expulsion by the site administrator.
2. The parent/guardian shall be notified of his/her right to participate in the meeting at least 48 hours before the meeting.
3. Unless a parent/guardian has requested a postponement, the meeting may be conducted without the parent/guardian's participation.
4. A parent/guardian's request that the meeting be postponed shall be granted for up to three additional school days. The district shall extend any suspension of the student for the period of postponement.
5. The IEP Team shall determine if the misconduct was caused by, or a direct manifestation of, the student's identified handicap. The IEP Team shall also determine if the student had been appropriately placed at the time the misconduct occurred.
6. In reaching its decision, the Team shall base its decision on results of a comprehensive evaluation. (34 Code of Federal Regulations 104.35) In addition, it may base its decision on relevant information that has been acquired within three years of the date of the alleged misconduct.

Relevant information shall include all of the following:
 - a. A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.
 - b. A review of the ability of the student to conform his/her behavior to the prescribed standards, and a determination of the relationship, if any, between the student's behavior and his/her handicapping condition.
7. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's handicapping condition, and if it is determined that the student was appropriately placed, the student shall be subject to the applicable disciplinary actions and procedures prescribed for suspension and expulsions of all students.

Suspension and Expulsion/Due Process (Individuals with Exceptional Needs) (continued)

8. The parent/guardian of each student with previously identified exceptional needs has a right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent/guardian disagrees with the decision of the IEP team.
9. If the state's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP team recommendations, the district shall cooperate with the State Department of Education towards achieving an expeditious resolution to the disagreement.
10. If a parent/guardian demands a due process hearing concerning the IEP determination, the student shall remain in his then current placement pending resolution of the due process proceeding unless:
 - a. He/she has been suspended. Such suspension may not exceed five consecutive school days for a single incident of misconduct, unless extended by five additional days when the student poses an immediate threat to the safety of others. (Education Code 48911, Honig v. Doe)
 - b. The student and his/her parents/guardians agree to a change in placement. (Education Code 56505)
 - c. A court order has been obtained permitting such a change in placement.
 - d. The change is a "minor" change in program or services rather than a "significant" change in placement, (Doe v. Maher).
11. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code 48915.5)

Legal Reference: (See next page)

Suspension and Expulsion/Due Process (Individuals with
Exceptional Needs) (continued)

Legal Reference:

EDUCATION CODE

35146 Closed sessions (re suspensions)
35291 Rules (of governing board)
48900-48925 Suspension and expulsion
56340-56347 Individual education program teams

GOVERNMENT CODE

54950 (re closed sessions)

PENAL CODE

626.2 Entry upon campus after written notice of suspension
or dismissal without permission

UNITED STATES CODE

Title 20, 1415

CODE OF FEDERAL REGULATIONS

34, 104.35

HONIG V. DOE, 88 Daily Journal D.A.R. 742 (US Supreme Court,
January 20, 1988)

DOE V. MAHER (1986)

793 F.2d 1470, page 1487

Regulation

MORENO VALLEY UNIFIED SCHOOL DISTRICT

approved: December 5, 1989

Moreno Valley, California

Revised on an interim basis: May 15, 1990

SUSPENSION/EXPULSION OF HANDICAPPED PUPILS

(Education Code - Part 27)
(Selected Provisions)

(As Amended by AB 3880 - Chapter 1234, Statutes
of 1990)

48900. A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

- Grounds for Suspension
or Expulsion

(a) Caused, attempted to cause, or threatened to cause physical injury to another person.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff.

chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

48900.5. Suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a pupil, including an individual with exceptional needs, as defined in Section 56026, may be suspended for any of the reasons enumerated in Section 48900 upon a first offense, if the principal or superintendent of schools determines that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the pupil's presence causes a danger to persons or property or threatens to disrupt the instructional process.

- Suspension: Equal Treatment
of Handicapped and Non-
handicapped Pupils

48911. (a) The principal of the school, the principal's designee, or the superintendent of schools may suspend a pupil from the school for any of the reasons enumerated in Section 48900, and pursuant to Section 48900.5, for no more than five consecutive schooldays.

(b) Suspension by the principal, the principal's designee, or the superintendent shall be preceded by an informal conference conducted by the principal or the principal's designee, or the superintendent of schools between the pupil and, whenever practicable, the teacher or supervisor or school employee who referred the pupil to the principal or the principal's designee or the superintendent of schools. At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

(c) A principal or the principal's designee or the superintendent of schools may suspend a pupil without affording the pupil an opportunity for a conference only if the principal or the principal's designee or the superintendent of schools determines that an emergency situation exists. "Emergency situation," as used in this article, means a situation determined by the principal, the principal's designee, or the superintendent to constitute a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without a conference prior to suspension, both the parent and the pupil shall be notified of the pupil's right to a conference, and the pupil's right to return to school for the purpose of a conference. The conference shall be held within two schooldays, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, incarceration or hospitalization. The conference shall then be held as soon as the pupil is physically able to return to school for the conference.

(d) At the time of suspension, a school employee shall make reasonable effort to contact the pupil's parent or guardian in person or by telephone. Whenever a pupil is suspended from school, the parent or guardian shall be notified in writing of the suspension.

- Principal, Designee, or*
Superintendent May
Suspend Pupil

*(Section 48911 Amended in 1990)

(e) A school employee shall report the suspension of the pupil, including the cause therefor, to the governing board of the school district or to the district superintendent in accordance with the regulations of the governing board.

(f) The parent or guardian of any pupil shall respond without delay to any request from school officials to attend a conference regarding his or her child's behavior.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at such conference.

(g) In a case where expulsion from any school or suspension for the balance of the semester from continuation school is being processed by the governing board, the school district superintendent or other person designated by the superintendent in writing may extend the suspension until such time as the governing board has rendered a decision in the action. However, an extension may be granted only if the superintendent or the superintendent's designee has determined, following a meeting in which the pupil and the pupil's parent or guardian are invited to participate, that the presence of the pupil at the school or in an alternative school placement would cause a danger to persons or property or a threat of disrupting the instructional process. If the pupil or the pupil's parent or guardian has requested a meeting to challenge the original suspension pursuant to Section 48914, the purpose of the meeting shall be to decide upon the extension of the suspension order under this section and may be held in conjunction with the initial meeting on the merits of the suspension.

(h) Notwithstanding subdivisions (a) and (g), an individual with exceptional needs may be suspended for up to, but not more than, 10 days if he or she poses an immediate threat to the safety of others. In the case of a truly dangerous child, a suspension may exceed 10 days, or the pupil's placement may be changed, or both, if either of the following occurs:

- (1) The pupil's parent or guardian agrees.
- (2) A court order so provides.

(i) For the purposes of this section, a "principal's designee" is any one or more administrators at the school site specifically designated by the principal, in writing, to assist with disciplinary procedures.

In the event that there is not an administrator in addition to the principal at the school site, a certificated person at the school site may be specifically designated by the principal, in writing, as a "principal's designee," to assist with disciplinary procedures. The principal may designate only one such person at a time as the principal's primary designee for the school year.

An additional person meeting the requirements of this subdivision may be designated by the principal, in writing, to act for the purposes of this article when both the principal and the principal's primary designee are absent from the school site. The name of the person, and the names of any person or persons designated as "principal's designee," shall be on file in the principal's office.

48911.5. The site principal of a contracting nonpublic, nonsectarian school providing services to individuals with exceptional needs under Section 6365 and 56366, shall have the same duties and responsibilities with respect to the suspension of pupils with previously identified exceptional needs prescribed for the suspension of pupils under section 48911.

48912. (a) The governing board may suspend a pupil from school for any of the acts enumerated in section 48900 for any number of schooldays within the limits prescribed by Section 48903, except that an individual with exceptional needs may not be suspended for more than 10 days without the agreement of the parent or a court order.

(b) Notwithstanding the provisions of Section 5145 of this code and Section 54950 of the Government Code, the governing board of a school district shall, unless a request has been made to the contrary, hold closed sessions if the board is considering the suspension of, disciplinary action against, or any other action against, except expulsion, any pupil, if a public hearing upon that question would lead to the giving out of information concerning a school pupil which would be in violation of Article 5 (commencing with section 49073) of Chapter 6.5.

- Nonpublic School Principal

- 10-Day Suspension Limitation*
Without Parent Agreement or
Court Order

*(Section 48912 Amended in 1990)

(c) Before calling a closed session to consider these matters, the governing board shall, in writing, by registered or certified mail or by personal service, notify the pupil and the pupil's parent or guardian, or the pupil if the pupil is an adult, of the intent of the governing board to call and hold a closed session. Unless the pupil or the pupil's parent or guardian shall, in writing, within 48 hours after receipt of the written notice of the board's intention, request that the hearing be held as a public meeting, the hearing to consider these matters shall be conducted by the governing board in closed session. In the event that a written request is served upon the clerk or secretary of the governing board, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any pupil other than the pupil requesting the public meeting, shall be in closed session.

48914. Each school district is authorized to establish a policy that permits school officials to conduct a meeting with the parent or guardian of a suspended pupil to discuss the causes, the duration, the school policy involved, and other matters pertinent to the suspension.

48915. (a) The principal or the superintendent of schools shall recommend a pupil's expulsion for any of the following acts, unless the principal or superintendent finds, and so reports in writing to the governing board, that expulsion is inappropriate, due to the particular circumstance, which shall be set out in the report of the incident:

(1) Causing serious physical injury to another person, except in self-defense.

(2) Possession of any firearm, knife, explosive, or other dangerous object of no reasonable use to the pupil at school or at a school activity off school grounds.

(3) Unlawful sale of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.

- Meeting Policy

- Expulsion: Particular
Circumstances

(4) Robbery or extortion.

(b) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated subdivision (a), (b), (c), (d), or (e) of Section 48900.

(c) Upon recommendation by the principal, superintendent of schools, or by a hearing officer or administrative panel appointed pursuant to subdivision (d) of Section 48918, the governing board may order a pupil expelled upon finding that the pupil violated subdivision (f), (g), (h), (i), (j), (k), or (l) of Section 48900 and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.

(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

48915.5. (a) In a matter involving a pupil with previously identified exceptional needs who is currently enrolled in a special education program, the governing board may order the pupil expelled pursuant to subdivisions (b) and (c) of Section 48915 only if all of the following conditions are met:

(1) An individualized education program team meeting is held and conducted pursuant to Article 3 commencing with Section 56340) of Chapter 2 of Part 30.

(2) The team determines that the misconduct was not caused by, or was not a direct manifestation of, the pupil's identified handicap.

(3) The team determines that the pupil had been appropriately placed at the time the misconduct occurred.

The term "pupil with previously identified exceptional needs," as used in this section, means a pupil who meets the requirements of Section 56026 and who, at the time the alleged misconduct occurred, was enrolled in a special education program, including enrollment in nonpublic schools pursuant to Section 56365 and state special schools.

- Expulsion Conditions for*
Handicapped Pupils

*(Section 48915.5 Amended in 1990)

(b) For purposes of this section, all applicable procedural safeguards prescribed by federal and state law and regulations apply to proceedings to expel pupils with previously identified exceptional needs, except that, notwithstanding Section 56321, subdivision (e) of Section 56506, or any other provision of law, parental consent is not required prior to conducting a preexpulsion educational assessment pursuant to subdivision (e), or as a condition of the final decision of the local board to expel.

(c) Each local education agency, pursuant to the requirements of Section 56221, shall develop procedures and time lines governing expulsion procedures for individuals with exceptional needs.

(d) The parent of each pupil with previously identified exceptional needs has the right to participate in the individualized education program team meeting conducted pursuant to subdivision (a) preceding the commencement of expulsion proceedings, following the completion of a preexpulsion assessment pursuant to subdivision (e), through actual participation, representation, or a conference call. Each parent shall be notified of his or her right to participate in the meeting at least 48 hours prior to the meeting. Unless a parent has requested a postponement, the meeting may be conducted without the parent's participation, if the notice required by this subdivision has been provided. Each parent may request that the meeting be postponed for up to three additional schooldays. In the event that a postponement has been granted, the local educational agency may extend any suspension of a pupil for the period of postponement. However, the suspension shall not be extended beyond 10 days unless agreed to by the parent.

(e) In determining whether a pupil should be expelled, the individualized education program team shall base its decision on the results of a preexpulsion educational assessment conducted in accordance with the guidelines of Section 104.35 of Title 34 of the Code of Federal Regulations, which shall include a review of the appropriateness of the pupil's placement at the time of the alleged misconduct, and a determination of the relationship, if any, between the pupil's behavior and his or her handicapping condition.

- Procedural Safeguards

- Expulsion Procedures and Time Lines

- Parent Rights

- Expulsion Decision Based on Results of Preexpulsion Educational Assessment

In addition to the preexpulsion educational assessment results, the individualized education program team shall also review and consider the pupil's health records and school discipline records.

(f) If the individualized education program team determines that the alleged misconduct was not caused by, or a direct manifestation of, the pupil's handicapping condition, and if it is determined that the pupil was appropriately placed, the pupil shall be subject to the applicable disciplinary actions and procedures prescribed under this article.

(g) The parent of each pupil with previously identified exceptional needs has the right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent disagrees with the decision of the individualized education program team made pursuant to subdivision (f), or if the parent disagrees with the decision to rely upon information obtained, or proposed to be obtained, pursuant to subdivision (e).

(h) No individual with exceptional needs shall be referred or recommended for expulsion under Section 48915 and no governing board shall conduct expulsion proceedings for an individual with exceptional needs until all of the following have occurred:

(1) A preexpulsion assessment is conducted.

(2) The individualized education program team meets pursuant to subdivision (a).

(3) Due process hearings and appeals, if initiated pursuant to Section 1415 of Title 20 of the United States Code, are completed.

48917. The governing board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program which is deemed appropriate for the rehabilitation of the pupil. The governing board's criteria for suspending the enforcement of the expulsion order shall be applied equally to all pupils, including individuals with exceptional needs as defined in Section 56026. During the period of the suspension of the expulsion order, the pupil shall be deemed to be on probationary status. The suspension of an expulsion order under this section may be revoked by the governing board upon the pupil's commission of any of the acts enumerated in Section 48900 or for any violation of the district's rules and

- Alleged Misconduct Not Caused by, or Manifested by, Handicap

- Parent's Right to Due Process Hearing

- Procedures Prior to Expulsion

- Suspension of Expulsion* Order

regulations governing pupil conduct. Upon revocation of the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order.

Upon satisfactory completion of the rehabilitation assignment of a pupil, the pupil shall be reinstated by the governing board in a school of the district. Upon reinstatement, the governing board may also order the expungement of any or all records of the expulsion proceedings.

A decision of the governing board to suspend an expulsion order shall not affect the time period and requirements for the filing of an appeal of the expulsion order with the county board of education required under Section 48919. Any appeal shall be filed within 30 days of the original vote of the governing board.

(See Other Provisions of Article 1, Chapter 6, Part 27 of the Education Code for Additional Information on Pupil Suspension and Expulsion and Pupil Rights and Responsibilities.)

Section 12:

**Special Education
Teaching
Credential
Requirements**

SECTION 12: SPECIAL EDUCATION CREDENTIAL REQUIREMENTS

.Introduction

.Special Education Teaching Credential Guidelines

Teaching Credentials

In keeping with the requirement to place individuals with exceptional needs in the least restrictive environment as mandated in the California Master Plan for Special Education and Federal Statutes, students are placed in educational programs according to need as determined by their Individualized Education Program (I.E.P.). The results of this practice is that individuals with different handicapping conditions may be served in the same special class. However, the majority of individuals in given special class will, in most cases, be students with the same primary disability as defined in Title 34 of the Code of Federal Regulations. You may need a copy of the definitions before placement of students and staffing of special education classes decisions are made.

The California Administrative Code Title 5 Regulations 80047.1 through 80047.9 specify the current and previous credentials which authorize service in each type of special classes based on the primary disability of the majority of the pupils in the class. The primary handicapping conditions and appropriate credentials are listed below. If there is a conflict between the placement of a handicapped student as recommended by the lists below and placement as required by the I.E.P., the I.E.P. takes precedence.

Primary Disabilities: Specific Learning Disability or Mentally Retarded (Mildly)

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "specific learning disability" as defined in the subsection 300.5(b)(9) of the Title 34 Code of Federal Regulations, Subpart A: or "mentally retarded" as defined in subsection 300.5(b)(4) of Title 34, Code of Federal Regulations, Subpart A.

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Teaching Credential--Educable Mentally Retarded
Limited Specialized Preparation Credential

Ryan:

Specialist Credential in Special Education--Learning Handicapped

Primary Disability: Mentally Retarded (Severely)

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "mentally retarded" as defined in the subsection 300.5(b)(4) of the Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Teaching Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Severely Handicapped

Primary Disability: Seriously Emotional Disturbed

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "seriously emotionally disturbed" as defined in the subsection 300.5(b)(8) of the Title 34 Code of Federal Regulations, Subpart A:

Ryan:

Specialist Credential in Special Education--Severely Handicapped

Holders of the special education credentials listed below are also authorized to teach this category if they have taught full-time for at least one year prior to September 1, 1988 in a special class in which the primary disability was that of seriously emotionally disturbed, and have received a favorable evaluation from the employing agency.

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Teaching Credential--Educable Mentally Retarded
Restricted Teaching Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Learning Handicapped

Primary Disability: Multi-Handicapped

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "multi-handicapped" as defined in the subsection 300.5(b)(5) of the Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded
Exceptional Children Credential--Orthopedically Handicapped, including Cerebral Palsied

Standard:

Teaching Credential with Minor--Mentally Retarded
Teaching Credential with Minor--Orthopedically Handicapped, including Cerebral Palsied
Restricted Teaching Credential--Trainable Mentally Retarded
Restricted Teaching Credential--Orthopedically Handicapped, including Cerebral Palsied
Limited Specialized Preparation Credential--Mentally Retarded
Limited Specialized Preparation Credential--Orthopedically Handicapped, Including Cerebral Palsied

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Specialist Credential in Special Education--Physically Handicapped

Primary Disability: Other Health Impaired (Autistic)

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "other health impaired" as defined in the subsection 300.5(b)(7)(1)(autistic) of the Title 34 Code of Federal Regulations, Subpart A:

Ryan:

Specialist Credential in Special Education--Severely Handicapped

Holders of the special education credentials listed below are authorized to teach in this category if they have taught full-time at least one year prior to September 1, 1988 in a special class in which the primary disability was other health impaired (autistic), and have received a favorable evaluation for service from the employing agency.

Ryan:

Specialist Credential in Special Education--Communication Handicapped
Clinical Rehabilitative Service Credential in Language, Speech and
Hearing, with a Special Class Authorization

Primary Disability: Speech and Language Impaired

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "speech and language impaired" as defined in the subsection 300.5(b)(10) of the Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Corrections of Speech Defects
Exceptional Children Credential--Speech Correction and Lip Reading

Standard:

Teaching Credential with Minor--Speech and Hearing Handicapped
Restricted Special Education Credential--Speech and Hearing Therapy
Limited Specialized Preparation Credential--Speech and Hearing
Handicapped

Ryan:

Specialist Credential in Special Education--Communication Handicapped
Clinical Rehabilitative Service Credential in Language, Speech and
Hearing, with a Special Class Authorization

Primary Disability: Deaf or Hard-of-Hearing

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "deaf" or "hard-of-hearing" as defined in the subsection 300.5(b)(1) and 300.5(b)(3) of the Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential-- Deaf
Special Secondary Credential--Lip Reading
Exceptional Children Credential--Deaf or Hard-of-Hearing

Standard:

Teaching Credential with Minor--Deaf and Severely Hard-of-Hearing
Restricted Special Education Credential--Deaf and Severely Hard-of-
Hearing

Ryan:

Specialist Credential in Special Education--Communication Handicapped

Primary Disability: Deaf-Blind

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "deaf-blind" as defined in the subsection 300.5(b)(2) of the Title 34 Code of Federal Regulations, Subpart A:

Standard:

Restricted Special Education Credential--Deaf-Blind
Restricted Special Education Credential--Severely Hard-of-Hearing

Ryan:

Specialist Credential in Special Education--Communication Handicapped
 Specialist Credential in Special Education--Visually Handicapped
 Specialist Credential in Special Education--Severely Handicapped

Primary Disability: Visually Handicapped

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "visually handicapped" as defined in the subsection 300.5(b)(11) of the Title 34 Code of Federal Regulations, Subpart A:

General:

Special Secondary Credential--Partially Sighted Child
 Special Secondary Credential--Blind
 Exceptional Children Credential--Visually Handicapped

Standard:

Teaching Credential with Minor--Visually Handicapped
 Restricted Special Education Credential--Visually Handicapped
 Limited Specialized Preparation Credential--Visually Handicapped

Ryan:

Specialist Credential in Special Education--Visually Handicapped
 Specialist Credential in Special Education--Physically Handicapped (issued prior to January 1, 1981, on the basis of completing a Commission-approved program in which the focus is the Visually Handicapped)

Primary Disability: Orthopedically Handicapped or Other Health Impaired (having limited strength, vitality or alertness)

Holders of the credentials authorized to teach handicapped children in a special class which the primary disability is "orthopedically impaired" as defined in the subsection 300.5(b)(6) of the Title 34 Code of Federal Regulations, Subpart A, or "other health impaired" as defined in subsection 300.5(b)(7)(ii) having limited strength, vitality or alertness of the Title 34 Code of Federal Regulations, Subpart A:

General:

Exceptional Children Credential--Orthopedically Handicapped, including Cerebral Palsied

Standard:

Teaching Credential with Minor--Orthopedically Handicapped, including the Cerebral Palsied
 Restricted Special Education Credential--Orthopedically Handicapped, including the Cerebral Palsied
 Limited Specialized Preparation Credential--Orthopedically Handicapped, including Cerebral Palsied

Ryan:

Specialist Credential in Special Education--Physically Handicapped

Temporary Teaching Assignment Option Provided to Employing Districts and Counties

Title 5 80024.3 allows for the issuance of an emergency Specialist Teaching Credential in Learning Handicapped, Severely Handicapped or Physically Handicapped. A statement of need signed by the district and county superintendents is required and the

applicant must submit a statement of intent to enroll in a Commission-approved program for the credential. There are two ways to qualify for the credential:

1. Hold a California teaching credential requiring a bachelor's degree and student teaching and verify completion of either six semester units of course work in special education or a year of experience in the past ten years in the area of specialization or
2. Hold (or be eligible for) an out-of-state special education credential requiring a bachelor's degree in a program of professional preparation taken at an accredited institution and approved by the state in which it was completed.

Six semester hours of appropriate course work are required for renewal.

RESOURCE SPECIALIST

The regulations which establish the current Resource Specialist Certificate became effective July 3, 1981. The service is defined in Title 5 80070.2(b) and includes providing instruction and services for students whose I.E.P. has them assigned to regular classroom for the majority of the school day.

Assignment Note:

There is no emergency credential available, but there is a preliminary certificate available to any credentialed teacher authorized to teach special education (see list above) who has three years of teaching experience and a letter guaranteeing employment as a resource specialist.

ADAPTED PHYSICAL EDUCATION

Every teacher who is assigned for the first time to teach adapted physical education must hold a current Adapted Physical Education Specialist Credential. The credential authorizes the holder to provide instruction and services to individuals with exceptional needs who require developmental or corrective services and who are precluded from participation in the activities of the general education program, or a specially designed physical education program in a special class. Teachers who are assigned to teach adaptive P.E. prior to November 15, 1985 have until July 1, 1988 to obtain a valid Adaptive Physical Education Specialist Credential in order to retain their positions.

Assignment Note:

There are no emergency or preliminary credentials for Adaptive P.E.

SPECIAL CENTERS FOR THE HANDICAPPED

Effective February 17, 1986, a teacher being assigned to teach in a special center (defined in Education Code 56364) for the first time has to hold one of the following credentials:

General:

Special Secondary Credential--Mentally Retarded
Exceptional Children Credential--Mentally Retarded

Standard:

Teaching Credential with Minor--Mentally Retarded
Restricted Special Education Credential--Educable Mentally Retarded
Restricted Special Education Credential--Trainable Mentally Retarded
Limited Specialized Preparation Credential--Mentally Retarded

Ryan:

Specialist Credential in Special Education--Severely Handicapped
Restricted Specialist Credential in Special Education--Severely Handicapped

Teachers employed in a special center prior to February 17, 1986, may continue employment if they hold any of the above or one of the following:

Developmental Center Permit
Special Center Permit

Temporary Assignment Option Provided to Employing Districts and Counties:

Title 5 800224.3 allows for the issuance of an emergency Specialist Teaching Credential in Severely Handicapped (see above for requirements).

SPEECH AND HEARING THERAPY:

The following credentials authorize service as an itinerant speech clinician or speech and hearing specialist.

General:

Special Secondary--Correction of Speech Defects
Exceptional Children--Speech Correction and Lip Reading

Standard:

Standard Teaching with Minor in Speech and Hearing Handicapped
Restricted Special Education--Speech and Hearing Therapy
Limited Specialized Preparation--Speech and Hearing Handicapped

Ryan:

Clinical Rehabilitative Services--Language, Speech and Hearing

Assignment Note:

There are no emergency or preliminary credentials for Speech and Hearing Therapy.

ORIENTATION AND MOBILITY

This service for the blind and partially seeing may be provided by people holding the following credentials or by any teacher holding a credential authorizing teaching of the Visually Handicapped (see list above).

Standard:

Restricted--Visually Handicapped in Mobility

Ryan:

Clinical Rehabilitative Services--Orientation and Mobility

Assignment Note:

There are no emergency or preliminary credentials for Orientation and Mobility.

AUDIOLOGY

The audiologists screens and assesses students' hearing acuity and auditory processing skills, interprets the assessments, provides audiological instruction and services including instruction in verbal and non-verbal communication skills, and consults with students, parents, teachers, and other interested parties regarding hearing impairments and auditory processing skills.

Ryan:

Clinical Rehabilitative Service--Audiology

Section 13:

**The
Collaborative
Model**

SECTION 13: THE COLLABORATIVE MODEL

.Benefits of Consultation

.Benefits of Collaboration

.Problems with a Collaborative Model

.Getting Started

.Goals of a Collaborative Program

.Desirable Qualities of a Collaborator

A Rationale for Delivery of Service:

As it is the goal to serve students in the least restrictive environment, maximize learning, and increase self-esteem on the part of all students, the consultant-based resource program, in which special educators and regular educators work cooperatively to contribute skills and resources to carry out IEP goals, will continue to be implemented.

By serving handicapped students in the regular classroom when appropriate, students will receive the complete academic curriculum within the normal environment, with fewer disruptions, and scheduling problems. Through the use of a pre-referral problem solving process and increased opportunities to share teaching skills and instructional materials, reductions in referrals to special education should result in fewer special education placements.

In keeping with the intent of PL 94-142 and its provision for the least restrictive environment, the majority of mildly handicapped students should receive instruction in the regular classroom. The location and content of this instruction will be determined by the IEP team, and will take place under the direction of the special education resource specialist whenever possible.

1. Students are taught in the Least Restrictive Environment to a maximum.
2. All students have the right to Equal Access of core curriculum.
3. Supplement, not substitution, for regular education program.
4. Student is not missing a subject taught daily in regular classroom while attending pull-out program.
5. Self-Esteem Building - reduces impact of labelling, singling out, embarrassing student, etc. Students experience success in their classrooms with their peers.
6. Transfer is direct - before didn't always transfer learning from RSP to regular classroom.
7. Reinforcing regular teacher's directed lesson using the same terminology and methods.
8. Regular classroom teachers are less apt to view RS students as handicapped, as they observe academic/social gains in the regular classroom (not RS room).
9. Accelerates academic achievement in the classroom - keeping students on target, monitoring assignments, tests, homework, etc.
10. Fosters better communication between regular and special education teachers.
11. Involves regular classroom teacher in the IEP Process to a greater extent. Teachers more likely to "claim ownership" and responsibility for student's success, rather than just "farming

Source: Valley View High School. (1991). The Collaborative Model: Philosophy, Organization, and Implementation. Moreno Valley, CA: Special Education Department.

12. Increases resource teacher's knowledge of the student in the regular classroom, (whole student - behavior, study skills, social, etc.).
13. Allows resource teacher to see the students daily, on time.
14. Can foster a better morale. Regular teachers actually see resource teachers working with and teaching students.
15. Through collaborative consultation, lesson planning, and team teaching, the regular classroom teacher will develop skills to teach handicapped students. Essentially, this model provides in-class inservicing for teachers. This will enhance the process of early interventions for "at-risk" students and may result in fewer referrals.
16. Facilitate transitions from special education to the regular classroom.
17. Provide a support system for teachers of students who do qualify for special education services AND those who are not eligible, (ex: slow learners).
18. Assist the teacher in the identification of students to refer to the Student Study Team, as well as in the documentation of intervention measures taken.

PROBLEMS:

1. General resistance to change on the part of the teachers.
2. Convincing some staff to support the pull-IN program, especially if there is a discipline problem.
3. Scheduling may be more difficult, but helped if RS students are grouped in the same class.
4. Regular teacher has less flexibility with his/her daily schedule, when RS teacher is coming at a specific time each day.
5. Regular teacher's style of teaching is not compatible to RS working in the classroom.
6. Students who are easily distracted need a more isolated setting.
7. Noise levels in direct instruction.
8. Physical limitations of classroom size, equipment, and furniture.
9. Resource teacher may be called out for emergencies and/or meetings. The regular teachers and involved students count on the resource teacher to be there.
10. Substitutes may not be attained for absent resource teachers.
11. Keeps the resource teacher's day very full - be sure to allot time for testing.

BENEFITS OF COLLABOATIVE MODEL

- * Maximize mainstreaming of Resource students thus minimizing the stigma of Special Education.
- * Special Education students are exposed to an academic and socialization environment found only in the regular education milieu.
- * Provide additional education support to low ability students who do not qualify for Special Education services.
- * Approximately 600 who are not identified as Special Education will be impacted.
- * Increased Special Ed. student attendance.
- * Facilitate coordination and communication between Special Ed. teachers and parents.
- * Increased student self-esteem.
- * Improvement in most students' grades.
- * Core classes are offered in Special Ed. program as a safety net for those not appropriately placed.
- * Only students typically mainstreamed would be placed in collaborative classes.
- * Direction from state department is toward a collaborative model for Special Education.
- * The Special Ed. teachers expertise in learning coupled with the expertise of content area teacher provides for a learning climate ideally suited to all types of students.

PUBLIC RELATIONS

- High Visibility
- Luncheons
- Inservice Parents
- Inservice Staff
- Meet with District
- Level Personnel

IDENTIFY # OF SECTIONS AND CLASSES NEEDED

SCHEDULE STUDENTS

SCHEDULE RES TEACHER

- Collaborate on roles
- Provide background info.
- Provide suggestions for/on working w/ students
- Analyze behavior
- Suggest Curriculum strategies
- Supply materials
- Develop materials
- Help with grading
- Other

IDENTIFY BASIC TEACHERS

MEET WITH BASIC TEACHERS

- Explain program
- Ask for input
- Verify which students are Sp. Ed. students
- Ask about teachers' needs
- Discuss how teachers can best use our service

LEGALITIES

- School Base & Program
- Write a Special Education Component into plan
- Waiver

STUDENT SUPPORT WITHIN CLASSROOM

- Discipline
- Circulate
- Take Notes
- Clarify
- Team Teach
- Group work
- Cooperative Learning
- Counsel Students
- Individualize Instruction

STUDENT SUPPORT OUTSIDE CLASSROOM

- Study Groups
- Read tests to students
- Phone calls to homes
- Home visits
- Counsel students
- Resource Center
- Other support services

Goals of Collaboration Program

1. To keep Special Education Students in core curriculum classes.
 - *Self-esteem
 - *Enrichment
 - *Problem-Solving & Higher Level Thinking Skills
 - *Verbal Language Skills
 - *Positive Role Models
 - *Remediation directly related to student needs
2. Reach and lend support to at-risk students who do not qualify for Special Education Services.
3. For Special Education teachers to become an integral part of high school programs and school-wide resources.
4. Strengthen Special Education teachers skills in meeting student needs by becoming more aware and involved with the realistic expectations in core academic and vocational courses.

Qualities of a Collaborator

- 1. IS SELF CONFIDENT...about interpersonal skills...about competence in his or her own discipline.**
- 2. VALUES SELF-AWARENESS AND GROWTH AS A CONTINUOUS PROCESS**
- 3. IS OPEN TO OTHER PERSPECTIVES...other disciplines...other cultures...other personalities...other ways of achieving a goal.**
- 4. HAS A CLEAR SET OF VALUES AND IS ASSERTIVE IN EXPRESSING THEM**
- 5. IS SELF-DIRECTED OR INTERDEPENDENT, AS APPROPRIATE**
- 6. HAS A SYSTEMS PERSPECTIVE ON THE FAMILY, THE COMMUNITY, AND SOCIETY...and sees himself as part of these.**
- 7. IS ABLE TO TOLERATE AMBIGUOUS SITUATIONS**
- 8. IS FLEXIBLE**
- 9. IS ABLE TO NEGOTIATE IN CONFLICT SITUATIONS**
- 10. HAS GOOD OBSERVATION SKILLS...concerning both self and others**
- 11. HAS GOOD HELPING AND COMMUNICATION SKILLS**
- 12. UNDERSTANDS GROUP PROCESSES AND DYNAMICS**

Section 14:

The Career Component

SECTION 14: THE CAREER COMPONENT

.Elementary Career Development

.Middle School Career Development

.High School Career Development

CAREER COMPONENT OF THE INDIVIDUAL EDUCATION PLAN

Article 9 of AB 3075

"It is the intent of the Legislature in enacting this article to ensure that the individualized education program of each individual with exceptional needs includes, and that each handicapped child is provided with, the career and vocational education services necessary to prepare him or her for remunerative employment, additional career development opportunities, or additional vocation training, as appropriate."

CAREER DEVELOPMENT

In writing annual goals and short term objectives, consideration should be given to the level an individual has attained in the process of career development.

GRADE LEVELS	P-6	7-9	10-12	12-
CAREER GOALS AT EACH LEVEL	Awareness	Exploration	Preparation	Placement
EXAMPLES OF EACH DEVELOPMENTAL LEVEL	<ul style="list-style-type: none"> • Personal • Educational • Vocational • Consumer • Economic 	<ul style="list-style-type: none"> • Work Habits/ Attitudes • Interests • Aptitudes • Occupations 	<ul style="list-style-type: none"> • Planning/ Decision Making • Employment Skills Training • Education • Work Experience 	<ul style="list-style-type: none"> • Counseling/ Guidance • Community Resources • Job Placement

The goals of assisting students with learning disabilities to formulate realistic self-concepts, to become aware of available educational and career options, to develop positive attitudes and values toward work and to prepare them for entering rewarding jobs cannot be achieved solely through the remedial curriculum generally provided the Special Education student.

For school academics to be beneficial, career education concepts should be interwoven throughout the student's curriculum. Career education should not merely be an "add on" class. Students need to develop to their potential as productive members of the working world and active participants in the community. Thus, academics and the socialization process must be related to future life situations and should prepare individuals with learning disabilities for gainful employment.

The two most important characteristics of students who are successful in job skills programs are a specific interest in a particular training program and a general readiness for vocational training. Lacking these qualities, students seldom succeed.

The specific interest is obtained through prevocational investigation (i.e. assessment, career academics, work experience).

General readiness for vocational training includes three basic components: Ability to follow instructions, stay on task and control behavior.

CAREER DEVELOPMENT**Elementary School****CAREER GOAL
AT THIS LEVEL****Awareness****PHILOSOPHY**

Responsibility for vocational help should begin the day the handicapped child enters a special program. This early school experience is a critical period of career development since attitudes are being developed, and proper attitudinal development is an important aspect of career education. It is during the elementary years that outlooks are formulated that will effect the child's vocational adjustment in later grades. The child must begin to believe that school is a job in which one must succeed. School is a precursor of work. By exposing the special student to routine, standards of group adherence, and punctuality, the pupil is more prepared to meet the problems he or she will encounter when work begins.

PURPOSE

The special child is interested in the world about him/her. In many instances, this is a confusing state of affairs. Career education cannot only capitalize on this natural interest, but also set some reason and organization to the confusion. The purpose of career education at the elementary level should be to let children know about the multitude of occupational opportunities; to help them develop a realistic view of the world of work and their own abilities; to provide them with basic information about occupations in their career clusters; and to stress that there is dignity in work.*

GOALS

Special goals pertinent to career planning for the child at the elementary level include:

1. Development of social skills;
2. Ability to follow directions;
3. Awareness of responsibility for one's own actions;
4. Development of decision-making skills;
5. Understanding a cluster approach to occupations;
6. Awareness of the world of work.

*Gillet, Pameia - Career Education, United Education Publications, East Aurora, New York, 1978.

OBJECTIVES

Specific objectives to facilitate these goals include:

1. To understand in terms of personal activities, characteristics and attributes the uniqueness of one's self;
2. To understand the difference between work and play;
3. To formulate a general definition of work;
4. To relate present experiences to future jobs;
5. To familiarize self with jobs held by one's immediate family, extended family, the school, the neighborhood, and the community;
6. To begin a study of career clusters;
7. To understand that participation in work is a productive way of life;
8. To develop a respect for all kinds of work and the workers who perform it;
9. To role play positions held in the work world;
10. To develop an awareness that hobbies can form the basis for job selection;
11. To identify various rewards for performing work;
12. To understand basic fundamentals of our economic system;
13. To evaluate vocational interests. (See Career Guidance Packet - Wide Range Interest Option Test.)

CAREER DEVELOPMENT

Middle School

CAREER GOAL AT THIS LEVEL

Exploration

PHILOSOPHY

Career education at the middle school level should not be viewed as a subject to be taught, but as a process by which other parts of education become relevant and meaningful. Career education attempts to infuse life coping skills into the educational process, showing the student ways of dealing with the problems and challenges of living, changing and growing. The process involves valuing, decision making, confronting issues, experimenting, withdrawing and reassessing, fantasizing, mediating, and even, to a degree, failing.

PURPOSE

Career education in the middle school asks that Special Education students begin to formulate some decision about career choices; examine the reasons for working; explore certain jobs in order to gain information about their qualifications and responsibilities; and examine their own strengths and limitations. An investigation of many occupational areas at this stage of development enhances the individual's knowledge about career decision.*

GOALS

Specific goals pertinent to career planning at the middle school level include:

1. Awareness of career clusters
2. Awareness of one's career interests
3. Awareness of personal values and attitudes
4. Learning of basic work habits and behaviors
5. Introduction to skills training

OBJECTIVES

Specific objectives to facilitate these goals include:

1. To see the importance of performing a job to the best of one's ability which in turn will provide the child with a feeling of self-esteem and better self-understanding.
2. To explore the kinds of specific jobs and related fields of work available in terms of a student's abilities and interests using an interest assessment approach.

*Gillet, Pamela - Career Education, United Education Publications, East Aurora, New York, 1978.

3. To develop career centers which contain:
 - A. An overview of a particular job;
 - B. List of vocabulary terms pertinent to that job;
 - C. A Job Task Analysis Chart which breaks down a particular job into many components;
 - D. Charts to show steps involved in manufacture of a product or the selling of services;
4. To study the general economic system by which goods and services are produced;
5. To help students accept the responsibility for career planning;
6. To orient students to basic technology and occupational training through guidance and instructional activities in the subject matter areas;
7. To provide students with information about job skills and responsibilities through on-site visits to see workers first hand; visits by resource persons involved in a particular career; and filmstrips, films, written material and cassettes describing vocational pursuits;
8. To educate students on the process of work experience education at the senior high level;
9. To evaluate student's vocational interests and skills by:
 - A. Use of testing that assesses interests. See Career Guidance Packet - Assessment
 - B. Use of testing that assesses values, attitudes and behavior. See Career Guidance Packet - Assessment
10. To initiate specific vocational academics through the use of career materials which include:
 - A. The social security card, driver's education manual, application forms, etc.
 - B. Survival vocational vocabularies, survival printing, spelling;
 - C. Telephone techniques, telephone usage;

NOTE: Remediation in language and math can be enhanced through the use of these career ed. materials.

11. To plan and coordinate with shop and business teachers student entry into prevocational type classes. (See Career Guidance Packet - Assessment);
12. To teach techniques regarding job interviewing;
13. To utilize career clusters in researching occupations.

CAREER DEVELOPMENT

High School

CAREER GOAL AT THIS LEVEL

Preparation and Placement

PHILOSOPHY

Career education at the high school level recognizes that among the critical needs of adolescents is the need to achieve economic independence. Thus, selecting an occupation and preparing for entry into that employment field is the job of the high school student. It is essential that secondary students have a curriculum for such development.

PURPOSE

The purpose of career education at the senior high level is to stress readiness for the world of work and the development of independent living skills necessary for responsible adult living. Offering career education to the learning disabled adolescent is an important option since many secondary LD students leave high school unemployed, lack general knowledge of the world of work as well as specific job skills, and have no plans for pursuing a job or further job training.

At this level learning experiences should be more concrete, more practical, more task oriented, and more opportune to one-to-one instruction, especially in the context of vocational training classes and work experience. Some special education secondary students demonstrate that their skills in English and Math will always be low. However, if the English, Math and Reading that is taught proves directly applicable to their chosen vocational occupation, there would be a far better chance for success in their particular job field and in their overall academic work. Therefore, academic curriculum should emphasize career objectives.

GOALS

Specific goals pertinent to career planning at the high school level include:

1. Providing students with activities that unify basic subject areas with career development concepts which in turn makes academic instruction more relevant.
2. Providing information leading to placement in a job, vocational class, a post secondary occupational training program, or college program.

OBJECTIVES

Specific objectives to facilitate these goals include:

1. To provide students with an opportunity to conduct a job analysis of certain occupations they would like to investigate;
2. To complete a study of the general economic system by which goods and services are produced and distributed;
3. To provide opportunities for skill training utilizing such facilities as the following:
 - A. Regional Occupational Programs (ROP)
 - B. Vocational Training on Campus
 - C. Department of Rehabilitation
 - D. Work Experience
 - E. And other training and placement agencies
(See Career Guidance Packet - Resources For Job Training And Placement);
4. To develop the student's awareness of occupational areas in terms of work roles, related life styles, and potential satisfactions and dissatisfactions;
5. To evaluate and re-evaluate vocational interests, skills, behavior, and attitudes:
 - A. Use of testing that assesses interests. (See Career Workbook, p. 2)
 - B. Use of testing that assesses values, attitudes and behavior. (See Career Guidance Packet - Assessment)
6. To help students accept the responsibility for career planning;
7. To orient students to basic technology and occupational training through guidance and instructional activities in the subject matter areas;

Career Development (continued)

8. To provide students with information about job skills and responsibilities through on-site visits to see workers firsthand; visits by resource persons involved in a particular career; and filmstrips, films, written materials and cassettes describing vocational pursuits;
9. To introduce students to work experience education;
10. To initiate vocational pre-training with use of academic materials.
11. To provide academic instruction in the following areas:
 - A. Interview techniques, resumes (See Career Workbook, pp. 27 and 36);
 - B. Social Security, driver's education, application forms (See Career Workbook, p 27);
 - C. Survival vocational vocabulary, survival printing, spelling, (See Career Workbook, p. 17);
 - D. Telephone techniques, telephone book usage;
 - E. Money management (check writing, balancing) (See Career Workbook, p. 47);
 - F. Income tax forms, insurance;
 - G. Newspaper advertising (See Career Workbook, p. 9);
 - H. Labor laws and worker's rights;
 - I. Employment agencies (See Career Workbook, p. 5)

Section 15:

Staff Development

SECTION 15: STAFF DEVELOPMENT

.Introduction

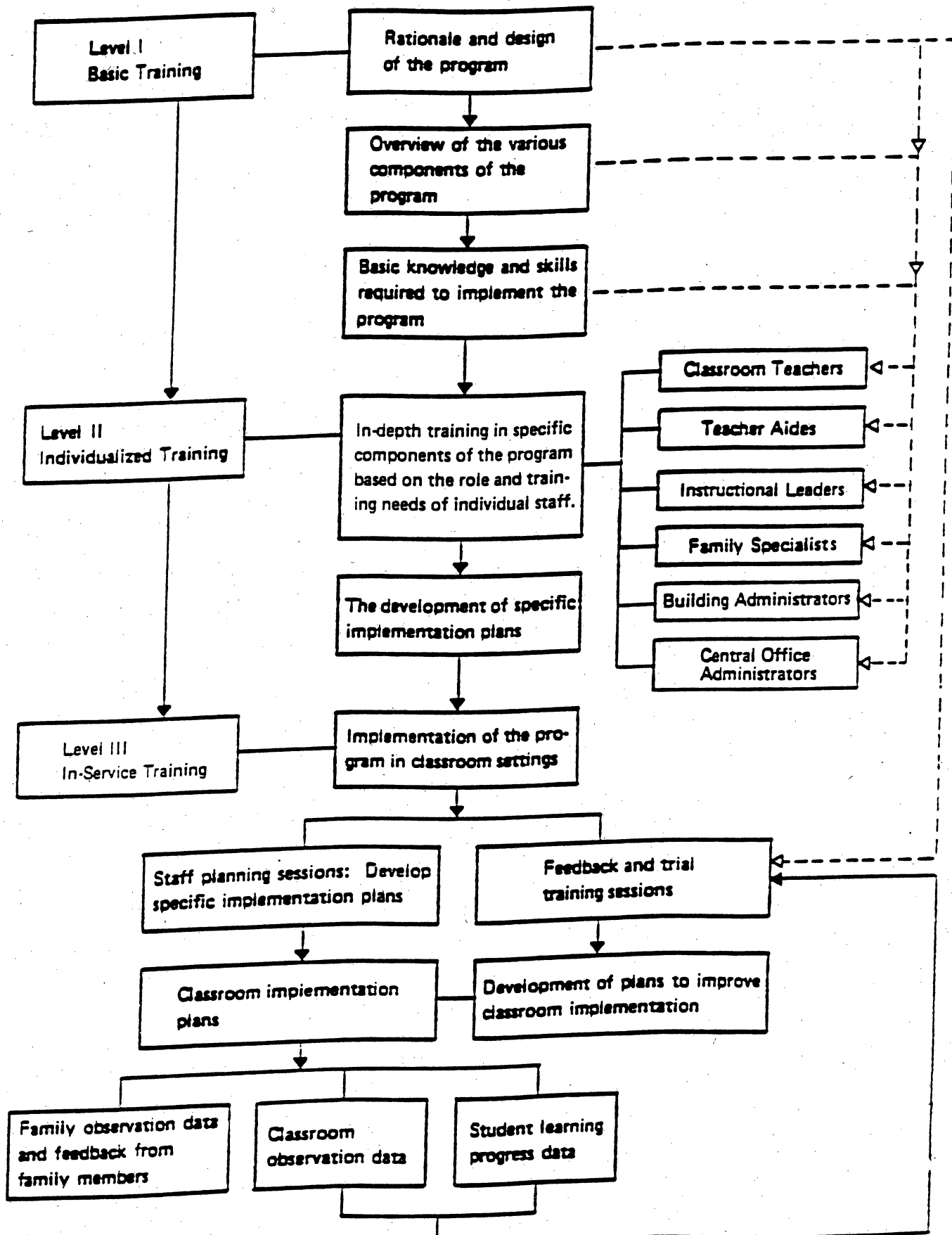
.The Staff Development Process

.California Education Code - Staff Development

INTRODUCTION TO STAFF DEVELOPMENT

Under federal law, inservice training is required for general and special education teachers, for support personnel, and for any other personnel "necessary to carry out the purposes of the act." Each district is required to annually survey its needs to ensure a sufficient number of adequately trained personnel are available. To ensure teacher participation, training can include the use of incentives such as released time, payment for participation, options for academic credit, salary step credits, or certification renewal. Local staff members should be involved in planning for inservice training and effective, innovative practices should be encouraged.

Successful staff development programs require a range of knowledgeable personnel. Effective staff development programs are critical to the development of good special education programs.



Note: — Training
 - - - Re-training

Source: Wang, M. Vaughn, E. and Dytman. (1985). *Staff Development: A Key Ingredient of Effective Mainstreaming.*

FIGURE 2
Sample Monthly Training Log

LOG

School: J. J.
Teacher: XX

District: A
Date: November 6, 1982

Grade: 2
Time: 9:50 - 10:30

Observed Behavior	Strategy Suggested	Expected Outcome
<p>Math skills introduced without use of concrete aids.</p>	<p>Use concrete aids to introduce new skills.</p>	<p>Concepts are introduced with manipulatives. Less time is spent teaching a skill.</p>
<p>Students marked self-scheduling folder as their own.</p>	<p>Only aide or teacher marks self-scheduling sheet.</p>	<p>Students ask teacher (aide) to check their self-scheduling sheet when work has been completed.</p>
<p>Paper/pencil tasks used in math exploratories.</p>	<p>Include math activities - math bingo.</p>	<p>More hands-on tasks are included.</p>

Follow Up: An observation of XX's class has been scheduled for November 13.

Article 3. Staff Development

56240. Staff development programs shall be provided for regular and special education teachers, administrators, certificated and classified employees, volunteers, community advisory committee members and, as appropriate, members of the district and county governing boards. The programs shall be coordinated with other staff development programs in the district, special education local plan area, or county office, including school level staff development programs authorized by state and federal law.

56241. Staff development programs shall include, but not be limited to, all the following:

(a) Provision of opportunities for all school personnel, paraprofessionals, and volunteers to participate in ongoing development activities pursuant to a systematic identification of pupil and personnel needs.

(b) Be designed and implemented by classroom teachers and other participating school personnel, including the school principal. Teachers shall comprise the majority of any group designated to design local staff development programs for instructional personnel to be established pursuant to this part. Positive efforts shall be made to ensure the individuals with exceptional needs and parents of such individuals are involved in the design and implementation of staff development programs.

(c) Allowance for diversity in development activities, including, but not limited to, small groups, self-directed learning, and systematic observation during visits to other classrooms or schools.

(d) Scheduling of time which is set aside for such purpose throughout the school year, including, but not limited to, time when participating school personnel are released from their regular duties.

(e) Evaluation and modification on a continuing basis by participating school personnel with the aid of outside personnel, as necessary.

- STAFF DEVELOPMENT

- Participants

- Opportunities

- Design and Implementation

- Diversity in Development

- Scheduling

- Evaluation/Modification

(f) Inclusion of the school principal and other administrative personnel as active participants in one or more staff development activities implemented pursuant to this chapter.

(g) Provision of a budget for reasonable and necessary expenses, relating to staff development programs.

56242. (a) A district, special education local plan area, or county office, shall receive its full average daily attendance apportionment during the regular school year to conduct staff development programs pursuant to this article. Except as provided in subdivision (b), the time shall not exceed two days each year for each participating staff member. However, no district, special education local plan area, or county office shall receive average daily attendance reimbursement under this section if it is reimbursed pursuant to Chapter 1147 of the Statutes of 1972, Chapter 3.1 (commencing with Section 44670) of Part 25, or Chapter 6 (commencing with Section 52000) of Part 28.

(b) Whenever a school operates a school-based coordinated program pursuant to Chapter 12 (commencing with Section 52800) of Part 28 and that program includes special education programs and services, staff members teaching in special classes and centers may receive the same number of staff development days as other staff members are receiving at that schoolsite.

56243. It is the intent of the Legislature, pursuant to this article, that each district, special education local plan area, and county office provide regular classroom teachers serving individuals with exceptional needs appropriate training each year relating to the needs of those individuals.

- Administrators

- Expense Budget

- ADA Reimbursement

- Number of Staff
Development Days

- Regular Classroom
Teachers

56244. The Legislature encourages the inclusion, in local in-service training programs for regular education teachers and special education teachers in school districts, special education local plan areas, and county offices of education, of a component on the recognition of, and teaching strategies for, specific learning disabilities, including dyslexia and related disorders.

56244. The superintendent shall, to the extent possible using federal and state funds appropriated for this purpose, provide staff development to child care center staff and family day care providers to improve child care services to individuals with exceptional needs.

- In-service Training*
Regarding Specific
Learning Disabilities,
Including Dyslexia

- Staff Development**
to Improve Child Care
Services

*(Section 56244 Added in 1990,
Chapter 1501, Statutes of 1990)

** (Section 56244 Added in 1990,
Chapter 1596, Statutes of 1990)

Section 16:

**Special Education
Budget
and
Finance**

SECTION 16: SPECIAL EDUCATION BUDGET AND FINANCE

.Introduction to Special Education Budget and Finance

.Allocation of IPS Units

.Entitlements

.Other Entitlements

.Source of Funds

.Funding Example

.Funding Sample Budget for Moreno Valley Unified School District

Special education program funding can be explained by several relevant financial terms. **Base** refers to the elements upon which revenues are figured. **Pupil base** refers to the generation of funds based on the number of students served. **Resource based** is defined as the generation of funds based upon a specific resource needed to provide services such as supplies, equipment, and facilities. **Service based** refers to the generation of funds based upon a service provided such as a resource room or self-contained special day class. **Cost based** is the generation of funds based on a district's actual cost of operations for a special education program. **Unit base** refers to the generation of funds on a combination of two or more other possible bases, such as a district being reimbursed for a unit made up of a teacher, instructional assistant, and ten students.

Another important aspect of special education finance is **formula** which refers to the method used to compute revenues generated by base elements. There are generally five different possible formulas that are used. The **excess cost formula** takes the cost of a basic education program, compares that figure to the cost of a special education program and then applies funding to make up for some or all of the discrepancy associated with excess costs of special education. **Percent of cost formulas** limit the revenues generated by a base to some fractional percentage of the real cost associated with that base. **Straight sum formula** applies a fixed reimbursement for each base element reported, such as \$2,000 per student of \$10,000 per teacher. **Weighted formula** applies differential weights to base elements. These weights may be based on indices of actual cost or on a perceived relative need. For example, resource services may be considered less expensive than a self-contained program. **Mixed formula** may

consist of any combination of the four formulas. For example, percent of cost could be applied with the weighted formula resulting in a reimbursement of a percent of cost formula associated with different services. A student in the resource room could be weighted 1.5 times that of a regular student in the general education program, but reimbursement could be 75% of the resultant figure.

The source of funding is the agency that provides the revenue. Typically, there are five funding sources for special education programs. Some money comes from local districts indirectly through state and intermediate units. Some federal sources, such as incentive and model grants go directly to the district. The three federal sources for handicapped students, are P. L. 94-142 Part B funds for public schools students, PL 89-313 for institutional and transitional students, and special grants such as Project Workability. Another source is state funding which goes to local districts from a state-level source. Intermediate sources reflect funding that results from a revenue-generating agency operating on a regional level. For example, taxes may be levied to finance special education. Local Sources are generated at the local level through taxation such as property tax. Private Source Funds are a result of donations, solicitations, or charity.

Restrictions are placed on revenue earmarked for special education by the sources according to type. There are seven types of restrictions. Continuing funds are revenues that continue from year to year. These funds are stable, dependable, and are based on average daily attendance. Noncontinuing funds are available for a fixed period of time only. Gifts or specific grants fall into this category since they cannot be depended upon from year-to-year. This type of funding is often used for equipment,

supplies, or facility-type items that will result in long-term benefits. **Targeted funds**, also known as nondiscretionary funds, must be spent on specific items (most typically equipment). If not used for the targeted item, funds must be returned to the source. **Discretionary funds** may be spent on any item deemed relevant to the goals and objectives of an agency. **Inside formula funds** are funds which an agency receives from a source that must be deducted from any costs reported for reimbursement from another source. **Outside formula funds** received by agencies will not be deducted from the primary source. **Matching funds** are available from a source only if matched equally in part by funding from another source. **Mixed funds** are those sharing characteristics from any other six types of funding.

Assembling the elements of **base, formula, funding source**, and **restrictions** is the basis for determining funding for special education programs. To calculate a given special education program's revenues, the base must be specified, and the indicated formula applied to that base (base x formula = revenue potential). The revenue is further characterized by noting type to identify any restrictions on using the revenues. Source is important for the purpose of determining stability and location of funds.

The delivery and funding of Special Education Services is governed in part by P. L. 94-142, a measure that requires each state to provide every handicapped child a "free, appropriate public education" as a condition for receiving federal funds appropriated under the act. To meet this requirement, the California legislature enacted Ch. 797 in 1980 establishing a Master Plan for Special Education, a comprehensive system for providing Special Education funding and establishing the administrative

structure and delivery model for services. The funding mechanism for special education was designed along with the designation of 1979-80 as the base year for fiscal support. Under the Master Plan, special education instruction and services may be provided through four instructional settings:

Designated Instructional Services (DIS) provides special services such as speech therapy, counseling, adaptive physical education in conjunction with a student's general or special education classes.

Resource Specialist Program (RSP) is remedial instruction to pupils assigned to general education teachers for the majority of the school day.

Special Day Class (SDC) designed to meet the needs of students who need special education services for the majority of their school day.

Non-Public School a private setting where severe special education students are placed when their needs cannot be met in the public school setting.

School districts may provide services directly to the student or they may contract with other educational agencies to provide the necessary services. Special education funds may be spent on only special education programs. The total special education finance system is a complex, multi-faceted, integral system which may include multiple funding sources. Even though it is a relatively small area of political and economic concern, special education is a highly visible growth area in domestic federal spending and government regulation.

California utilizes a complex formula to distribute special education funds to Local Education Area (LEA) that provides what is essentially a flat grant per allowable instructional unit. The formula was designed to account for differences among Local

Education Areas in terms of costs and the needs of their students. Each Special Education Local Plan Area, acronymed SELPA, reflects a regionalization of services which allows school districts to unite to meet the needs of the students they serve. Funding for special education programs comes directly to each SELPA and is internally allocated to the various districts therein according to need. A single district may comprise a SELPA if it is of sufficient size and scope.

The SELPA coordinates services to ensure provision of a full range of special education services. To determine the appropriate allocation of units for each, units are divided among districts based on California Basic Education Data System (CBEDS) counts. A maximum total of 10% of the total kindergarten through grade twelve enrollment is allowed for special education funding. Percentages of students that can be served within the three types of instructional settings are also limited:

Special Day Class	2.8%
Resource Specialist Program	4.0%
Designated Instructional Services	4.2%

In order to determine the number of funded units or programs to which each SELPA is entitled, the state outlines guidelines for the number of authorized students in each instructional setting. The student per teacher ratios for each type of program are:

Special Day Class	10
Resource Specialist Program	24
Designated Instructional Services	20

The amount of funds that each LEA receives for its allowable instructional units is based upon reported 1979-80 personnel costs for each type of setting, which is determined by J-50 entitlements. Included are such items as teacher and instructional assistant salaries and benefits. These costs, adjusted annually for inflation and cost of living, are used to determine the unit rate which varies widely among schools districts. The rate is used to determine each LEA's entitlement for direct instructional services. The major portion of the budget is spent on Individual Personnel Service Units with the remainder available for other costs such as instructional materials, supplies, textbooks, equipment, program administration, indirect costs, and staff development. Instructional Personnel Service Units are allocated to each SELPA based on the prior fiscal year's allocation plus growth units. Additional entitlements are given for extended school year units to operate summer school and infant programs.

Local Education Areas are entitled to funds for support services which cover direct and indirect operating costs. The amount of allowable funds per area is determined by the ratio between the LEA's 1979-80 support costs and its 1979-80 instructional personnel costs. These amounts were adjusted for SELPA's that were above the statewide average. The support service ratio is multiplied by the LEA's entitlement for instructional personnel to determine the support service entitlement of each LEA. Additional funds are available for districts with special circumstances such as population sparsity, density, or enrollment growth. Eligibility for growth units is contingent upon a district exceeding the state averages per student-teacher ratios.

The amount of funds that each LEA receives for its allowable instructional units is based upon reported 1979-80 personnel costs for each type of setting, which is determined by J-50 entitlements. Included are such items as teacher and instructional assistant salaries and benefits. These costs, adjusted annually for inflation and cost of living, are used to determine the unit rate which varies widely among schools districts. The rate is used to determine each LEA's entitlement for direct instructional services. The major portion of the budget is spent on Individual Personnel Service Units with the remainder available for other costs such as instructional materials, supplies, textbooks, equipment, program administration, indirect costs, and staff development. Instructional Personnel Service Units are allocated to each SELPA based on the prior fiscal year's allocation plus growth units. Additional entitlements are given for extended school year units to operate summer school and infant programs.

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California allocates funding based on the educational services each child receives rather than on the child's handicap. The majority of the funds are provided by the state with the remaining derived from federal and a combination of local property taxes and revenues.

Each year, to compute each district's and SELPA's total entitlement, the instructional personnel cost unit is multiplied times the rate which was based on the 1979-80 (base year x support service ratio). This formula was set by the California State Department of Education. Each fiscal year thereafter, the entitlement is increased by the statewide average percentage of inflation, and then adjusted by the Revenue Limits of each district. If special education allowances are claimed for instructional personnel units that were not offered in the 1979-80 base year, the current statewide average unit rate is used. Each instructional personnel service unit for which funds have been budgeted are multiplied by the units of instructional personnel service by the appropriate unit rate for the current fiscal year. In order to calculate the total district entitlement, the following formula is used: units x rate x support service ratio. Deducted from this amount are funds received through the federal government that are reserved for P.L. 94-142, the revenue limit ADA for Special Day Class students, and the local general fund contribution. The net is the amount of Special Education State entitlement. The following pages detail this information through an example of this funding process.

I. ALLOCATION OF IPS UNITS₃₀₉

UNITS TO SELPA SELPA DISTRIBUTION SYSTEM

10% CAP: 2.8% SDC
4.0% RSP
4.2% DIS

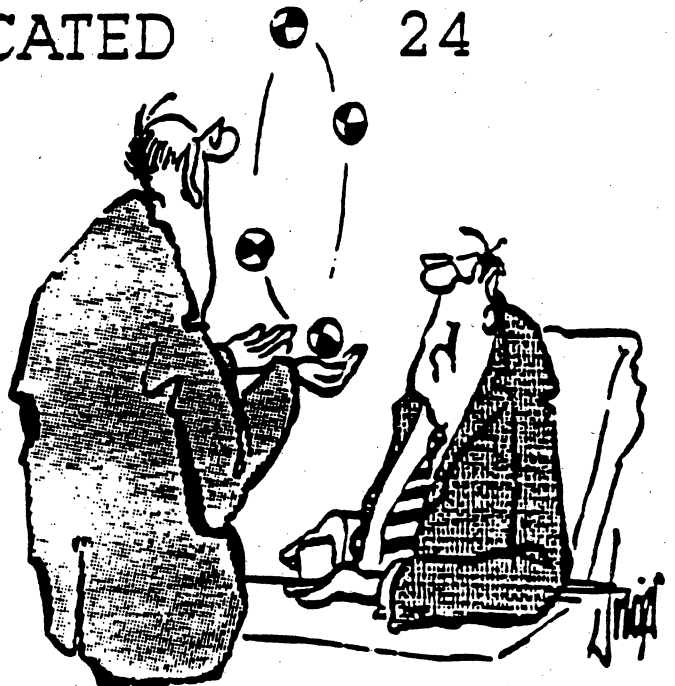
FREEZE ON IPS UNITS

	UNDERUTILIZATION	GROWTH
SDC	9	10
RSP	21	24
DIS	20/39 DUPLICATED	24

WAIVERS:

LCI

SPARSITY



"You seem to have the qualifications we're looking for in a bookkeeper."

Figure 16.1 Allocation of IPS Units. (Reprinted by permission of Harold Standerfer. Office of Special Education, Moreno Valley Unified School District.)

III. SOURCE OF FUNDS ³¹⁰

CALCULATE TOTAL ENTITLEMENT

(UNITS X RATE X SSR)

DEDUCT

- P.L. 94-142
- REVENUE LIMIT ADA FOR SDC
- LOCAL GENERAL FUND CONTRIBUTION/
(LGFC) COE APPLICABLE TAX

NET SPECIAL EDUCATION

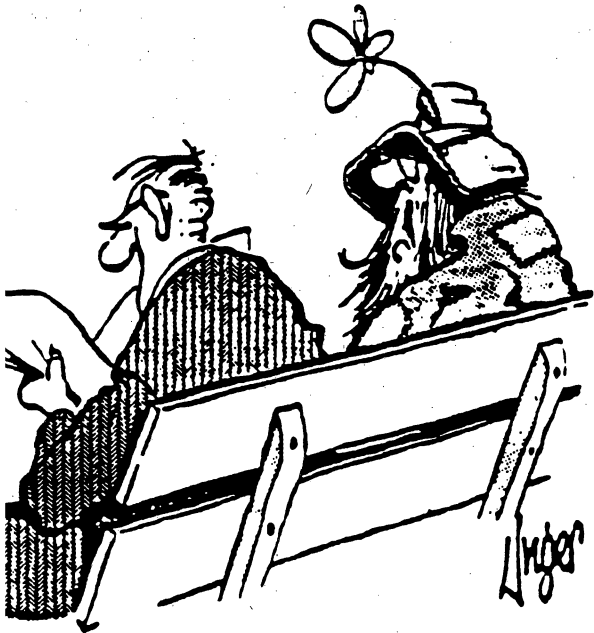
STATE ENTITLEMENT

. LGFC

1979-80 TOTAL COSTS

LESS SPECIAL
EDUCATION FUNDING

REMAINING COSTS -
LGFC



"Have you finished with the
financial section?"

Figure 16.2 Source of Funds. (Reprinted by permission of Harold Standerfer. Office
of Special Education, Moreno Valley Unified School District.

II. ENTITLEMENTS

UNIT RATES

BASE YEAR

SALARIES & BENEFITS

COLA

RATES PER LEA

SDC, RSP, DIS

AIDE ALLOCATIONS

SUPPORT SERVICE

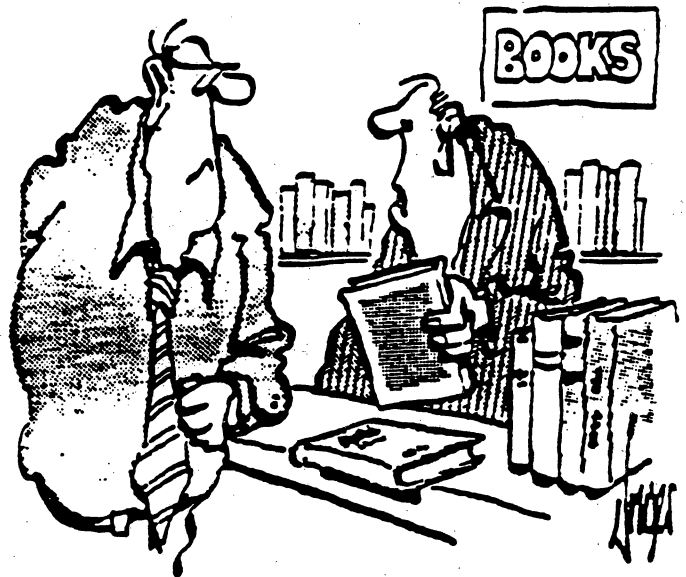
RATIO (SSR)

OTHER COSTS ÷ TEACHER & AIDE COSTS

SSR ON TOP OF UNIT MONIES

PROBLEMS WITH ORIGINAL CALCULATION

SB 769 SQUEEZE



"Got any books for about a dollar on financial planning?"

OTHER ENTITLEMENTS

NON-PUBLIC SCHOOL

FUNDING

70% "EXCESS COSTS"
FROM STATE

100% FOR LCI

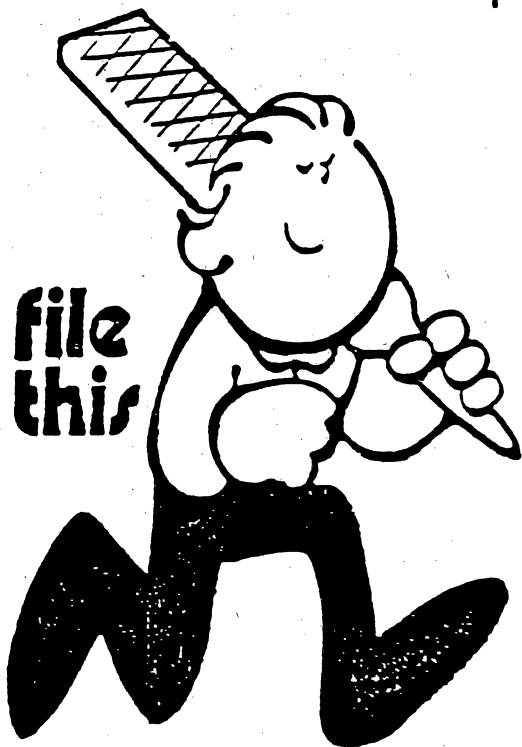
EXTENDED YEAR

7/11 DIVISORS

1 DIS PER 3 SDC

20/30 DAYS - NON-SH

20/55 DAYS SH



REGIONALIZED SERVICES

PROGRAM SPECIALIST

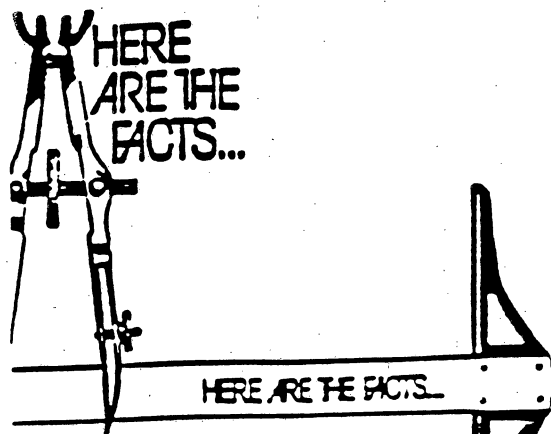


Figure 16.4 Other Entitlements. (Reprinted by permission of Harold Standerfer. Office of Special Education, Moreno Valley Unified School District.)

FUNDING EXAMPLE

UNITS RATE

2 SDC/1 AIDE 42,000 84,000

3 RSP/1 AIDE 43,000 129,000

1 DIS 31,000 31,000

SUB TOTAL 244,000

SSR .5000 122,000

TOTAL ENTITLEMENT 366,000

P.L. 94-142 31,100

LFGC 30,000

REVENUE LIMIT
21 X \$2500

52,500

SPECIAL
EDUCATION
STATE

APPORTIONMENT 252,400



"There's nothing in the rule book that says I can't stay here."

Figure 16.5 Funding Example. (Reprinted by permission of Harold Standerfer. Office of Special Education; Moreno Valley Unified School District)

1990/91 Moreno Valley Unified School District

P-1 Funding Sources
for Current Special Education Programs

<u>Entitlements:</u>		<u>Unit Rate</u>	
IPSU's :	RSP (1 aide)	49,740	2,686,955
	SDC (1 aide)	44,583	2,318,316
	DIS	32,535	718,698
Extended School Year:	SDC		69,084
	DIS		5,308
Adjustment for NSH Extended Year:			(37,196)
Support Service Ratio:	(.5215)		3,004,448
Non Public School Reimbursement:			<u>676,426</u>
Total Entitlement:			9,479,235
<u>Adjustments:</u>			
Revenue Limit:			(2,256,225)
Local General Fund Contribution:			(272,524)
P.L. 94-142:			<u>(689,130)</u>
NET ENTITLEMENT:			6,261,356
Additional Contribution from General Fund to Special Education Program (Per J-200):			1,356,872*

*Not including transportation or indirect cost.

Each district is responsible for filing a J-50 Special Education Entitlement to receive apportionment. The data submitted in this report is required in both December and April of each fiscal year for first and second apportionments, in that sequence. Reports contain information on the current numbers of students in Special Day Class, Resource Specialist, Designated Instructional Services, and those in licensed children's institutions or residential facilities in unduplicated amounts (districts receive 70% of excess cost from the state for non-public school placements).

Special Education Local Plan Areas are eligible for additional apportionment of Instructional Personnel Service Units at the second principal apportionment of the prior fiscal year so long as the Special Education pupil count divided by the number of instructional personnel service units is equal to or greater than these unduplicated counts:

Special Day Class	9
Resource Specialist Program	21
Designated Instructional Services	20 or 39 unduplicated

If a district is in excess of these averages, it may be eligible for growth units. However, the total Special Education programs cannot exceed 10% of the total district pupil population with capped ratios in each program. Under this allocation for growth, the statewide total of Instructional Personnel Service Units will not increase unless an apportionment specified for growth is made in the Annual Budget Act or other legislation. If the apportionment is given, it results in an increased statewide total number of units.

The exception to this is districts or SELPA's where compliance would prevent a free and appropriate education for all students, and would create undue hardships for the school district. This typically occurs in small districts or SELPA's that, because of low student populations, must apply for a waiver. Districts or SELPA's with 3% or more students residing in licensed children's institutions or similar facilities may be also waived.

A smaller percentage of the total special education budget is allotted to the Infant Program. Districts or SELPA's are eligible for state funding for students with exceptional needs younger than three years of age at the second principal apportionment of the prior fiscal year so long as the pupil counts for this type of program divided by the Instructional Personnel Service Units is not less than the following numbers. If the number of pupils is in excess of these averages, a district or SELPA may apply for growth units.

Special Day Class	12
Resource Specialist Program	24
Designated Instructional Services	12 or 39 unduplicated

Special Education services also receive financing through the Local General Fund Contribution. The adjusted Local General Fund contribution is computed by subtracting the sum of the district's state aid apportionment for Special Education, applicable federal funds, revenue limits for pupils in special education classes, and tuition earned by the district operating special education programs for other districts and the county office

from the district's total reported cost of operating special education programs and services exclusive of costs of providing special education transportation, nonpublic school services, and home/hospital instruction. This amount, included in the total cost of special education for indirect support costs, cannot exceed 4% of the sum of direct costs plus direct support costs. These figures are on the basis of the 1979-80 fiscal year. The amount is then divided by the district's second principal apportionment regular average daily attendance for the district for the current fiscal year. The Local general fund contribution is the lesser of these two computed amounts.

The state of California provides districts with Low Incidence Funds to support the purchase of specialized books, materials, and equipment required under the I.E.P. for each student with low incidence disabilities. This amount of funding is determined by dividing the total number of pupils with low incidence disabilities within the state, as reported on December 1 of the prior fiscal year, into the annual appropriation provided for this purpose through the Budget Act. This per-pupil entitlement is then multiplied by the number of students with low incidence disabilities in each Special Education Local Plan Area to determine their total funds. As a condition of receiving these funds, the responsible local agency must ensure that the appropriate specialized materials and equipment purchased are coordinated as necessary to eliminate duplication. Once the materials are no longer needed, they are reassigned to the local agency. The intent of this condition is to share specialized books, materials, and equipment with neighboring agencies.

APPENDICES

TABLES

**Table I Definition for Handicapping Conditions
Under Public Law 94-142**

**HANDICAPPING
CONDITION**

DEFINITION

Deaf

"Deaf means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without application, which adversely affects educational performance.

Deaf-Blind

"Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such a severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.

Hard of Hearing

"Hard of hearing" means a hearing impairment, whether permanent or fluctuating; which adversely affects a child's educational performance but which is not included under the definition "deaf".

Mentally Retarded

"Mentally retarded" means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

Multihandicapped

"Multihandicapped" means concomitant impairments, the combination which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

Orthopedically Handicapped

"Orthopedically handicapped" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly, impairment from other causes.

Other Health Impaired

"Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.

Seriously Emotionally Disturbed

"Seriously emotionally disturbed" is defined as follows: the term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: (A) An inability to learn which 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; or (E) A tendency to develop symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.

Specific Learning Disability

"Specific learning disability" means a disorder in one or more of the basic psychological process involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The terms includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor

handicaps, or of environmental, cultural or economic disadvantage.

Visually Handicapped

"Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

**TABLE II HANDICAPPED CHILDREN AND YOUTH
IN EDUCATIONAL PROGRAMS FOR THE
HANDICAPPED BY TYPE OF HANDICAP:
1979 TO 1988**

(For school year ending in year shown. For persons under 22 years old, except as noted.)
Represents under 20 served under Chapter 1 of the Education and Consolidation Act, State Operated
Programs, and children 3 to 21 served under Education for the handicapped, part B).

ITEM	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988
All Conditions (1,000)	3,889	4,005	4,142	4,198	4,255	4,298	4,315	4,317	4,374	4,083
PERCENT DISTRIBUTION										
Learning Disabled	29.1	31.9	35.3	38.6	40.9	42.0	42.4	43.1	43.6	47.0
Speech Impaired	31.2	29.6	28.2	27.0	26.6	26.2	26.1	26.1	25.8	23.8
Mentally Retarded.	23.2	21.7	20.0	18.7	17.8	16.9	16.1	15.3	15.0	14.6
Emotionally Disturbed	7.7	8.2	8.4	8.1	8.3	8.4	8.6	8.7	8.7	9.1
Hard of Hearing (Deaf)	2.2	2.0	1.9	1.8	1.7	1.7	1.6	1.5	1.5	1.4
Orthopedically Handicapped	1.8	1.6	1.4	1.4	1.3	1.3	1.3	1.3	1.3	1.1
Other Health Impaired	2.7	2.6	2.4	1.9	1.2	1.2	1.6	1.3	1.2	1.1
Visually Handicapped.	.8	.8	.8	.7	.7	.7	.7	.6	1.6	.6
Multihandicapped.	1.3	1.5	1.6	1.7	1.5	1.5	1.6	2.0	2.2	1.9
Deaf-Blind	.1	.1	.1	.1	.1	.1	.1	(z)	(z)	(z)

Z Less than .05 Percent. For children 6 to 21 years old; total number of children served under 22 years old is 4,445,895.

Source: U.S. Dept. of Education, Office of Special Education Programs, *Annual Report to Congress*.

**TABLE III PROCEDURES UTILIZED IN OBTAINING
INFORMATION ABOUT HANDICAPPED STUDENTS**

<i>SOURCE</i>	<i>USE</i>
Standardized Achievement Tests	Comparative data with performance of other students
Individual Intelligence Tests	Indication of student's potential compared to other students
Observation in the Classroom	Important to compare with student's performance on standardized tests, substantiate the need for intervention
Adaptive Behavior Scales	Comparative data with the social, emotional, and self-help skills of other students
Interviews	Indication of views of others toward the student and information about how student functions in other environments. i.e. home
Health Records	Information about the student's vision, hearing, and physical health
Parental Interview	Behavior and health history, developmental data, parents' views of student's problems
School Records	Status of students functioning in academic elective classes, attendance, educational history, and behavior
Work Samples	Indication of students functioning in applied school/work placements

**GLOSSARY
OF
SPECIAL EDUCATION
ACRONYMS**

ACRONYMS

AH - Aurally Handicapped

APE - Adapted Physical Education

CAC - Community Advisory Committee

California Master Plan for Special Education - California law enacting special education.

CH - Communicatively Handicapped

COLA - Cost of Living Allowance

CSDR - California School for the Deaf Riverside

DB - Deaf Blind

DD - Developmentally Delayed

DIS (Designated Instructional Service) - Any related services delivered to a special education student (i.e. speech and language, counseling) per the student's IEP.

ESY - Extended School Year

HH - Hard of Hearing

IEP (Individual Education Program) - Each special education student has an IEP which identifies areas of need, annual goals and objectives, placement, DIS.

IPSU (Individual Personnel Service Unit) - State funding rate for a teacher and instructional assistant (for RSP and SDC).

IWEN - Individual with Exceptional Needs

LEA - Local Education Agency

LCI - Licensed Children's Institution

LGFC - Local General Fund Contribution

LH - Learning Handicapped

- LRE - Least Restrictive Environment
- LSH - Language, Speech, and Hearing Specialist
- MH - Multiple Handicapped
- NPS - Non-Public School
- NSH - Non-Severely Handicapped
- OH - Orthopedically Handicapped
- OHI - Other Health Impaired
- P-1 and P-2 - Pupil Count Days
- PH - Physically Handicapped
- P.L. 94-142 - Federal law establishing educational rights of the handicapped.
- PS - Partially Sighted
- RCOE - Riverside County Office of Education
- RSP (Resource Specialist Program) - Serves special education students up to 49% of school day.
- SDC (Special Day Class) - Serves special education students more than 50% of school day.
- SDE - State Department of Education
- SED - Severely Emotionally Disturbed
- SELPA - Special Education Local Plan Area
- SEPAC - Special Education Parent Advisory Committee
- SH - Severely Handicapped
- SI - Speech Impaired
- SLD - Specific Learning Disabilities

SSR - Support Services Ratio

SST - (Student Study Team) Site based team assisting teachers, parents, and administrators to meet needs of students experiencing difficulty at school.

TMH - Trainable Mentally Handicapped

UDC - Unduplicated Count

VH - Visually Handicapped

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