

LACOE SELPA

Special Education Programs & Procedures

**A Handbook for
School Administrators, Support Staff and Service Providers**





Introduction

In 1969 the government mandated support services for students with learning disabilities via the Children with Specific Disabilities Act. In 1975 Congress further defined the rights of disabled youngsters to a free and appropriate public education by the passage of the Education for all Handicapped Children Act (EAHCA).

Since then, EAHCA, later renamed the Individuals with Disabilities Education Act (IDEA), has been reauthorized several times, most recently in 2004. Each Reauthorization refines the educational rights of disabled school children and their families. These rights include:

- Free and Appropriate Public Education (FAPE)
- Appropriate Evaluation
- Individualized Education Plan (IEP)
- Least Restrictive Environment (LRE)
- Parent & Student Participation in Decision Making
- Procedural Safeguards

The 2004 reauthorization offered new provisions and clarification of previous provisions. Some of these revisions provide increased emphasis on Least Restrictive Environment and Early Intervention. Parent involvement and parent rights are also upheld as key elements in the 2004 reauthorization.

While the law itself outlines the way special needs students are identified and served, there have been, and will continue to be, court decisions that more specifically define what is required. Thus, the purpose of this publication is not to be the definitive reference, but to be a general procedural manual for providing services to students within the LACOE SELPA.

This handbook is offered as a guide to special education service providers, parents, school administrators, support personnel and agency or community partners. Included within are procedures to ensure the proper and prompt identification of students needing services, the timelines for delivery of those services and aids to obtaining any additional services needed by individual students within our unique student population. This handbook is a work in progress and there will be updates as we gain more information regarding IDEA mandates and/or determine systemic needs.

Requests for additional information, or questions regarding items not covered in this handbook, should be directed to:

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Mission Statement

The Los Angeles County Office of Education Special Education Local Plan Area (LACOE SELPA) seeks to serve individuals with exceptional needs within LACOE's Juvenile Court Schools and Division of Alternative Educations programs in the spirit of the Master Plan for Special Education in California.

This manual serves to facilitate the coordination and delivery of special education services to all pupils with exceptional needs through the utilization of common standards, procedures and forms.





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Appendix #1: General Education

Student Planning Team

*This section includes sample procedures, forms and letters
See the SPT handbook for more information.*

Section 504 Information

*This section includes general information about 504 plans and planning, as well as
forms to use when writing a 504 plan.*

*This Section also includes 504 Parent Rights form, tips for developing a plan and a
flow chart to differentiate 504 from IDEA.*

Continued...

Appendix #2: Compliance Bulletins

Includes an index of current compliance Bulletins, as well as a sampling of selected bulletins. As compliance bulletins come out, place them into this section.

Appendix #3: Surrogate Parents

Information about what a Surrogate Parent is, who may serve as an Educational Surrogate and when an Educational Surrogate may be required.

This section also includes a form to use when appointing an Educational Surrogate Parent.



LACOE SELPA



Intake Procedures

Search & Serve

1.



Search & Serve

The Individuals with Disabilities Education Act charges schools to find and serve Individuals With Exceptional Needs (IWEN) wherever they may be. That means schools have an obligation to identify any youngster in their system that either previously was identified as eligible for services or who may be eligible but not previously identified.

Special Education Intake / Search & Serve Procedures

The PAU principal is responsible to ensure that school sites provide the appropriate special education services to any student identified as an Individual With Exceptional Needs, (IWEN). Site Administrator is also responsible to ensure there is follow up for any student suspected to be an IWEN. Below are sample procedures for identifying eligible youngsters. Sample procedures most closely reflect what is done at a Juvenile Hall setting. Sites should have their own similar processes for ensuring students who need special education services are identified and served.

Procedures For Identification Of New Students Who Are, Or May Be, Eligible For Special Education Services

When a student enters a hall site several things are done to help identify students who are eligible for special education services. (*See SRA handbook for more detailed information and forms.*)

1. Intake staff asks the student to identify the last three schools attended; the Student Records Acquisition (SRA) unit sends for records to those schools.
2. The school site staff member in charge of the enrollment, interviews student regarding school history and specifically asks each enrolling student if they previously received special education services and/or have had an IEP.
3. The site clerk checks StuData, Special Ed Database and Optical Imaging for records, then prints copies of any IEPs and/or related documents and distributes to special ed administrator, case carrier and/or service provider.
4. When the student indicates verbally, or if the files indicate that prior special education services were in effect, the enrolling staff member will be responsible for ensuring that a “Y” is placed in the “Possible Special Ed” of StuData.

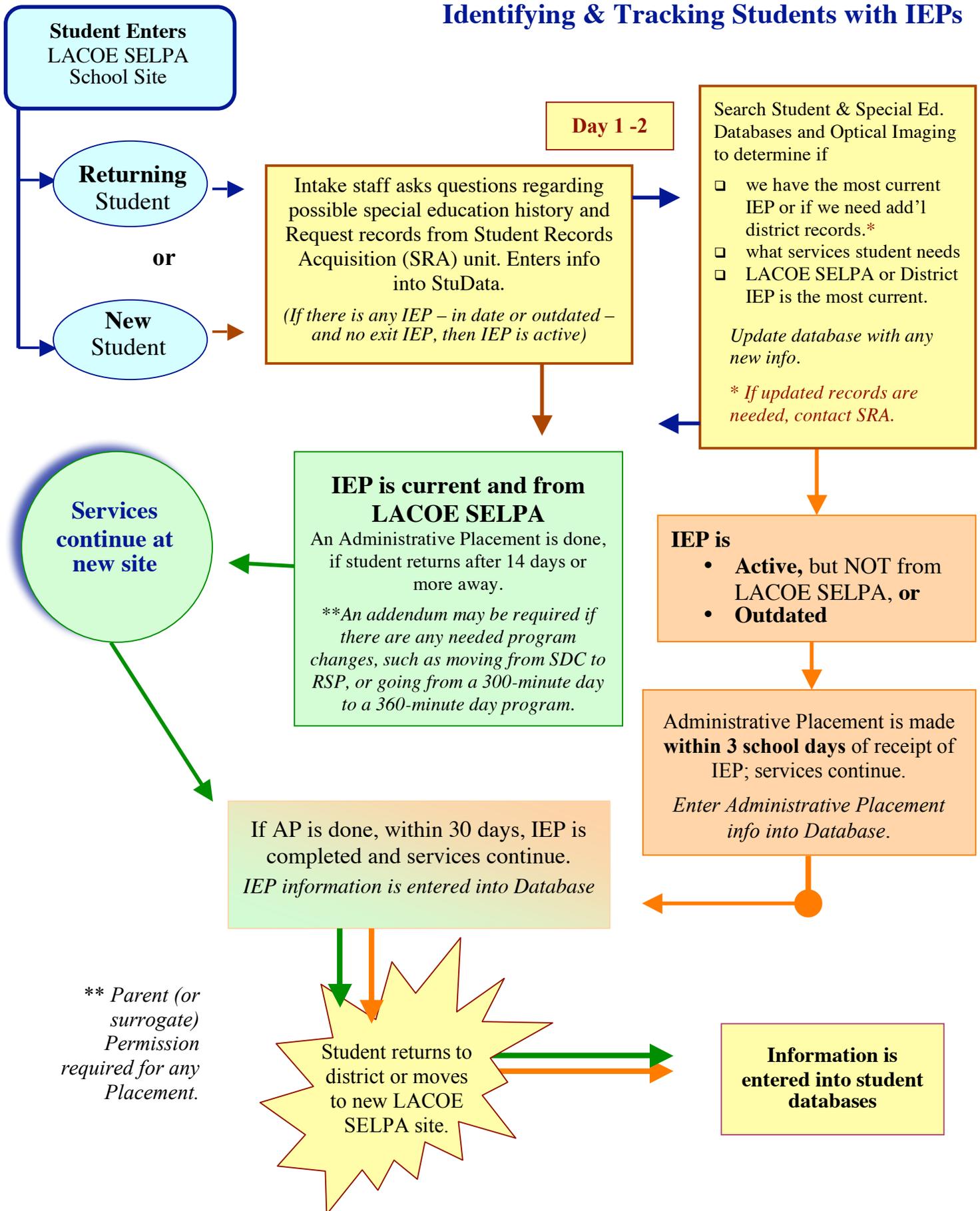
If there is a “Y” in the proper field in StuData, then a record will be created (or a dormant record activated) in the special education database no later than the next school day.

Students Who Do Not Self Identify As Special Education (But Are)

Within two days of a new student’s enrollment, the site clerk will check the student databases and Optical Imaging to look for any IEPs. **If student records indicate special needs for a student who did not self identify**, clerk will

1. Enter a “Y” in StuData’s “Possible Special Ed” field
2. Follow up with SRA regarding ongoing record searches, if needed. Record search would look for:
 - Most recent IEP
 - Any addenda to the IEP
 - The last psycho-educational evaluation report
 - Home language and CELDT information
3. If IEP or related records, such as signed Permission to Assess (PTA) or Psycho-educational Evaluation Report, are located, clerk prints records and advises special education administrator, designated case carrier and/or service provider.

LACOE SELPA – General Procedures for Identifying & Tracking Students with IEPs



Procedures for Continuation of Services

In Date LACOE IEPs

If a student leaves and returns within 14 days and he has an active IEP from a LACOE SELPA site, services will be continued immediately. If changes to program or services are needed, schedule a special review as soon as possible to discuss those changes with parent.

If student returns after an absence of 14 days or from a dissimilar program within LACOE SELPA, a new administrative placement is done within three days of his or her re-entry, and services are implemented immediately.

A 30 day review is scheduled and any changes (if needed) are addressed with the parent at that time.. In the meantime, provide services as close as possible to the current IEP until the addendum is held and signed by the parent.

In Date District IEPs

An Administrative Placement* should be done for all eligible students who have a district IEP - whether or not the IEP received is current. The Administrative Placement should be completed and mailed to parent no later than 3 school days after the IEP has been received (*For additional information, see handbook Section on Administrative Placements*).

Outdated IEPs from District or LACOE SELPA

An outdated IEP from any source - that is not an exit IEP - requires an Administrative Placement* (AP) to document how we'll continue services. The AP must be followed by a 30-day review within 30 days of the date the IEP was received. If the outdated IEP is an **overdue annual**, the 30-day meeting can become the annual review. (*See handbook section on Serving Students with Expired Annual IEPs.*)

For outdated Triennials, an assessment plan* is also sent to parent with the Administrative Placement (cover letter & Annual Notification of Parent Rights) to begin the process of updating the outdated Tri IEP. (*See handbook section on Serving Students with Expired Triennials*).

Students Who Move From Site To Site

Short Term Move

If students leave one site short term to go to another (i.e. from camp to hall for medical), site clerk should log them out from the first site, even if they will be returning in a day or two. They should be re-entered when they return. Service should continue regardless of which site the student goes to within our system.

Long Term Move

Regardless of which site a student moves to, or if he/she moves among several sites, services must continue. Any changes needed will be done by the new site via an Addendum.

**Any IEP related forms must be scanned to Optical Imaging.*

Students Who Enter LACOE SELPA site with Signed Permission to Assess

PTA From LACOE SELPA

If the permission to assess* (PTA) is from LACOE, SELPA and there is no evidence the assessment was done at LACOE or by the district after the student left us, then contact the parent (or adult student) to verify that the parent (or adult student) would still like the assessment to go forward. If they do wish the assessment to occur, document in the log and assess as soon as possible.

If parent or adult student wants to withdraw permission for the assessment, they will have to sign a new assessment plan that indicates that permission is not given. The top of this form should state that, *“This form replaces/updates the one of (date).”*

PTA From District

If the permission to assess* (PTA) is from a district, and the assessment has not been completed, document that we have it and the date. Then contact the parent (or adult student) to confirm they would like the assessment to go forward. If the parent (or adult student) does want the assessment, then send a LACOE SELPA PTA form for their signature.

Once as the signed PTA is received by the site, proceed with the assessment with all possible speed. IEP should be scheduled as soon as the signed PTA is received by the site, and the meeting held within 60 days, or sooner.

**The site special education clerk should scan any signed permissions or other related forms to the Optical Imaging database.*

Students Who Do Not Qualify for Special Education

If it's found that a student self identified, but was not eligible for Special Education, a copy of his special education log verifying non-Special Education status will be placed in the student's folder, and noted in the Special Education Database log by staff member who made the verification. Person making verification that no IEP exists will also put an "N" in the "Possible Special Ed." field in Special Education Database.

Students Who Were Exited from Special Ed Services

If student has been exited from services the case carrier or program specialist needs to verify if the student no longer qualified or if services were discontinued due to reasons such as non-attendance. **If services were discontinued – but not revoked in writing by parent – and the student continues to be eligible as an IWEN, an Administrative Placement must be done**, and a "Y" placed in the StuData "Possible Special Ed." field so that a record is created in the special education database.

If parent or adult student has revoked consent for services in writing, then no IEP is needed and no services are provided. If parent or adult student wishes to reinstate services, treat the request as a new referral and prepare for a new initial evaluation.

For students who have been documented by their district of residence as no longer eligible for special education services, case carrier or service provider will document the exit information in the Special Education Database and place a copy of the documentation in the student's cum file.



LACOE SELPA



Administrative Placements

2.

Administrative Placements

IDEA and Education Code mandate that, once we identify that an incoming student is eligible for specially designed instruction, we must immediately begin services. To document that we know the student requires specially designed instruction, and that we will provide those services, we draft an Administrative Placement.

The Administrative Placement is good for 30 calendar days only. By the thirtieth day, we must hold an IEP meeting to adopt his prior IEP goals and services or make appropriate changes that will offer the student necessary supports and services within our setting.



Administrative Placements

Locating Special Education Students:

When students arrive at a JCS Hall school (from an outside program), the Student Records Acquisition unit (SRA) searches for records, including IEPs. *At other LACOE SELPA program sites (DAE, SEA), other records search procedures are in place.* Regardless of the source, if an IEP is located, and is not an Exit IEP, an Administrative Placement must be done immediately. LACOE SELPA recommends ‘immediately’ be within one (1) school day, but no later than three (3) days after the IEP has been received by LACOE.

Education code § 56325 states:

§ 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 shall ensure that the pupil is immediately provided an interim placement for a period not to exceed 30 days. The interim placement must be in conformity with an individualized education program, unless the parent or guardian agrees otherwise. The individualized education program implemented during the interim placement may be either the pupil's existing individualized education program, implemented to the extent possible within existing resources, which may be implemented without complying with subdivision (a) of Section 56321, or a new individualized education program developed pursuant to Section 56321.

An Administrative Placement (also called an Interim Placement) would be done, even if we suspect that the last IEP was from a similar LACOE SELPA setting and is still in-date.

*Our general guideline for students returning with an in-date LACOE SELPA IEP, is that a new Administrative Placement should be done if the student has left our setting for **more than 20 calendar days.***

Handling Incoming IEPs

When an IEP – or an LAUSD Pupil Accounting Report (PAR) – is received, the document(s) must be scanned into the on line records bank (optical imaging). If SRA receives the records, they scan them and log the scan date in the databases. For sites not under SRA, their clerk would send the documents to be scanned, after making copies for site use, and would also note in the Special Education Database Log that the record was received and sent to be scanned.

Once the records are in Optical Imaging (OI), site clerk downloads and distributes them to IEP team members or the designated case carrier. *(See next section on Preparing for the Administrative Placement. Also see Writing an Administrative Placement from the LAUSD PAR in the Resources section of this chapter).*

Preparing for the Administrative Placement

When an IEP is located, the parent or guardian is called to verify:

- ★ Home address
- ★ The student's last school
- ★ The date of the last IEP and
- ★ If the parent has any input or concerns regarding their child's education.

At this time:

- ★ Inform the parent / guardian that the school has located an IEP of (Date) and would like to start serving the student.
- ★ Tell the parent that the Interim or Administrative Placement will be in effect for 30 days at which time the school will hold a meeting to discuss any changes that might be necessary.
- ★ Ask the parent for their *verbal** permission to begin services and let them know you'll send home the form for their signature.
- ★ Schedule the 30-day IEP meeting with the parent.
- ★ Prepare an invitation to the 30-day IEP and mail along with the Administrative Placement and a copy of the *Annual Notification of Parent Rights and Procedural Safeguards* (Parent Rights).
 - *If a Triennial IEP is due/overdue, also send home an Assessment Plan, and any other necessary forms, for the triennial evaluation.*
- ★ Log that each of these steps was done or, if parent was unavailable, log that the attempt to reach them was unsuccessful, but that the forms were mailed.
- ★ Copy Administrative Placement and give to service providers.
- ★ Scan forms to Optical Imaging.

The person who spoke with the parent also logs that they did so and notes any significant information arising from that contact.

If the student is at a hall, the Sr. Program Specialist will complete the steps above.

If the student has gone to camp, or other LACOE SELPA served site, before an IEP is located, the primary service provider or the administrator at the camp will complete the Administrative Placement. *Site procedures will determine who is responsible for the paperwork, and whether or not the clerk, provider or administrator will contact the parent.*

Whether or not parent is available when phoned, mail the Administrative Placement (*2 copies, one for parent to sign and return, one for them to keep*) along with a copy of the Parent Rights, and an invitation to the 30-day IEP. (*Keep the original Administrative Placement in the site file.*). Include a self-addressed stamped envelope for the parent's use in returning the signed Administrative Placement. *If parent has access to a fax machine, and is agreeable, the Administrative Placement may also be sent to, and received from, parent via fax.*

*Verbal permission to implement services is *ONLY* allowable for an Administrative Placement. In all other instances, signed permission must be obtained prior to implementing or changing services.

Completing the Administrative Placement

As previously stated, the Administrative Placement should be completed the same day, or no later than three school days after the IEP is received by LACOE. This means the clock is ticking as soon as it's received by SRA. The site may NOT wait until they receive it. The timeline begins when anyone at LACOE has the IEP.

When completing the Administrative Placement, the administrator, specialist or designee completing the Administrative Placement carefully reads the prior IEP, to ensure all the previous services are noted, and comparable services are provided to the student. If a previous service is not to be given during the interim placement period, a rationale must be written to justify why that service is not necessary and/or why it will NOT be continued at this time. Any changes should be discussed with parent - if the parent is available - prior to completion of the form. However, if parent is unavailable, complete the Administrative Placement. Parent will have the opportunity to review and approve it when it's mailed / faxed to them.

Once the Administrative Placement is completed, the clerk sends to the parent:

- ★ 2 copies of the completed form (*one to sign and return/one for parent to keep*),
- ★ a copy of the Parent Rights,
- ★ the invitation to the 30-day IEP, and
- ★ any other forms the program specialist or case carrier feels are necessary (*i.e. a Permission to Assess form may also be sent if a Tri is due or overdue*).

If the forms are mailed, rather than faxed, a Self Addressed Stamped envelope (SASE) should also be included with the Administrative Placement so the parent can easily return the signed form. Clerk, program specialist or case carrier logs that the Administrative Placement is completed and was sent to parent. Be sure to specify in the log any pertinent information, such as address changes, parent concerns or what additional forms were, if any, sent to the parent.

Completing the Administrative Placement When Parent is Unavailable

(No Address Or Contact Phone Number Known)

If we know a student is eligible for services, we have an obligation to provide the services even if we are unable to contact the parent immediately. When a parent is unavailable, complete the Administrative Placement as noted previously and mail to the parent's address. If there is no contact information, the clerk checks with probation and the student. If they are unable to offer a valid address or phone number for the parent or another adult family member, and we have no way to connect with the parent, then a surrogate is called to give us permission to serve.

If a parent is not located in time for the Administrative Placement, but we believe there is a parent, we continue our efforts to make contact with them so they may participate in the 30-day IEP. If they have not been located by the time the 30-day IEP is scheduled, the surrogate may act on their behalf. It's important to **log all efforts to locate the parent**.

Completing the Administrative Placement When Parent is Unresponsive

If the most current IEP copy the school has was signed by the parent, then implement services immediately. For an Administrative placement, we do not require a new parent signature to

implement, as long as the parent approved the latest IEP we have.

An Administrative Placement is the only time the school may implement services without first obtaining a parent's signature, and this may only be done if the most recent IEP was approved and signed by the parent. *If there is no signed IEP, past or present, in evidence, call SELPA Office or Compliance Support Services for direction.*

Completing the Administrative Placement When No IEP is Located (But Likely Exists)

In some instances SRA or the school is unable to get hold of an IEP, even when we are reasonably sure there is one. This may occur during summer months when school district offices are closed, or in an instance where a student comes from a disaster area. In such cases, the clerk, program specialist or case carrier calls the parent to establish if they can verify the existence of an IEP or to see if the parent has a copy.

If, after speaking with the parent it seems likely the student had an active IEP and is eligible for services, and parent wishes services to continue, complete an Administrative Placement, carefully documenting the difficulties with obtaining records and the verification by the parent (or guardian).

Send the Administrative Placement, Parent Rights and a letter indicating that, since we do not have the prior IEP, **we will not be able to begin services until we have the signed Administrative Placement in hand.** In this instance, do not begin services until parent returns the signed Administrative Placement. Be sure to follow up with parent, and document those follow ups in the log, if the signed Administrative Placement is not returned within one week.

An exception to this 'no services without signed Administrative Placement' would be in an instance where the student clearly needed a service to benefit from the curriculum. This would be in a somewhat extreme case, for example, a child who is deaf. In cases such as this, an interpreter for the deaf would be called for the child, whether or not there was ever an IEP.

For this situation where we do not have the prior IEP, just parent verification that there was an IEP, the Administrative Placement will be in effect for 30-days from the date the form is returned to the school with parent signature. Clerk must be sure to date the form when received and log receipt in the special education database. Clerk makes copies of Administrative Placement, scans to Optical and gives a copy to each service provider. Services begin.

Continue attempts to obtain records. If records are lost, damaged or otherwise irretrievable, then an 'initial' evaluation will have to be done. Once it's been established the record is unavailable, the clerk, at the direction of the case carrier or administrator, sends the parent an Assessment Plan for a new initial evaluation. (This should be done within the 30-day period covered in the Administrative Placement).

Completing the Administrative Placement When No IEP is Located (But Likely Exists) and There is No Parent

In some unusual instances there may be a child, who is strongly suspect to be eligible for services. However, due to extenuating circumstances such as those described in the section above, no record has been located. If this student also does not have a parent or other adult who knows the student's educational history and can verify the existence of an IEP, but we see a need for services, we have several options.

After getting all the records that were obtainable, hold an immediate SPT to review all the available information.

Depending on the outcome of the meeting, the team should consider

- ★ Developing an ILP outlining accommodations
- ★ Developing a 504 plan outlining accommodations

A 504 plan should be considered when the condition or disability affects a major life activity such as breathing, walking, seeing, hearing, learning or caring for oneself. *(See Appendix for more information regarding 504).*

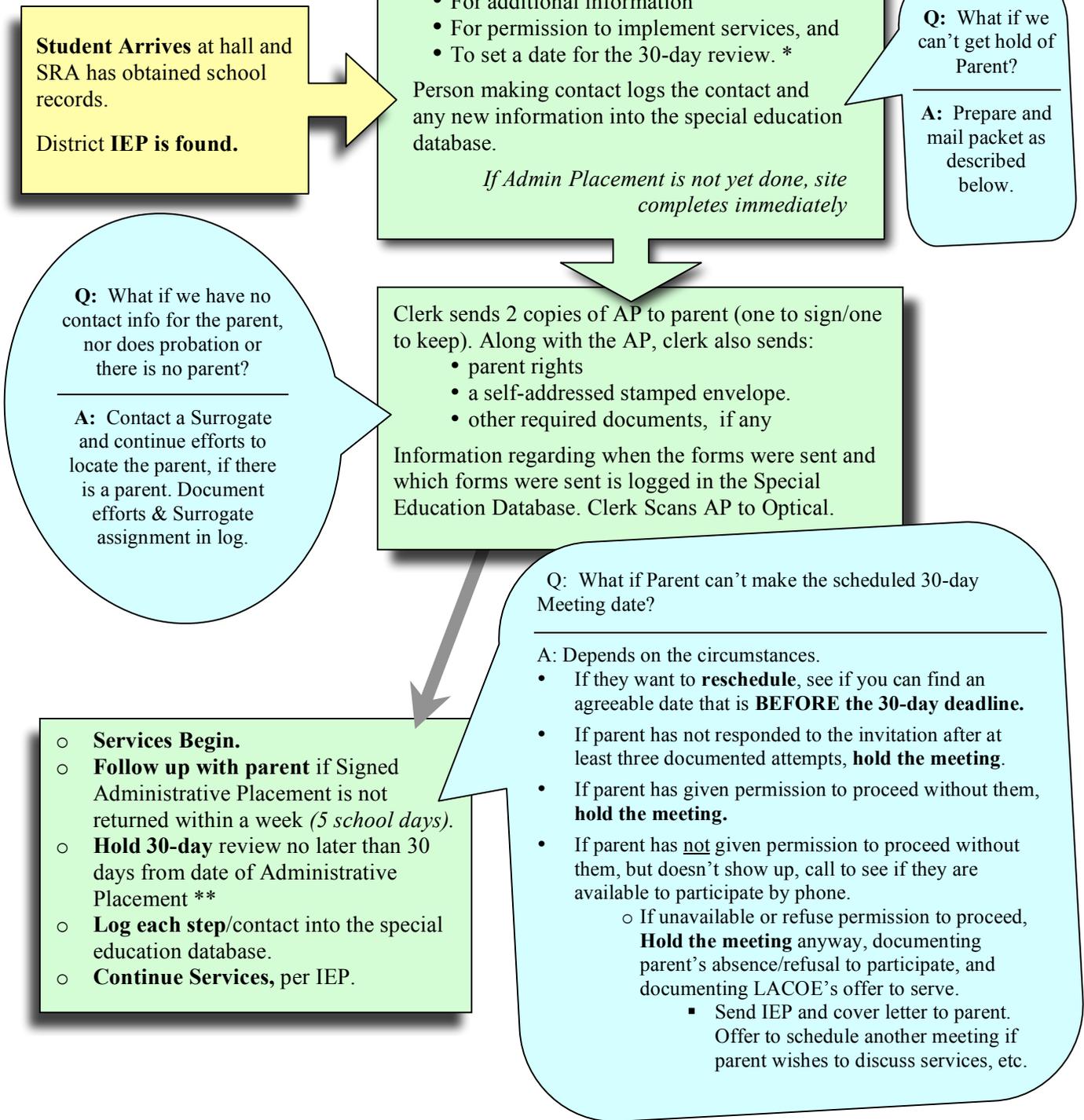
A record should be created for the student in the special education database so efforts to obtain records and supports given while we continue the search are documented. If no record is found, and the student is not progressing, even with supports and accommodations, the SPT should reconvene within 30-60 days to consider additional support or to consider if a referral for special education assessment is advisable.

If a referral is made, the school would assign an educational surrogate to act as parent for educational decisions. Surrogate may give permission for assessment and services, and should participate in the IEP meetings. *(See Appendix 3 for more information regarding Educational Surrogate Parents.)*

Administrative Placements

Sample Process & Procedure

(Procedures may vary somewhat at different sites. Timelines apply to all sites.)



*If parent has email or fax, Administrative Placement, rights and other forms may be sent via email or fax.

** 30-day deadline for IEP following an Admin. Placement is not negotiable. Meeting must occur on or before 30 days. If it does not, LACOE is out of compliance.

The 30-Day IEP

The Administrative Placement is typically followed by the 30-day IEP. This 30-day review must be held within 30 days of the Administrative Placement. Education code sections **56325 and 46043** state:

§ 56325 (b) Before the expiration of the 30-day period, the interim placement shall be reviewed by the individualized 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.

§ 56043 (k) The administrator of a local program under this part shall ensure that the pupil is immediately provided an interim placement for a period not to exceed 30 calendar days 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 pursuant to Section 56325.

The 30-day IEP is, in effect, a *Special Review*, as it occurs outside the usual annual timeline. * While the law grants schools 30 days to get acquainted with the child in the new environment, it also mandates that the school write an IEP by, or before, the end of the 30-day period, with appropriate goals and services for the new setting, or adopt those from the prior IEP.

In many cases, the 30-day review is NOT an Annual IEP. Rather it is one that needs to be aligned to the next regular IEP due date. For example, if the Annual is due in May, and you're holding the 30-day review in February, your special review IEP would only cover the period from February until the day in May that the next annual would be due.

If the next regular IEP is a triennial, the 30-day would match to that date. Thus, new goals, or goals adopted from the prior IEP would be written for 3 months rather than for 1 year. In no case will the date on the 30-day (or any Annual) exceed the due date of the next triennial.

****If the annual is due or past due at the time the 30-day special review is needed, you can do an annual instead of the 30-day special review.***

If the Triennial is already overdue when the student enrolls, consult the section following this section for guidelines on continuing services to students with expired Triennials.

Procedure for Beginning Services to Students with Expired IEPs

Expired Triennial IEP:

When a student enters with an expired triennial, the Special Ed Administrator, designee, or case carrier, will complete an Administrative Placement and immediately send a Permission to Assess packet home to the parent to begin the Triennial process.

If the Tri has expired prior to the student entering a school within the LACOE SELPA, hold the Administrative Placement, if you have a copy of the school district's IEP or the Pupil Accounting Report, which verifies eligibility.

Once a student is in a LACOE SELPA program, it becomes our responsibility to maintain a current IEP, even if the district failed to do so.

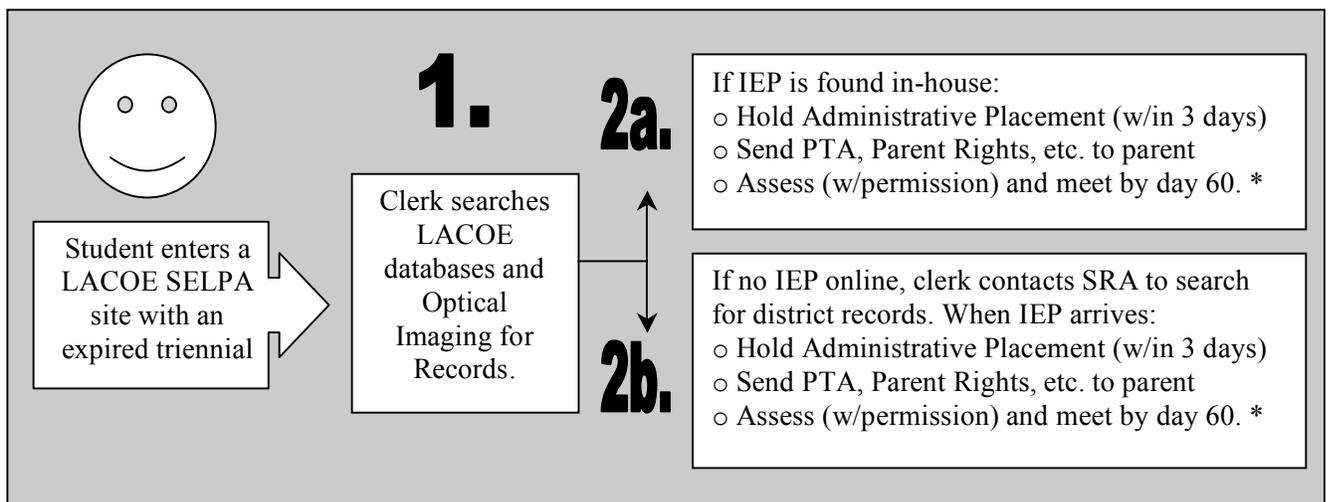
If you do not have a copy of the past IEP, but have reason to believe the student is special education eligible,

- ★ Contact SRA (JCS) (or your records clerk in DAE or SEA) to request they retrieve the IEP and the last psycho-educational evaluation report, and
- ★ Complete the Administrative Placement -when you get any valid IEP (other than an Exit).

In either instance, once the Administrative Placement is completed, send the following to the parent for parent review and signature.

- ★ The Administrative Placement
- ★ The Annual Notification of Parent Rights and Procedural Safeguards
- ★ The Permission to Assess (PTA)
- ★ The Authorization for Use and/or Disclosure of Information

Once the signed PTA comes back, schedule the Triennial within 60 days of receipt by the school.



***Please Note:** In both scenario #1 and Scenario #2 above, the Administrative Placement must be followed, within 30 days, by another IEP. If a triennial is due, hold it at the 30-day. If assessments are not yet complete, indicate in the IEP the reason why not, and that, if a signed PTA is received, assessment will be done and an addendum held to review results.

An Administrative Placement - completed AFTER the Triennial has expired - must either:

- ★ Continue any appropriate goals from the prior signed IEP as closely as possible within our setting, or
- ★ Create interim goals in the areas of concern addressed in the last IEP.

In either case, an **IEP must follow within 30 days** of the Administrative Placement. This 30-day IEP will either adopt the goals and services from the previous IEP or outline what the new goals/services will be in the new setting. Any changes in service should have a clear rationale included in the IEP that outlines why / how the change will meet the *student's needs* within our setting.

Do NOT attach the goals from the last IEP, even if you are using the same ones. You must rewrite them into the new IEP and make any corrections necessary so that the goals are compliant, measurable and standards based (as appropriate).

If we attach goal pages from a district IEP and those goals are non-compliant, then we are now responsible for any errors, and also for any programs referred to in the goal, even if those programs are not in use at LACOE.

The 30-day IEP may remain in effect for no more than 30-days, at which time a Triennial comes due. If permission to assess has not been obtained by that date, or was obtained less than a week prior to that date, the Triennial is to be held with a review of records. If permission for an assessment is obtained later, then formal assessment is done and an addendum held to discuss the results.

In the case of a record review IEP, make sure you carefully document, in the special education database, all your efforts to obtain parent permission.

See the handbook section on Assessment for more information regarding Triennial IEPs using Record Review evaluations.

A decorative graphic featuring a semi-circle of ten yellow stars on the left side. To the right of the stars, the word "Section" is written in a large, bold, yellow, 3D-style font. Below "Section", the word "Resources" is written in a similar large, bold, yellow, 3D-style font. A large, stylized yellow sun with rays is positioned behind the end of the word "Resources".

Section Resources



Resource Contents

- 1. Blank Administrative Placement form**
- 2. Instructions for filling out the Administrative Placement**
- 3. Procedure for Writing an Administrative Placement from an LAUSD PAR form**



Administrative Placement
Juvenile Court and Community Schools
Division of Alternative Education

DISTRICT OF RESIDENCE	
PREVIOUS SCHOOL	
LAST ANNUAL	TRI DUE
HOW VERIFIED	DATE VERIFIED

DATE	SITE		PAU		
LAST NAME OF PUPIL		FIRST	BIRTHDATE	PRIMARY LANGUAGE	LANGUAGE PROFICIENCY STATUS <input type="checkbox"/> EO <input type="checkbox"/> EL/LEP <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP
ADDRESS OF PUPIL			CITY	STATE	ZIP CODE
NAME OF PARENT OR GUARDIAN			A/C	HOME TELEPHONE	WORK TELEPHONE

I. PREVIOUS PLACEMENT

PREVIOUSLY IDENTIFIED DISABLING CONDITION			
PRIMARY DISABILITY	SECONDARY DISABILITY	OTHER DISABILITY	OTHER DISABILITY
PREVIOUS PROGRAM / SERVICES			
<input type="checkbox"/> RSP	<input type="checkbox"/> SDC County	<input type="checkbox"/> AB 3632 Eligible	<input type="checkbox"/> AB 3632 Referral/ Other DMH
<input type="checkbox"/> SDC District	<input type="checkbox"/> SDC NPS	<input type="checkbox"/> DIS Language/Speech	<input type="checkbox"/> DIS APE
<input type="checkbox"/> Behavior Support Plan	<input type="checkbox"/> DIS Counseling	<input type="checkbox"/> Other (specify)	
<input type="checkbox"/> Transition Plan goals available in:		<input type="checkbox"/> Education / Training	<input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
COMMENTS REGARDING PREVIOUS PLACEMENT			

II. CURRENT ADMINISTRATIVE PLACEMENT

	Length	Frequency	Duration	Location	Individual/Group
<input type="checkbox"/> DIS Remedial Language/Speech					
<input type="checkbox"/> DIS Counseling					
<input type="checkbox"/> Behavior Management Assistant					
<input type="checkbox"/> Resource Specialist					
<input type="checkbox"/> Special Day Class					
<input type="checkbox"/> Other:					
<input type="checkbox"/> Other:					

COMMENTS

An Individualized Education Planning meeting will be conducted within thirty calendar days; by _____.

III. PARTICIPANTS

Agree	Disagree		DATE	Agree	Disagree		DATE
<input type="checkbox"/>	<input type="checkbox"/>	ADMINISTRATOR/DESIGNEE	DATE	<input type="checkbox"/>	<input type="checkbox"/>	PARENT / GUARDIAN	DATE
<input type="checkbox"/>	<input type="checkbox"/>	TEACHER	DATE	<input type="checkbox"/>	<input type="checkbox"/>	OTHER	DATE

Instructions for Filling Out the Administrative (Interim) Placement Form

An Administrative Placement is required whenever LACOE enrolls a student with an IEP, or verification of special education eligibility via an LAUSD Pupil Accounting Report (PAR). The Administrative Placement should be written, and services started within 1 day of SRA's receipt of the IEP or IEP verification.

Demographic information: On the Administrative Placement form, fill in

- the date the Administrative Placement is written and at which site/PAU
- the student's name and date of birth
- parent information, including address and contact phone numbers
- primary language and language proficiency status.
- the district of residence, previous school
- dates of the last annual and the next triennial date.

Section 1: Previous Placement – Write in the handicapping condition(s) identified in the last IEP and check off the program/services that the student previously received. Also check off if there were Transition goals in the previous IEP. If there is additional information regarding services or placement that are not reflected in the check boxes, or that need explanation, write that information in the *Comments* box provided. Also use this box to specify the student's general goal areas from the district and to indicate if there were any missing goals or services that we may need to address.

I. PREVIOUS PLACEMENT			
PREVIOUSLY IDENTIFIED DISABLING CONDITION	SECONDARY DISABILITY	OTHER DISABILITY	OTHER DISABILITY
<p>PRIMARY DISABILITY <i>Specific Learning Disability</i></p> <p>PREVIOUS PROGRAM / SERVICES</p> <p><input checked="" type="checkbox"/> ARSP <input type="checkbox"/> SDC County <input type="checkbox"/> AB 3632 Eligible</p> <p><input type="checkbox"/> SDC District <input type="checkbox"/> SDC NPS <input checked="" type="checkbox"/> DIS Language/Speech</p> <p><input type="checkbox"/> Behavior Support Plan <input type="checkbox"/> DIS Counseling <input type="checkbox"/> Other (specify)</p> <p><input checked="" type="checkbox"/> Transition Plan goals available in: <input checked="" type="checkbox"/> Education / Training <input checked="" type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p>	<p>SECONDARY DISABILITY <i>Speech & Language Impaired</i></p>	<p>OTHER DISABILITY</p>	<p>OTHER DISABILITY</p>
<p>COMMENTS REGARDING PREVIOUS PLACEMENT</p> <p style="color: red;">Student has goals in reading comprehension and math computation. He also has a behavior support plan to address inappropriate behavior towards staff. Language/Speech is listed as a service, but no goal was included in the district IEP.</p>			

Section II: **Current Administrative Placement** - Check off the services/programs that LACOE will provide to the student. In the *Comments* section identify:

- how the student is eligible (what is his/her handicapping condition?) and where we got that information (District, prior LACOE IEP) and the date of that document.
- LACOE services/placement and the continuation of prior goals for the next 30 days
- If any other paperwork is enclosed/attached to the Administrative Placement. (If there is a PAR from LAUSD that we're using to continue services, attach that PAR form).

Services should approximate or be comparable to what the student previously had. If there are major differences, we should document the reason for them.

II. CURRENT ADMINISTRATIVE PLACEMENT

	Length	Frequency	Duration	Location
<input checked="" type="checkbox"/> DIS Remedial Language/Speech	30	1x wk		
<input type="checkbox"/> DIS Counseling				
<input type="checkbox"/> Behavior Management Assistant				
<input checked="" type="checkbox"/> Resource Specialist	40	3x wk		
<input type="checkbox"/> Small Group Instruction				
<input type="checkbox"/> Special Day Class				
<input type="checkbox"/> Other:				
<input type="checkbox"/> Other:				

COMMENTS

District IEP of 12/16/09 indicates student is eligible for services based on a specific learning disability in the areas of reading and math. LAS is indicated as an area of need. Student was previously enrolled in an SDC. However, he is currently unable to attend the main school, so will be served within the living unit, with RSP and LAS pull out services. District behavior plan will be implemented as appropriate within this setting.

An Individualized Education Planning meeting will be conducted within thirty calendar days; by **6-22-10**.

Procedures for Writing Administrative Placement Based on the LAUSD Pupil Accounting Report (PAR)

The Los Angeles Unified School District (LAUSD) uses a Pupil Accounting Report (PAR) to communicate necessary education data to other schools in their system and to other districts. This report, which can run one or more pages, has certain information within numbered fields that can be our first indication that a newly arrived student has special education services. The chart, beginning on the next page, shows those fields and the information they should contain.

Note: The numbered fields are not always the same on every PAR form, so it is important to visually scan the entire form for the information you need.

Rationale for Using the PAR:

LACOE has accepted assurances from LAUSD that the PAR form reflects accurate information regarding students from LAUSD and by using the PAR as IEP verification, we can, in most instances, implement special education services sooner than if we were to await arrival of complete records. A PAR, that indicates a student is special education eligible, requires that we write an Administrative Placement.

If there is an LAUSD PAR form, it will be scanned into Optical Imaging just as any other school document. The PAR can be found in Optical Imaging within the Pupil Data section.

Special Education / 504 Related Fields in the PAR

206 (RSP Teacher, indicate yes for all RSP Teachers)

207 (SDC Class Code, enter appropriate code for each SDC Teacher)

(Eligibility)

700 (Has IEP)

701 (Disability)

(Services)

702 (Special Day Class Code)

703 (RSP)

704 (RSP Subjects)

711 – 715 (DIS Code, Frequency/month, Minutes/Freq, Provider Code)

719 (IEP Teacher)

Dates

720 (Initial IEP Date)

721 (Last IEP Date)

722 (1 Year IEP Date)

723 (3 Year IEP Date)

727 (% of prescribed time in Special Education)

761 (Has 504)

762 (504 Plan Date)

763 (Has ITP Plan)

421 (Non-standard exit, enter C for High School Students receiving a Certificate of Completion)

Determining Who is Eligible for Services:

Check for code 700 on the PAR form. It should indicate a YES or NO for “Has IEP”. If code 700 is missing, but there is information in the other fields in the 700 series, that indicate a handicapping condition and IEP dates, then assume that there is an IEP.

In addition to indicating YES or NO in the 700 field, the PAR should also give information regarding the disability area and the kinds of services and providers that were serving the student while he or she was with LAUSD. If the 700 field shows “NO”, then assume the student is not special education eligible and has no need for an Administrative Placement.

While we will not have the actual goals, this information supplied on the PAR should be sufficient for us to identify:

1. that the student is eligible for services
2. the general handicapping condition
3. the kinds of services/placement the child had previously

If Student's PAR Shows S/he is Eligible, what's Required?

If the 700 field shows a "YES" or if there are services, service provider(s) listed and IEP dates are shown on the PAR, you'll need to write an Administrative Placement. If the 700 field shows "NO", then do not write the Administrative Placement.

How Do We Write an IEP When We Have No Goals?

An Administrative Placement done using the PAR should state:

- that we do not yet have the IEP in hand but have verification of an active IEP,
- the handicapping condition
- services provided by the district (as outlined in the PAR).

Our Attorney has given us the following language to include in the IEP when using the PAR as our verification of special education eligibility:

The IEP Team has received a copy of the Pupil Accounting Report (PAR) (see attached PAR form on page __) from the Los Angeles Unified School District. The PAR indicates that [STUDENT NAME] is receiving the following special education services that will continue with LACOE until the 30-day review on [DATE of 30-DAY].

Note: Please make sure that you paginate the PAR with the IEP.

The Administrative Placement should also state that we do not yet have the goals the student was working on, but that the reading and math screening assessment done upon enrollment and/or current work samples indicate that the student may have reading (or math) delays. The IEP should also say that the full IEP has been requested, and then outline what services we will provide based on the information we have in hand.

The PAR provides us with the general information about the services the student received with LAUSD. You can also look at Star Advantage Test scores and review any student work samples available. While this may not be completely accurate, it allows us to start services more quickly. We can then use the next 30 days to:

- work with the student,
- observe him / her
- work with the classroom teacher(s) to get a better idea of his/her process and functioning level.

By the time of the 30-day review, we should have the IEP in hand from LAUSD and be able to use that, along with the information we've gathered during the first 30 days of service, to update the IEP and write appropriate goals.

Reading a PAR Form: Examples

PAR, Page 1 – 200 Series Information:

SCHOOL PROGRAMS	
06	221)
	222) U IWEN
	223)
	224)
	225) S Title I
ollege	232) Schl Meal Pgm
/05	270) Mobility School 00

Within the 200 numbers of the PAR form, a notation of IWEN may be found. If this is in evidence, it's likely you'll find further confirmation of IEP services later, in the 700 numbers.

PAR, Page 2, 700 series Information:

Most special education information is contained within the 700 numbers on the PAR form. The form used in these examples is two pages, but some forms are one and others are three. However, regardless of the page it's on, this information should usually be within the 700 – 750 number range.

701 Identifies SLD as the handicapping condition.

703 Identifies RST as the Service provider.

711 indicates Counseling

712 verifies Language and speech services

720 – 723 Give dates of the Initial, the Annual and The tri due date.

430) MAIN		434) SOCIAL SK	
Special Education			
701) Disability	SLD SpecifLrnDisabl	702) Class (SDC)	
703) RSP	Yes	704) Subjects	Study Skl
	DIS's	Freq/Mo	Min/Freq Provider
711) PUC	PupilCounseling	2	60 322 GARCIA, ALICIA
712) LAS	Language/Speech	4	30 841 KHAN, ZAHID
713)			
714)			Gifted Cat
715)			751) Identifier
719) IEP Teacher	305 HURTT, CONRAD	752)	
720) Init Dt	03/15/01	754)	
721) Last Dt	03/31/06		
722) 1 Yr Dt	03/31/07		Low-Verbal / Non-
723) 3 Yr Dt	03/10/07	724) Formal Assess	773) Stud Comm Sys
725) Exit Dt		726)	English E
727) 15%	Prescribed time in SPED	774) Dt	777
		775) Score	778
761) Sect 504 Plan Dt		776) Level	779



LACOE SELPA



Referrals to Special Education

Special Education Referrals

Any student who needs, or is believed to need, special education or related services in order to receive a free and appropriate public education may be referred by a teacher, parent, or other interested person.

Referrals should contain documentation about any pre-referral interventions tried and the results of those interventions. Referrals should also give specific reasons for the referral to special education.

A referral to special education should only happen after all other avenues have been explored, and the school review team concludes that the child's needs cannot be met within the regular education program.

If a parent makes a written referral for special education evaluation, the school has 15 days from receipt of the written referral to respond – in writing - to the parent's request.





Referrals & Identification of Students Not Previously Eligible as IWENs

The Student Planning Team

The Student Planning Team, (SPT) also known in other districts as the Student Study Team, Student Success Team or Child Study Team, is a process used to review a student's school history and gather information about current functioning and needs. The purpose of this team process is to suggest strategies and accommodation, so that a struggling student has a greater opportunity to achieve within the general education setting. When good teaching, appropriate strategies and accommodations are made, and the student still is unable to achieve, a referral for special education assessment may be in order.

The SPT typically handles referrals from a variety of sources such as parents, caseworkers, student self-referrals or the court. When a written referral or request for special education testing is received, we must convene an SPT no later than *15 calendar days* after the date we received the referral. Within that same 15-day timeline, we are also obligated to report our findings to the parent – in writing – and to let them know whether or not the school will test the student for special education eligibility, and if not, to offer other recommendations.

If the school will refer for special education assessment, then an *Assessment Plan* is sent to the parent. If the SPT determines the student is unlikely to qualify, or that other interventions should be tried first, then the school sends a *Notice of Refusal* to the parent, which will also outline other options and/or actions. As previously stated, these notifications must be sent to the parent within 15 days of when the school received the referral.

When a written referral or request for special education testing is received, we must convene an SPT no later than 15 calendar days after the date we received the referral.

While the SPT is a general education team, if the question of special education referral is to be determined, then the SPT may invite a special education teacher or specialist to participate. (*For more detailed information on the SPT, see the SPT section of Appendix I - General Education.*)

Documenting Interventions Prior to Special Education Referral

Prior to making a referral to special education, general education interventions should be tried and documented. Interventions are not a one shot trial. Instead, there may be several levels, or tiers, of intervention that might be offered within the general education setting before special education becomes involved. Different models use either three or four tiers of Intervention. Below is an example of a three-tier model.

Tier 1: School-wide Interventions: Instructional strategies or interventions used with an entire classroom or at a school wide level. Students for whom the assessment data show little or no growth at this level would then move to Tier 2.

Tier 2: **Small Group Interventions:** Interventions used - within the classroom - with small groups of students who have similar instructional needs. Students who do not respond to the small group interventions move on to Tier 3.

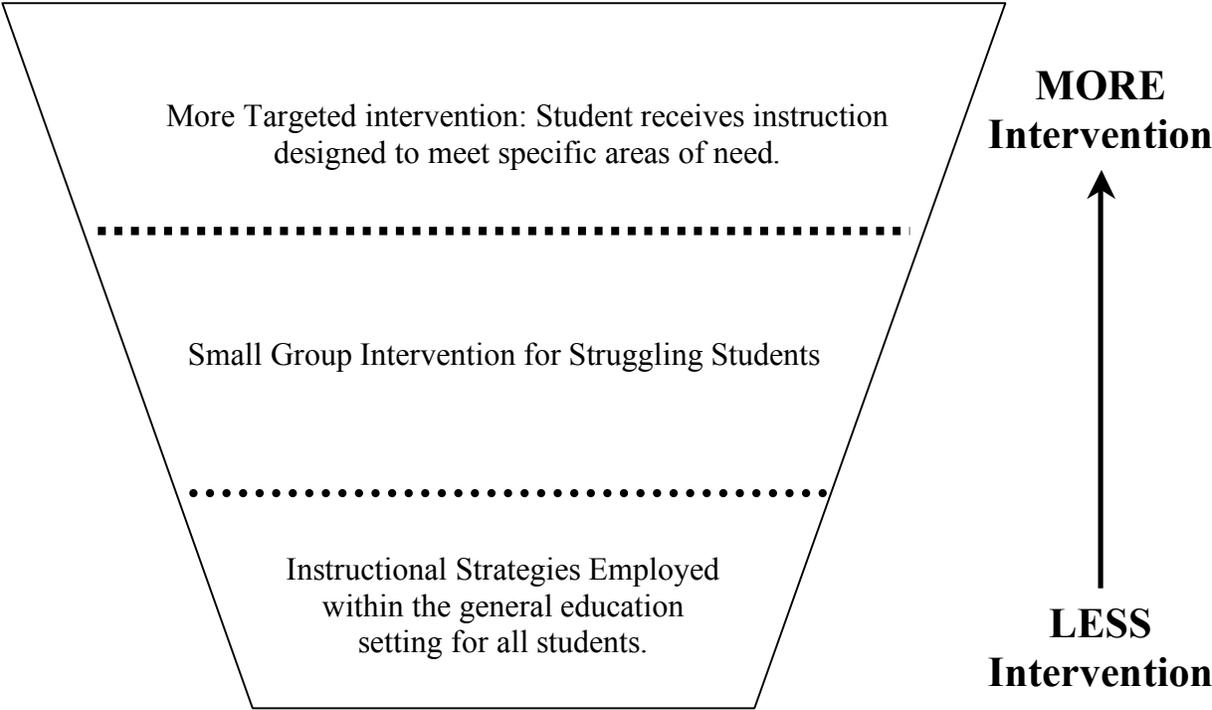
Tier 3: **Individualized Interventions:** Student receives instruction designed to meet his or her specific individual needs.

The SPT documents the needs, the interventions tried and the outcomes. If, after reasonable trials with research based materials and practices, the student requires more, it may be appropriate for the SPT to recommend special education testing. However, a 504 Plan could be the result of the SPT rather than a special education evaluation.

Keep in mind that our goal is to ensure the student has an opportunity to learn and participate in the *least restrictive environment* possible. We don't want to push a student into special education if he or she is able to be successful with lesser interventions.

Information on 504 can be found in Appendix I, the General Education Section of this Handbook

Three Tier Model of Intervention



A decorative graphic featuring a semi-circle of ten yellow stars on the left side. The word "Section" is written in a large, bold, yellow, 3D-style font in the center. Below it, the word "Resources" is written in a similar font, partially overlapping a stylized yellow sun with rays on the right side.

Section Resources



Resources Contents:

1. Sample Input forms
 - ▶ *Teacher Input*
 - ▶ *Parent Input - English*
 - ▶ *Parent Input- Spanish*
 - ▶ *Student Interview/Input*

2. Sample *Notice of Refusal* (from SPT Handbook)

General Education Teacher Input for the IEP

Dear Teacher,

Your student, _____, is scheduled for an IEP on _____.
You play a vital role as an IEP Team member. Your input and observations are important and required. The purpose of your participation is to get accurate, reliable data on the student's behavior and progress in the general education curriculum and on his/her goals and objectives.

Please take a few moments to complete this report and return it to _____

If you need more space, please attach additional pages. Feel free to attach copies of student work or share other comments/observations.

1. Describe the student's strengths.
2. Describe the student's involvement and progress in the general education curriculum.
3. Describe any accommodations/modifications you have made to address the student's needs.

<u>Accommodation</u>	<u>Is it working?</u>	
<input type="checkbox"/> repeated instructions	YES	NO
<input type="checkbox"/> recorded books	YES	NO
<input type="checkbox"/> high interest/low vocabulary reading	YES	NO
<input type="checkbox"/> additional time for assignments/tests	YES	NO
<input type="checkbox"/> preferential seating	YES	NO
<input type="checkbox"/> access to technology (calculator, computer), etc.	YES	NO
<input type="checkbox"/> Interpreter for the Deaf	YES	NO
<input type="checkbox"/> Other (specify)	YES	NO

4. Describe any supports you need to help this student to attain her/his goals and participate in the general curriculum:
5. Do you have any suggestions to increase or enhance the student's progress in your class? If so, please describe:
6. List Class or classes you teach this student and the current grade the student is receiving in each:

Submitted by _____ Date _____

Thanks!

Parent Input Form for the Evaluation Report

Student Name: _____ Birth Date: _____ Date: _____

Name of Parent/Guardian: _____

Address of Parent/Guardian _____

Phone: (H) _____ (W) _____ Email: _____

Native/Home Language: _____

Dear Parent,

Your child has been referred for an evaluation/re-evaluation to determine if he or she is eligible or continues to be eligible for special education programs and services offered by LACOE. Your input is very important to this process. As a member of the Evaluation Team, you have important information about your child that needs to be included in the Evaluation Report.

Please complete the information below and return it with the Permission to Evaluate/Re-evaluate. If you need further information, feel free to contact the person listed below.

Name / Position _____

Phone: _____ Email Address _____

If more space is needed, please attach additional pages:

Please describe what you believe are your child's strengths. Include information about home, school and in the community.

Please describe any learning problems your child is experiencing in READING. Give specific examples:

Please describe any learning problems your child is experiencing in MATH. Give specific examples:

Please describe any learning problems your child is experiencing in WRITING. Give specific examples:

Please describe any learning problems your child is experiencing in SPELLING. Give specific examples:

Please describe any behavior problems your child is experiencing. Give specific examples:

Please describe your child's health history. List any medical problems that he or she has had or continues to have.

Please list any social service or community agencies that you and your child have been, or are currently involved with. Describe the assistance or support offered. Include contact information.

Parent Signature: _____ Date: _____

Forma — Reporte de Evaluación de la Colaboración de los Padres

Nombre del Alumno: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del Padre/Tutor: _____

Domicilio del Padre/Tutor: _____

Número de Teléfono: (Casa) _____ (Trabajo) _____ (E-Mail) _____

Idioma Natal/Hogar _____

Estimado Padre de Familia,

A su niño se le ha recomendado una evaluación/re-evaluación para determinar si él o ella es elegible o continua elegible para los programas de educación especial y los servicios ofrecidos por LACOE. Su información es muy importante para éste proceso. Siendo que usted forma parte del grupo que hace la evaluación, usted tiene información importante sobre su niño/a que debe ser incluida en el reporte de la evaluación.

Por favor complete la información de abajo y devuélvala con la autorización para evaluar/re-evaluar. Si usted desea más información, por favor comuníquese con la persona mencionada a continuación.

Nombre/Posición: _____

Número de Teléfono: _____ Domicilio Electrónico: _____

Si requiere más espacio, por favor de añadir páginas adicionales:

Por favor describa lo que usted cree son los puntos fuertes de su niño/a. Incluya información de su casa, escuela y en la comunidad.

Por favor describa cualquier problema de aprendizaje que su niño/a este teniendo en el área de LECTURA. De ejemplos específicos.

Por favor describa cualquier problema de aprendizaje que su niño/a este teniendo en MATEMATICA. De ejemplos específicos.

Por favor describa cualquier problema de aprendizaje que su niño/a este teniendo en el área de ESCRITURA. De ejemplos específicos.

Por favor describa cualquier problema de aprendizaje que su niño/a este teniendo en ORTOGRAFIA. De ejemplos específicos.

Por favor describa cualquier comportamiento problemático que este teniendo su niño/a. De ejemplos específicos.

Por favor describa la historial de salud de su niño/a. Escriba cualquier problema médico que él/ella haya tenido o continua teniendo.

Escriba cualquier servicio social o agencias comunitarias que hayan o que actualmente estén brindandole ayuda a usted y a su niño/a. Describa la asistencia o apoyo que le ofrecen. Incluya la información sobre las personas claves para proveer información.

Firma del Padre de Familia: _____

Fecha: _____

Parent/Guardian Questionnaire

Many factors affect school performance. In order to provide a thorough understanding of your child, we would appreciate your answers to the following. **The information will be used only in determining your child's educational needs and will not be released without your written permission.**

IDENTIFYING INFORMATION - intended to provide awareness of family structure.

Family Information:

Home Address: _____

Home Phone (with area code): _____ **E-mail:** _____

Language Spoken in the home: _____

Father's Name _____

Occupation _____ Employer _____

Work Phone (with area code) _____

Mother's Name _____

Occupation _____ Employer _____

Work Phone (with area code) _____

If any person listed above is not a biological parent or not living in the child's home, please describe.

Please list those who live in the child's home:

	Name	Age	Relationship
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

MEDICAL INFORMATION

Please check any of the following that your child has had:

- | | | |
|---|--|-------------|
| <input type="checkbox"/> Convulsions | <input type="checkbox"/> Surgery | Date: _____ |
| <input type="checkbox"/> Frequent ear infections | <input type="checkbox"/> A vision examination | Date: _____ |
| <input type="checkbox"/> High (104+) fevers | <input type="checkbox"/> A dental examination | Date: _____ |
| <input type="checkbox"/> Head injury | <input type="checkbox"/> A hearing evaluation | Date: _____ |
| <input type="checkbox"/> Allergies | <input type="checkbox"/> A physical examination | Date: _____ |
| <input type="checkbox"/> Frequent sore/strep throat | <input type="checkbox"/> Other Health issues (Please List) | |
| <input type="checkbox"/> Frequent stomach aches | | |

Is the student currently taking any medication(s)? YES NO
If YES, Please List.

Have there been any other Medical Problems diagnosed? YES NO
If YES, please describe

AREAS OF STRENGTH AND CONCERN: Please check those that apply.

- | | |
|--|---|
| <input type="checkbox"/> Has friends | <input type="checkbox"/> Likes to draw |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Easily frustrated |
| <input type="checkbox"/> Gets along well with others | <input type="checkbox"/> Short attention span |
| <input type="checkbox"/> Likes to read | <input type="checkbox"/> Likes music |
| <input type="checkbox"/> Disrespectful | <input type="checkbox"/> Likes computers |
| <input type="checkbox"/> Needs directions repeated | <input type="checkbox"/> Completes homework independently |
| <input type="checkbox"/> Likes math | <input type="checkbox"/> Likes science |
| <input type="checkbox"/> Immature | <input type="checkbox"/> Daydreams/inattentive |
| <input type="checkbox"/> Anxious/Nervous | <input type="checkbox"/> Is helpful at home |
| <input type="checkbox"/> Disobeys rules | |

Any other strengths or concerns?

Please list your child's favorite activities at home and in the community:

What subjects or school activities does your child most enjoy?

What subjects or school activities does your child LEAST enjoy?

What concerns do you have about your child's performance in School?

Please describe any family or home factors that you feel may be affecting your child's school performance?

How does your child's behavior compare to other children in neighborhood and community activities?

Has your child ever been tested outside of school due to behavioral, learning concerns, dyslexia or attention deficit hyperactivity disorder (A.D./H.D.)? YES NO

If YES, please explain:

6. The subject I could use some help with is:

7. The subjects that I am best at are:

7. After I earn my high school diploma I plan to

8. I'm preparing for a job or career by

Student's Signature

Date



Parent Notification of District Refusal

34 Code of Regulation Section 300.503

Date of Notice

Student	Birth Date	School
---------	------------	--------

Dear _____,

This notice (34 Code of Regulations Section 300.503) is to fully inform you regarding the school's refusal to initiate or change the identification, evaluation, or educational placement of your child or the provision of a free appropriate public education to your child. This notice includes a description of the action refused, and explanation of why the school refuses to take this action, a description of any other options considered and the reasons why those options were rejected, a description of information used as a basis for refusing the action, and any other factors that are relevant (concerns, interventions, modification attempted, etc.) in this refusal.

At a Student Planning Team (SPT) meeting held on _____, the SPT reviewed the request to assess your child for:

an initial referral for special education Educational Placement/Provision of a Free Appropriate Public Education

a parent request for additional assessment Other (specify): _____

After reviewing school records and other documentation, the SPT determined that the need for an assessment is not indicated at this time. The documents reviewed by the SPT included the following:		
<input type="checkbox"/> Attendance records	<input type="checkbox"/> Input from classroom teacher	<input type="checkbox"/> Cumulative records
<input type="checkbox"/> Informal student interview/contact	<input type="checkbox"/> Results of the Student Study Team	<input type="checkbox"/> Observation of the student
<input type="checkbox"/> Previous testing	<input type="checkbox"/> Special education file	<input type="checkbox"/> Medical/Health records
<input type="checkbox"/> Information from parents regarding concerns and current skills	<input type="checkbox"/> Input from administrative/ancillary staff	<input type="checkbox"/> Developmental history
<input type="checkbox"/> Student work samples	<input type="checkbox"/>	<input type="checkbox"/>

The Reason for the refusal to assess at this time is:

Other options the school considered, and reason why rejected (if applicable), are:

Other factors that are relevant to the school's refusal to assess are:

If you have other concerns about your child's education, please contact the school at the number below. You have rights and protections under state and federal law, which are outlined in the enclosed *Annual Notification of Parent Rights and Procedural Safeguards*. If you have any questions about your rights and procedural safeguards or would like additional copies or a translation to another language or mode of communication, please contact the special education administrator listed below.

Contact Person	Address	Phone
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If you need additional assistance or information regarding special education, please contact the LACOE Special Education Local Plan Area (SELPA) Office at (562) 401-5737

Sincerely,



LACOE SELPA



Timelines

Timelines

Once a parent or guardian has given written permission for a special education evaluation, the sixty (60) day clock begins to tick. On or before the end of the 60 days, the IEP team must convene to share results of the evaluation and, if the child is eligible, to make recommendations for educational placement or services as appropriate to the child's individual needs.

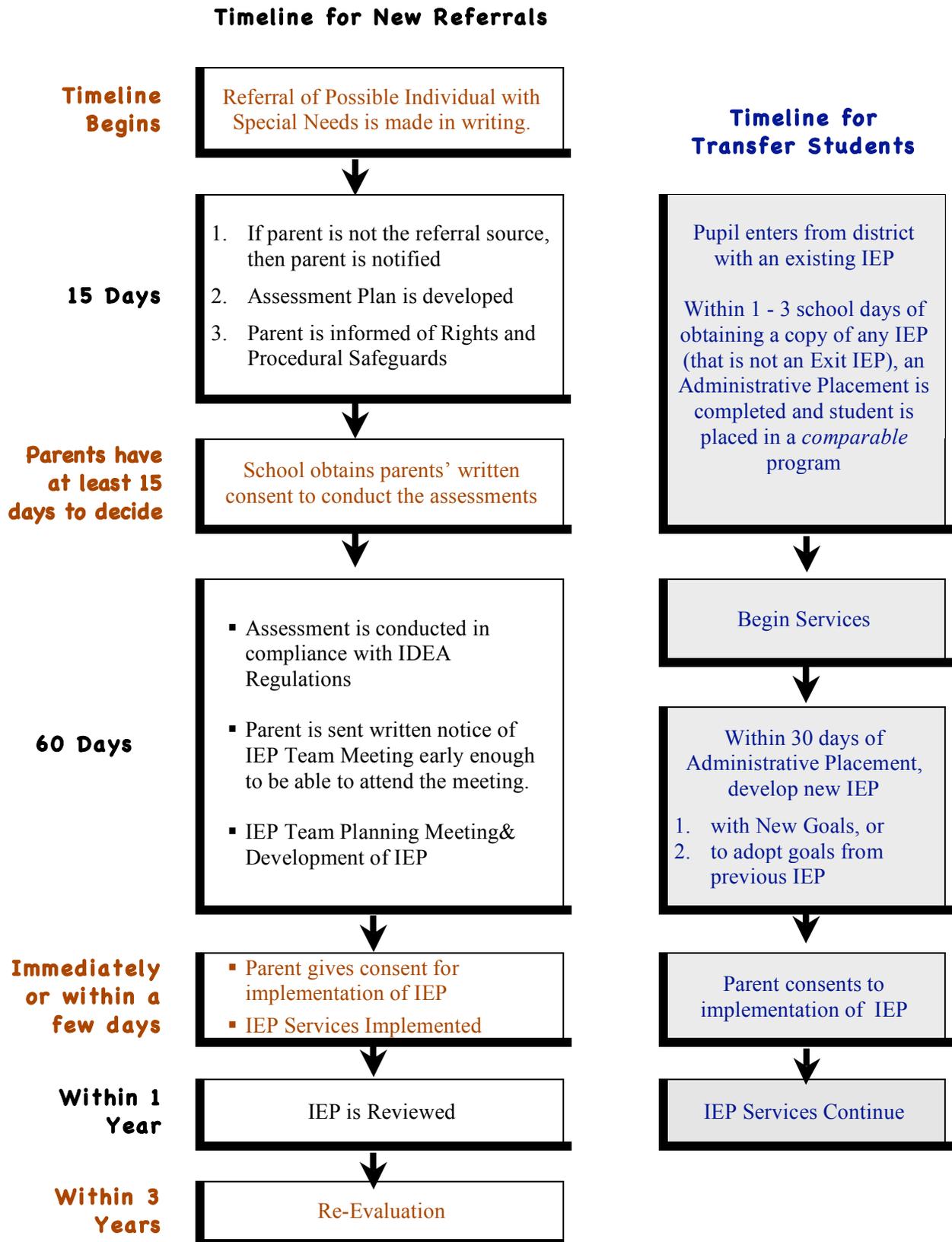
The 60-day timeline is **60 calendar days**, not 60 school days. The only time the 'clock' stops is for school breaks of *more than* five (5) days, such as for winter vacation or summer break.

The charts on the following pages show the specific time periods within this 60-day timeline for accomplishing each of the steps necessary to gain parent approval, complete assessments, convene the IEP and to review the IEP.



Special Education Timelines

*Please note, all “days” are CALENDAR Days



Special Education Timelines SUMMARY OF MAJOR SPECIAL EDUCATION TIMELINES*

Timeline	Action	Time Counted From	Exceptions to Timeline
15 days	Proposed Assessment Plan	Date of Referral <i>(Referral should be in writing)</i>	Not counting calendar days between regular school sessions / term or days of school vacation in excess of five school days, unless parent agrees in writing to an extension. When referral is made in the last ten days of school, the proposed assessment plan must be provided within the first ten days of the start of the new year.
15 days	Parent consideration and decision regarding proposed assessment plan	Receipt of proposed assessment plan	
"Early enough to ensure an opportunity to attend"	IEP Conference Invitation	10-15 days before IEP team meeting	
60 days	Assessment & IEP Development	Receipt of parent's written consent for assessment	Not counting calendar days between regular school sessions/term or days of school vacation in excess of five school days, unless parent agrees in writing to an extension, unless parent agrees in writing to an extension. When referral is made 30 days or less prior to the end of the regular school year, IEP must be developed within 30 days after the start of the subsequent regular school year.
"As soon as possible"	IEP Implementation	IEP team meeting	
30 days	IEP Team Meeting	Receipt of written request from parent for IEP team meeting. (If parent makes oral request, school district must notify parent of the need for a written request and the procedures for filing written request.)	Not counting days in July and August, (if on a traditional calendar.)
30 days	Interim Placement Reviewed by IEP Team and Final Recommendation Made by Team	Date of Administrative (Interim) Placement	NONE
At least annually	Review: <ul style="list-style-type: none"> ▪ student's program ▪ the IEP, including whether annual goals are being achieved ▪ appropriateness of placement; and make any necessary revisions 	Date of last Annual IEP team meeting. <i>Could be 1 year from Triennial, if Triennial was the last IEP.</i>	

* "Day" means a calendar day unless otherwise specified

15 – 30 – 60 Day Timeline Calendar*

Date	15 days	30 days	60 days	Date	15 days	30 days	60 days
JANUARY				February Continued			
1-Jan	15-Jan	30-Jan	28-Feb	17-Feb	3-Mar	18-Mar	16-Apr
2-Jan	16-Jan	31-Jan	1-Mar	18-Feb	4-Mar	19-Mar	17-Apr
3-Jan	17-Jan	1-Feb	2-Mar	19-Feb	5-Mar	20-Mar	18-Apr
4-Jan	18-Jan	2-Feb	3-Mar	20-Feb	6-Mar	21-Mar	19-Apr
5-Jan	19-Jan	3-Feb	4-Mar	21-Feb	7-Mar	22-Mar	20-Apr
6-Jan	20-Jan	4-Feb	5-Mar	22-Feb	8-Mar	23-Mar	21-Apr
7-Jan	21-Jan	5-Feb	6-Mar	23-Feb	9-Mar	24-Mar	22-Apr
8-Jan	22-Jan	6-Feb	7-Mar	24-Feb	10-Mar	25-Mar	23-Apr
9-Jan	23-Jan	7-Feb	8-Mar	25-Feb	11-Mar	26-Mar	24-Apr
10-Jan	24-Jan	8-Feb	9-Mar	26-Feb	12-Mar	27-Mar	25-Apr
11-Jan	25-Jan	9-Feb	10-Mar	27-Feb	13-Mar	28-Mar	26-Apr
12-Jan	26-Jan	10-Feb	11-Mar	28-Feb	14-Mar	29-Mar	27-Apr
13-Jan	27-Jan	11-Feb	12-Mar	March			
14-Jan	28-Jan	12-Feb	13-Mar	1-Mar	15-Mar	30-Mar	28-Apr
15-Jan	29-Jan	13-Feb	14-Mar	2-Mar	16-Mar	31-Mar	29-Apr
16-Jan	30-Jan	14-Feb	15-Mar	3-Mar	17-Mar	1-Apr	30-Apr
17-Jan	31-Jan	15-Feb	16-Mar	4-Mar	18-Mar	2-Apr	1-May
18-Jan	1-Feb	16-Feb	17-Mar	5-Mar	19-Mar	3-Apr	2-May
19-Jan	2-Feb	17-Feb	18-Mar	6-Mar	20-Mar	4-Apr	3-May
20-Jan	3-Feb	18-Feb	19-Mar	7-Mar	21-Mar	5-Apr	4-May
21-Jan	4-Feb	19-Feb	20-Mar	8-Mar	22-Mar	6-Apr	5-May
22-Jan	5-Feb	20-Feb	21-Mar	9-Mar	23-Mar	7-Apr	6-May
23-Jan	6-Feb	21-Feb	22-Mar	10-Mar	24-Mar	8-Apr	7-May
24-Jan	7-Feb	22-Feb	23-Mar	11-Mar	25-Mar	9-Apr	8-May
25-Jan	8-Feb	23-Feb	24-Mar	12-Mar	26-Mar	10-Apr	9-May
26-Jan	9-Feb	24-Feb	25-Mar	13-Mar	27-Mar	11-Apr	10-May
27-Jan	10-Feb	25-Feb	26-Mar	14-Mar	28-Mar	12-Apr	11-May
28-Jan	11-Feb	26-Feb	27-Mar	15-Mar	29-Mar	13-Apr	12-May
29-Jan	12-Feb	27-Feb	28-Mar	16-Mar	30-Mar	14-Apr	13-May
30-Jan	13-Feb	28-Feb	29-Mar	17-Mar	31-Mar	15-Apr	14-May
31-Jan	14-Feb	1-Mar	30-Mar	18-Mar	1-Apr	16-Apr	15-May
February				19-Mar	2-Apr	17-Apr	16-May
1-Feb	15-Feb	2-Mar	31-Mar	20-Mar	3-Apr	18-Apr	17-May
2-Feb	16-Feb	3-Mar	1-Apr	21-Mar	4-Apr	19-Apr	18-May
3-Feb	17-Feb	4-Mar	2-Apr	22-Mar	5-Apr	20-Apr	19-May
4-Feb	18-Feb	5-Mar	3-Apr	23-Mar	6-Apr	21-Apr	20-May
5-Feb	19-Feb	6-Mar	4-Apr	24-Mar	7-Apr	22-Apr	21-May
6-Feb	20-Feb	7-Mar	5-Apr	25-Mar	8-Apr	23-Apr	22-May
7-Feb	21-Feb	8-Mar	6-Apr	26-Mar	9-Apr	24-Apr	23-May
8-Feb	22-Feb	9-Mar	7-Apr	27-Mar	10-Apr	25-Apr	24-May
9-Feb	23-Feb	10-Mar	8-Apr	28-Mar	11-Apr	26-Apr	25-May
10-Feb	24-Feb	11-Mar	9-Apr	29-Mar	12-Apr	27-Apr	26-May
11-Feb	25-Feb	12-Mar	10-Apr	30-Mar	13-Apr	28-Apr	27-May
12-Feb	26-Feb	13-Mar	11-Apr	31-Mar	14-Apr	29-Apr	28-May
13-Feb	27-Feb	14-Mar	12-Apr				
14-Feb	28-Feb	15-Mar	13-Apr				
15-Feb	1-Mar	16-Mar	14-Apr				
16-Feb	2-Mar	17-Mar	15-Apr				

*see Leap Year calendar following for Leap year Dates.

continued...

15 – 30 – 60 Day Timeline Calendar

Date	15 days	30 days	60 days	Date	15 days	30 days	60 days
April				May, continued			
1-Apr	15-Apr	30-Apr	29-May	18-May	1-Jun	16-Jun	15-Jul
2-Apr	16-Apr	1-May	30-May	19-May	2-Jun	17-Jun	16-Jul
3-Apr	17-Apr	2-May	31-May	20-May	3-Jun	18-Jun	17-Jul
4-Apr	18-Apr	3-May	1-Jun	21-May	4-Jun	19-Jun	18-Jul
5-Apr	19-Apr	4-May	2-Jun	22-May	5-Jun	20-Jun	19-Jul
6-Apr	20-Apr	5-May	3-Jun	23-May	6-Jun	21-Jun	20-Jul
7-Apr	21-Apr	6-May	4-Jun	24-May	7-Jun	22-Jun	21-Jul
8-Apr	22-Apr	7-May	5-Jun	25-May	8-Jun	23-Jun	22-Jul
9-Apr	23-Apr	8-May	6-Jun	26-May	9-Jun	24-Jun	23-Jul
10-Apr	24-Apr	9-May	7-Jun	27-May	10-Jun	25-Jun	24-Jul
11-Apr	25-Apr	10-May	8-Jun	28-May	11-Jun	26-Jun	25-Jul
12-Apr	26-Apr	11-May	9-Jun	29-May	12-Jun	27-Jun	26-Jul
13-Apr	27-Apr	12-May	10-Jun	30-May	13-Jun	28-Jun	27-Jul
14-Apr	28-Apr	13-May	11-Jun	31-May	14-Jun	29-Jun	28-Jul
15-Apr	29-Apr	14-May	12-Jun	June			
16-Apr	30-Apr	15-May	13-Jun	1-Jun	15-Jun	30-Jun	29-Jul
17-Apr	1-May	16-May	14-Jun	2-Jun	16-Jun	1-Jul	30-Jul
18-Apr	2-May	17-May	15-Jun	3-Jun	17-Jun	2-Jul	31-Jul
19-Apr	3-May	18-May	16-Jun	4-Jun	18-Jun	3-Jul	1-Aug
20-Apr	4-May	19-May	17-Jun	5-Jun	19-Jun	4-Jul	2-Aug
21-Apr	5-May	20-May	18-Jun	6-Jun	20-Jun	5-Jul	3-Aug
22-Apr	6-May	21-May	19-Jun	7-Jun	21-Jun	6-Jul	4-Aug
23-Apr	7-May	22-May	20-Jun	8-Jun	22-Jun	7-Jul	5-Aug
24-Apr	8-May	23-May	21-Jun	9-Jun	23-Jun	8-Jul	6-Aug
25-Apr	9-May	24-May	22-Jun	10-Jun	24-Jun	9-Jul	7-Aug
26-Apr	10-May	25-May	23-Jun	11-Jun	25-Jun	10-Jul	8-Aug
27-Apr	11-May	26-May	24-Jun	12-Jun	26-Jun	11-Jul	9-Aug
28-Apr	12-May	27-May	25-Jun	13-Jun	27-Jun	12-Jul	10-Aug
29-Apr	13-May	28-May	26-Jun	14-Jun	28-Jun	13-Jul	11-Aug
30-Apr	14-May	29-May	27-Jun	15-Jun	29-Jun	14-Jul	12-Aug
May				16-Jun	30-Jun	15-Jul	13-Aug
1-May	15-May	30-May	28-Jun	17-Jun	1-Jul	16-Jul	14-Aug
2-May	16-May	31-May	29-Jun	18-Jun	2-Jul	17-Jul	15-Aug
3-May	17-May	1-Jun	30-Jun	19-Jun	3-Jul	18-Jul	16-Aug
4-May	18-May	2-Jun	1-Jul	20-Jun	4-Jul	19-Jul	17-Aug
5-May	19-May	3-Jun	2-Jul	21-Jun	5-Jul	20-Jul	18-Aug
6-May	20-May	4-Jun	3-Jul	22-Jun	6-Jul	21-Jul	19-Aug
7-May	21-May	5-Jun	4-Jul	23-Jun	7-Jul	22-Jul	20-Aug
8-May	22-May	6-Jun	5-Jul	24-Jun	8-Jul	23-Jul	21-Aug
9-May	23-May	7-Jun	6-Jul	25-Jun	9-Jul	24-Jul	22-Aug
10-May	24-May	8-Jun	7-Jul	26-Jun	10-Jul	25-Jul	23-Aug
11-May	25-May	9-Jun	8-Jul	27-Jun	11-Jul	26-Jul	24-Aug
12-May	26-May	10-Jun	9-Jul	28-Jun	12-Jul	27-Jul	25-Aug
13-May	27-May	11-Jun	10-Jul	29-Jun	13-Jul	28-Jul	26-Aug
14-May	28-May	12-Jun	11-Jul	30-Jun	14-Jul	29-Jul	27-Aug
15-May	29-May	13-Jun	12-Jul				
16-May	30-May	14-Jun	13-Jul				
17-May	31-May	15-Jun	14-Jul				

Continued...

15 – 30 – 60 Day Timeline Calendar

Date	15 days	30 days	60 days	Date	15 days	30 days	60 days
July				August, continued			
1-Jul	15-Jul	30-Jul	28-Aug	17-Aug	31-Aug	15-Sep	14-Oct
2-Jul	16-Jul	31-Jul	29-Aug	18-Aug	1-Sep	16-Sep	15-Oct
3-Jul	17-Jul	1-Aug	30-Aug	19-Aug	2-Sep	17-Sep	16-Oct
4-Jul	18-Jul	2-Aug	31-Aug	20-Aug	3-Sep	18-Sep	17-Oct
5-Jul	19-Jul	3-Aug	1-Sep	21-Aug	4-Sep	19-Sep	18-Oct
6-Jul	20-Jul	4-Aug	2-Sep	22-Aug	5-Sep	20-Sep	19-Oct
7-Jul	21-Jul	5-Aug	3-Sep	23-Aug	6-Sep	21-Sep	20-Oct
8-Jul	22-Jul	6-Aug	4-Sep	24-Aug	7-Sep	22-Sep	21-Oct
9-Jul	23-Jul	7-Aug	5-Sep	25-Aug	8-Sep	23-Sep	22-Oct
10-Jul	24-Jul	8-Aug	6-Sep	26-Aug	9-Sep	24-Sep	23-Oct
11-Jul	25-Jul	9-Aug	7-Sep	27-Aug	10-Sep	25-Sep	24-Oct
12-Jul	26-Jul	10-Aug	8-Sep	28-Aug	11-Sep	26-Sep	25-Oct
13-Jul	27-Jul	11-Aug	9-Sep	29-Aug	12-Sep	27-Sep	26-Oct
14-Jul	28-Jul	12-Aug	10-Sep	30-Aug	13-Sep	28-Sep	27-Oct
15-Jul	29-Jul	13-Aug	11-Sep	31-Aug	14-Sep	29-Sep	28-Oct
16-Jul	30-Jul	14-Aug	12-Sep	September			
17-Jul	31-Jul	15-Aug	13-Sep	1-Sep	15-Sep	30-Sep	29-Oct
18-Jul	1-Aug	16-Aug	14-Sep	2-Sep	16-Sep	1-Oct	30-Oct
19-Jul	2-Aug	17-Aug	15-Sep	3-Sep	17-Sep	2-Oct	31-Oct
20-Jul	3-Aug	18-Aug	16-Sep	4-Sep	18-Sep	3-Oct	1-Nov
21-Jul	4-Aug	19-Aug	17-Sep	5-Sep	19-Sep	4-Oct	2-Nov
22-Jul	5-Aug	20-Aug	18-Sep	6-Sep	20-Sep	5-Oct	3-Nov
23-Jul	6-Aug	21-Aug	19-Sep	7-Sep	21-Sep	6-Oct	4-Nov
24-Jul	7-Aug	22-Aug	20-Sep	8-Sep	22-Sep	7-Oct	5-Nov
25-Jul	8-Aug	23-Aug	21-Sep	9-Sep	23-Sep	8-Oct	6-Nov
26-Jul	9-Aug	24-Aug	22-Sep	10-Sep	24-Sep	9-Oct	7-Nov
27-Jul	10-Aug	25-Aug	23-Sep	11-Sep	25-Sep	10-Oct	8-Nov
28-Jul	11-Aug	26-Aug	24-Sep	12-Sep	26-Sep	11-Oct	9-Nov
29-Jul	12-Aug	27-Aug	25-Sep	13-Sep	27-Sep	12-Oct	10-Nov
30-Jul	13-Aug	28-Aug	26-Sep	14-Sep	28-Sep	13-Oct	11-Nov
31-Jul	14-Aug	29-Aug	27-Sep	15-Sep	29-Sep	14-Oct	12-Nov
August				16-Sep	30-Sep	15-Oct	13-Nov
1-Aug	15-Aug	30-Aug	28-Sep	17-Sep	1-Oct	16-Oct	14-Nov
2-Aug	16-Aug	31-Aug	29-Sep	18-Sep	2-Oct	17-Oct	15-Nov
3-Aug	17-Aug	1-Sep	30-Sep	19-Sep	3-Oct	18-Oct	16-Nov
4-Aug	18-Aug	2-Sep	1-Oct	20-Sep	4-Oct	19-Oct	17-Nov
5-Aug	19-Aug	3-Sep	2-Oct	21-Sep	5-Oct	20-Oct	18-Nov
6-Aug	20-Aug	4-Sep	3-Oct	22-Sep	6-Oct	21-Oct	19-Nov
7-Aug	21-Aug	5-Sep	4-Oct	23-Sep	7-Oct	22-Oct	20-Nov
8-Aug	22-Aug	6-Sep	5-Oct	24-Sep	8-Oct	23-Oct	21-Nov
9-Aug	23-Aug	7-Sep	6-Oct	25-Sep	9-Oct	24-Oct	22-Nov
10-Aug	24-Aug	8-Sep	7-Oct	26-Sep	10-Oct	25-Oct	23-Nov
11-Aug	25-Aug	9-Sep	8-Oct	27-Sep	11-Oct	26-Oct	24-Nov
12-Aug	26-Aug	10-Sep	9-Oct	28-Sep	12-Oct	27-Oct	25-Nov
13-Aug	27-Aug	11-Sep	10-Oct	29-Sep	13-Oct	28-Oct	26-Nov
14-Aug	28-Aug	12-Sep	11-Oct	30-Sep	14-Oct	29-Oct	27-Nov
15-Aug	29-Aug	13-Sep	12-Oct				
16-Aug	30-Aug	14-Sep	13-Oct				

Continued...

15 – 30 – 60 Day Timeline Calendar

Date	15 days	30 days	60 days		Date	15 days	30 days	60 days
October					November, continued			
1-Oct	15-Oct	30-Oct	28-Nov		17-Nov	1-Dec	16-Dec	14-Jan
2-Oct	16-Oct	31-Oct	29-Nov		18-Nov	2-Dec	17-Dec	15-Jan
3-Oct	17-Oct	1-Nov	30-Nov		19-Nov	3-Dec	18-Dec	16-Jan
4-Oct	18-Oct	2-Nov	1-Dec		20-Nov	4-Dec	19-Dec	17-Jan
5-Oct	19-Oct	3-Nov	2-Dec		21-Nov	5-Dec	20-Dec	18-Jan
6-Oct	20-Oct	4-Nov	3-Dec		22-Nov	6-Dec	21-Dec	19-Jan
7-Oct	21-Oct	5-Nov	4-Dec		23-Nov	7-Dec	22-Dec	20-Jan
8-Oct	22-Oct	6-Nov	5-Dec		24-Nov	8-Dec	23-Dec	21-Jan
9-Oct	23-Oct	7-Nov	6-Dec		25-Nov	9-Dec	24-Dec	22-Jan
10-Oct	24-Oct	8-Nov	7-Dec		26-Nov	10-Dec	25-Dec	23-Jan
11-Oct	25-Oct	9-Nov	8-Dec		27-Nov	11-Dec	26-Dec	24-Jan
12-Oct	26-Oct	10-Nov	9-Dec		28-Nov	12-Dec	27-Dec	25-Jan
13-Oct	27-Oct	11-Nov	10-Dec		29-Nov	13-Dec	28-Dec	26-Jan
14-Oct	28-Oct	12-Nov	11-Dec		30-Nov	14-Dec	29-Dec	27-Jan
15-Oct	29-Oct	13-Nov	12-Dec		December			
16-Oct	30-Oct	14-Nov	13-Dec		1-Dec	15-Dec	30-Dec	28-Jan
17-Oct	31-Oct	15-Nov	14-Dec		2-Dec	16-Dec	31-Dec	29-Jan
18-Oct	1-Nov	16-Nov	15-Dec		3-Dec	17-Dec	1-Jan	30-Jan
19-Oct	2-Nov	17-Nov	16-Dec		4-Dec	18-Dec	2-Jan	31-Jan
20-Oct	3-Nov	18-Nov	17-Dec		5-Dec	19-Dec	3-Jan	1-Feb
21-Oct	4-Nov	19-Nov	18-Dec		6-Dec	20-Dec	4-Jan	2-Feb
22-Oct	5-Nov	20-Nov	19-Dec		7-Dec	21-Dec	5-Jan	3-Feb
23-Oct	6-Nov	21-Nov	20-Dec		8-Dec	22-Dec	6-Jan	4-Feb
24-Oct	7-Nov	22-Nov	21-Dec		9-Dec	23-Dec	7-Jan	5-Feb
25-Oct	8-Nov	23-Nov	22-Dec		10-Dec	24-Dec	8-Jan	6-Feb
26-Oct	9-Nov	24-Nov	23-Dec		11-Dec	25-Dec	9-Jan	7-Feb
27-Oct	10-Nov	25-Nov	24-Dec		12-Dec	26-Dec	10-Jan	8-Feb
28-Oct	11-Nov	26-Nov	25-Dec		13-Dec	27-Dec	11-Jan	9-Feb
29-Oct	12-Nov	27-Nov	26-Dec		14-Dec	28-Dec	12-Jan	10-Feb
30-Oct	13-Nov	28-Nov	27-Dec		15-Dec	29-Dec	13-Jan	11-Feb
31-Oct	14-Nov	29-Nov	28-Dec		16-Dec	30-Dec	14-Jan	12-Feb
November					17-Dec	31-Dec	15-Jan	13-Feb
1-Nov	15-Nov	30-Nov	29-Dec		18-Dec	1-Jan	16-Jan	14-Feb
2-Nov	16-Nov	1-Dec	30-Dec		19-Dec	2-Jan	17-Jan	15-Feb
3-Nov	17-Nov	2-Dec	31-Dec		20-Dec	3-Jan	18-Jan	16-Feb
4-Nov	18-Nov	3-Dec	1-Jan		21-Dec	4-Jan	19-Jan	17-Feb
5-Nov	19-Nov	4-Dec	2-Jan		22-Dec	5-Jan	20-Jan	18-Feb
6-Nov	20-Nov	5-Dec	3-Jan		23-Dec	6-Jan	21-Jan	19-Feb
7-Nov	21-Nov	6-Dec	4-Jan		24-Dec	7-Jan	22-Jan	20-Feb
8-Nov	22-Nov	7-Dec	5-Jan		25-Dec	8-Jan	23-Jan	21-Feb
9-Nov	23-Nov	8-Dec	6-Jan		26-Dec	9-Jan	24-Jan	22-Feb
10-Nov	24-Nov	9-Dec	7-Jan		27-Dec	10-Jan	25-Jan	23-Feb
11-Nov	25-Nov	10-Dec	8-Jan		28-Dec	11-Jan	26-Jan	24-Feb
12-Nov	26-Nov	11-Dec	9-Jan		29-Dec	12-Jan	27-Jan	25-Feb
13-Nov	27-Nov	12-Dec	10-Jan		30-Dec	13-Jan	28-Jan	26-Feb
14-Nov	28-Nov	13-Dec	11-Jan		31-Dec	14-Jan	29-Jan	27-Feb
15-Nov	29-Nov	14-Dec	12-Jan					
16-Nov	30-Nov	15-Dec	13-Jan					

LEAP YEAR

Calendar for LEAP Year Only								
Date	15 days	30 days	60 days		Date	15 days	30 days	60 days
January					February, continued			
1-Jan	15-Jan	30-Jan	29-Feb		17-Feb	2-Mar	17-Mar	16-Apr
2-Jan	16-Jan	31-Jan	1-Mar		18-Feb	3-Mar	18-Mar	17-Apr
3-Jan	17-Jan	1-Feb	2-Mar		19-Feb	4-Mar	19-Mar	18-Apr
4-Jan	18-Jan	2-Feb	3-Mar		20-Feb	5-Mar	20-Mar	19-Apr
5-Jan	19-Jan	3-Feb	4-Mar		21-Feb	6-Mar	21-Mar	20-Apr
6-Jan	20-Jan	4-Feb	5-Mar		22-Feb	7-Mar	22-Mar	21-Apr
7-Jan	21-Jan	5-Feb	6-Mar		23-Feb	8-Mar	23-Mar	22-Apr
8-Jan	22-Jan	6-Feb	7-Mar		24-Feb	9-Mar	24-Mar	23-Apr
9-Jan	23-Jan	7-Feb	8-Mar		25-Feb	10-Mar	25-Mar	24-Apr
10-Jan	24-Jan	8-Feb	9-Mar		26-Feb	11-Mar	26-Mar	25-Apr
11-Jan	25-Jan	9-Feb	10-Mar		27-Feb	12-Mar	27-Mar	26-Apr
12-Jan	26-Jan	10-Feb	11-Mar		28-Feb	13-Mar	28-Mar	27-Apr
13-Jan	27-Jan	11-Feb	12-Mar		29 Feb	14-Mar	29-Mar	28-Apr
14-Jan	28-Jan	12-Feb	13-Mar		March			
15-Jan	29-Jan	13-Feb	14-Mar		1-Mar	15-Mar	30-Mar	29-Apr
16-Jan	30-Jan	14-Feb	15-Mar		2-Mar	16-Mar	31-Mar	30-Apr
17-Jan	31-Jan	15-Feb	16-Mar		3-Mar	17-Mar	1-Apr	1-May
18-Jan	1-Feb	16-Feb	17-Mar		4-Mar	18-Mar	2-Apr	2-May
19-Jan	2-Feb	17-Feb	18-Mar		5-Mar	19-Mar	3-Apr	3-May
20-Jan	3-Feb	18-Feb	19-Mar		6-Mar	20-Mar	4-Apr	4-May
21-Jan	4-Feb	19-Feb	20-Mar		7-Mar	21-Mar	5-Apr	5-May
22-Jan	5-Feb	20-Feb	21-Mar		8-Mar	22-Mar	6-Apr	6-May
23-Jan	6-Feb	21-Feb	22-Mar		9-Mar	23-Mar	7-Apr	7-May
24-Jan	7-Feb	22-Feb	23-Mar		10-Mar	24-Mar	8-Apr	8-May
25-Jan	8-Feb	23-Feb	24-Mar		11-Mar	25-Mar	9-Apr	9-May
26-Jan	9-Feb	24-Feb	25-Mar		12-Mar	26-Mar	10-Apr	10-May
27-Jan	10-Feb	25-Feb	26-Mar		13-Mar	27-Mar	11-Apr	11-May
28-Jan	11-Feb	26-Feb	27-Mar		14-Mar	28-Mar	12-Apr	12-May
29-Jan	12-Feb	27-Feb	28-Mar		15-Mar	29-Mar	13-Apr	13-May
30-Jan	13-Feb	28-Feb	29-Mar		16-Mar	30-Mar	14-Apr	14-May
31-Jan	14-Feb	29-Feb	30-Mar		17-Mar	31-Mar	15-Apr	15-May
February					18-Mar	1-Apr	16-Apr	16-May
1-Feb	15-Feb	1-Mar	31-Mar		19-Mar	2-Apr	17-Apr	17-May
2-Feb	16-Feb	2-Mar	1-Apr		20-Mar	3-Apr	18-Apr	18-May
3-Feb	17-Feb	3-Mar	2-Apr		21-Mar	4-Apr	19-Apr	19-May
4-Feb	18-Feb	4-Mar	3-Apr		22-Mar	5-Apr	20-Apr	20-May
5-Feb	19-Feb	5-Mar	4-Apr		23-Mar	6-Apr	21-Apr	21-May
6-Feb	20-Feb	6-Mar	5-Apr		24-Mar	7-Apr	22-Apr	22-May
7-Feb	21-Feb	7-Mar	6-Apr		25-Mar	8-Apr	23-Apr	23-May
8-Feb	22-Feb	8-Mar	7-Apr		26-Mar	9-Apr	24-Apr	24-May
9-Feb	23-Feb	9-Mar	8-Apr		27-Mar	10-Apr	25-Apr	25-May
10-Feb	24-Feb	10-Mar	9-Apr		28-Mar	11-Apr	26-Apr	26-May
11-Feb	25-Feb	11-Mar	10-Apr		29-Mar	12-Apr	27-Apr	27-May
12-Feb	26-Feb	12-Mar	11-Apr		30-Mar	13-Apr	28-Apr	28-May
13-Feb	27-Feb	13-Mar	12-Apr		31-Mar	14-Apr	29-Apr	29-May
14-Feb	28-Feb	14-Mar	13-Apr		<i>continued...</i>			
15-Feb	29-Feb	15-Mar	14-Apr					
16-Feb	1-Mar	16-Mar	15-Apr					

LEAP YEAR

Calendar for LEAP Year Only								
Date	15 days	30 days	60 days		Date	15 days	30 days	60 days
April (Leap Year)					May, continued			
1-Apr	15-Apr	30-Apr	30-May		18-May	1-Jun	16-Jun	16-Jul
2-Apr	16-Apr	1-May	31-May		19-May	2-Jun	17-Jun	17-Jul
3-Apr	17-Apr	2-May	1-Jun		20-May	3-Jun	18-Jun	18-Jul
4-Apr	18-Apr	3-May	2-Jun		21-May	4-Jun	19-Jun	19-Jul
5-Apr	19-Apr	4-May	3-Jun		22-May	5-Jun	20-Jun	20-Jul
6-Apr	20-Apr	5-May	4-Jun		23-May	6-Jun	21-Jun	21-Jul
7-Apr	21-Apr	6-May	5-Jun		24-May	7-Jun	22-Jun	22-Jul
8-Apr	22-Apr	7-May	6-Jun		25-May	8-Jun	23-Jun	23-Jul
9-Apr	23-Apr	8-May	7-Jun		26-May	9-Jun	24-Jun	24-Jul
10-Apr	24-Apr	9-May	8-Jun		27-May	10-Jun	25-Jun	25-Jul
11-Apr	25-Apr	10-May	9-Jun		28-May	11-Jun	26-Jun	26-Jul
12-Apr	26-Apr	11-May	10-Jun		29-May	12-Jun	27-Jun	27-Jul
13-Apr	27-Apr	12-May	11-Jun		30-May	13-Jun	28-Jun	28-Jul
14-Apr	28-Apr	13-May	12-Jun		31-May	14-Jun	29-Jun	29-Jul
15-Apr	29-Apr	14-May	13-Jun		June (Leap Year)			
16-Apr	30-Apr	15-May	14-Jun		1-Jun	15-Jun	30-Jun	30-Jul
17-Apr	1-May	16-May	15-Jun		2-Jun	16-Jun	1-Jul	31-Jul
18-Apr	2-May	17-May	16-Jun		3-Jun	17-Jun	2-Jul	1-Aug
19-Apr	3-May	18-May	17-Jun		4-Jun	18-Jun	3-Jul	2-Aug
20-Apr	4-May	19-May	18-Jun		5-Jun	19-Jun	4-Jul	3-Aug
21-Apr	5-May	20-May	19-Jun		6-Jun	20-Jun	5-Jul	4-Aug
22-Apr	6-May	21-May	20-Jun		7-Jun	21-Jun	6-Jul	5-Aug
23-Apr	7-May	22-May	21-Jun		8-Jun	22-Jun	7-Jul	6-Aug
24-Apr	8-May	23-May	22-Jun		9-Jun	23-Jun	8-Jul	7-Aug
25-Apr	9-May	24-May	23-Jun		10-Jun	24-Jun	9-Jul	8-Aug
26-Apr	10-May	25-May	24-Jun		11-Jun	25-Jun	10-Jul	9-Aug
27-Apr	11-May	26-May	25-Jun		12-Jun	26-Jun	11-Jul	10-Aug
28-Apr	12-May	27-May	26-Jun		13-Jun	27-Jun	12-Jul	11-Aug
29-Apr	13-May	28-May	27-Jun		14-Jun	28-Jun	13-Jul	12-Aug
30-Apr	14-May	29-May	28-Jun		15-Jun	29-Jun	14-Jul	13-Aug
May (Leap Year)					16-Jun	30-Jun	15-Jul	14-Aug
1-May	15-May	30-May	29-Jun		17-Jun	1-Jul	16-Jul	15-Aug
2-May	16-May	31-May	30-Jun		18-Jun	2-Jul	17-Jul	16-Aug
3-May	17-May	1-Jun	1-Jul		19-Jun	3-Jul	18-Jul	17-Aug
4-May	18-May	2-Jun	2-Jul		20-Jun	4-Jul	19-Jul	18-Aug
5-May	19-May	3-Jun	3-Jul		21-Jun	5-Jul	20-Jul	19-Aug
6-May	20-May	4-Jun	4-Jul		22-Jun	6-Jul	21-Jul	20-Aug
7-May	21-May	5-Jun	5-Jul		23-Jun	7-Jul	22-Jul	21-Aug
8-May	22-May	6-Jun	6-Jul		24-Jun	8-Jul	23-Jul	22-Aug
9-May	23-May	7-Jun	7-Jul		25-Jun	9-Jul	24-Jul	23-Aug
10-May	24-May	8-Jun	8-Jul		26-Jun	10-Jul	25-Jul	24-Aug
11-May	25-May	9-Jun	9-Jul		27-Jun	11-Jul	26-Jul	25-Aug
12-May	26-May	10-Jun	10-Jul		28-Jun	12-Jul	27-Jul	26-Aug
13-May	27-May	11-Jun	11-Jul		29-Jun	13-Jul	28-Jul	27-Aug
14-May	28-May	12-Jun	12-Jul		30-Jun	14-Jul	29-Jul	28-Aug
15-May	29-May	13-Jun	13-Jul					
16-May	30-May	14-Jun	14-Jul					
17-May	31-May	15-Jun	15-Jul					

continued...

Calendar for LEAP Year Only

Date	15 days	30 days	60 days	Date	15 days	30 days	60 days
July (Leap Year)				August, Continued			
1-Jul	15-Jul	29-Jul	27-Aug	18-Aug	1-Sep	15-Sep	14-Oct
2-Jul	16-Jul	30-Jul	28-Aug	19-Aug	2-Sep	16-Sep	15-Oct
3-Jul	17-Jul	31-Jul	29-Aug	20-Aug	3-Sep	17-Sep	16-Oct
4-Jul	18-Jul	1-Aug	30-Aug	21-Aug	4-Sep	18-Sep	17-Oct
5-Jul	19-Jul	2-Aug	31-Aug	22-Aug	5-Sep	19-Sep	18-Oct
6-Jul	20-Jul	3-Aug	1-Sep	23-Aug	6-Sep	20-Sep	19-Oct
7-Jul	21-Jul	4-Aug	2-Sep	24-Aug	7-Sep	21-Sep	20-Oct
8-Jul	22-Jul	5-Aug	3-Sep	25-Aug	8-Sep	22-Sep	21-Oct
9-Jul	23-Jul	6-Aug	4-Sep	26-Aug	9-Sep	23-Sep	22-Oct
10-Jul	24-Jul	7-Aug	5-Sep	27-Aug	10-Sep	24-Sep	23-Oct
11-Jul	25-Jul	8-Aug	6-Sep	28-Aug	11-Sep	25-Sep	24-Oct
12-Jul	26-Jul	9-Aug	7-Sep	29-Aug	12-Sep	26-Sep	25-Oct
13-Jul	27-Jul	10-Aug	8-Sep	30-Aug	13-Sep	27-Sep	26-Oct
14-Jul	28-Jul	11-Aug	9-Sep	31-Aug	14-Sep	28-Sep	27-Oct
15-Jul	29-Jul	12-Aug	10-Sep	1-Sep	15-Sep	29-Sep	28-Oct
16-Jul	30-Jul	13-Aug	11-Sep	2-Sep	16-Sep	30-Sep	29-Oct
17-Jul	31-Jul	14-Aug	12-Sep	3-Sep	17-Sep	1-Oct	30-Oct
18-Jul	1-Aug	15-Aug	13-Sep	4-Sep	18-Sep	2-Oct	31-Oct
19-Jul	2-Aug	16-Aug	14-Sep	5-Sep	19-Sep	3-Oct	1-Nov
20-Jul	3-Aug	17-Aug	15-Sep	6-Sep	20-Sep	4-Oct	2-Nov
21-Jul	4-Aug	18-Aug	16-Sep	7-Sep	21-Sep	5-Oct	3-Nov
22-Jul	5-Aug	19-Aug	17-Sep	8-Sep	22-Sep	6-Oct	4-Nov
23-Jul	6-Aug	20-Aug	18-Sep	9-Sep	23-Sep	7-Oct	5-Nov
24-Jul	7-Aug	21-Aug	19-Sep	10-Sep	24-Sep	8-Oct	6-Nov
25-Jul	8-Aug	22-Aug	20-Sep	11-Sep	25-Sep	9-Oct	7-Nov
26-Jul	9-Aug	23-Aug	21-Sep	12-Sep	26-Sep	10-Oct	8-Nov
27-Jul	10-Aug	24-Aug	22-Sep	13-Sep	27-Sep	11-Oct	9-Nov
28-Jul	11-Aug	25-Aug	23-Sep	14-Sep	28-Sep	12-Oct	10-Nov
29-Jul	12-Aug	26-Aug	24-Sep	15-Sep	29-Sep	13-Oct	11-Nov
30-Jul	13-Aug	27-Aug	25-Sep	16-Sep	30-Sep	14-Oct	12-Nov
31-Jul	14-Aug	28-Aug	26-Sep	17-Sep	1-Oct	15-Oct	13-Nov
1-Aug	15-Aug	29-Aug	27-Sep	18-Sep	2-Oct	16-Oct	14-Nov
2-Aug	16-Aug	30-Aug	28-Sep	19-Sep	3-Oct	17-Oct	15-Nov
3-Aug	17-Aug	31-Aug	29-Sep	20-Sep	4-Oct	18-Oct	16-Nov
4-Aug	18-Aug	1-Sep	30-Sep	21-Sep	5-Oct	19-Oct	17-Nov
5-Aug	19-Aug	2-Sep	1-Oct	22-Sep	6-Oct	20-Oct	18-Nov
6-Aug	20-Aug	3-Sep	2-Oct	23-Sep	7-Oct	21-Oct	19-Nov
7-Aug	21-Aug	4-Sep	3-Oct	24-Sep	8-Oct	22-Oct	20-Nov
8-Aug	22-Aug	5-Sep	4-Oct	25-Sep	9-Oct	23-Oct	21-Nov
9-Aug	23-Aug	6-Sep	5-Oct	26-Sep	10-Oct	24-Oct	22-Nov
10-Aug	24-Aug	7-Sep	6-Oct	27-Sep	11-Oct	25-Oct	23-Nov
11-Aug	25-Aug	8-Sep	7-Oct	28-Sep	12-Oct	26-Oct	24-Nov
12-Aug	26-Aug	9-Sep	8-Oct	29-Sep	13-Oct	27-Oct	25-Nov
13-Aug	27-Aug	10-Sep	9-Oct	30-Sep	14-Oct	28-Oct	26-Nov
14-Aug	28-Aug	11-Sep	10-Oct				
15-Aug	29-Aug	12-Sep	11-Oct				
16-Aug	30-Aug	13-Sep	12-Oct				
17-Aug	31-Aug	14-Sep	13-Oct				

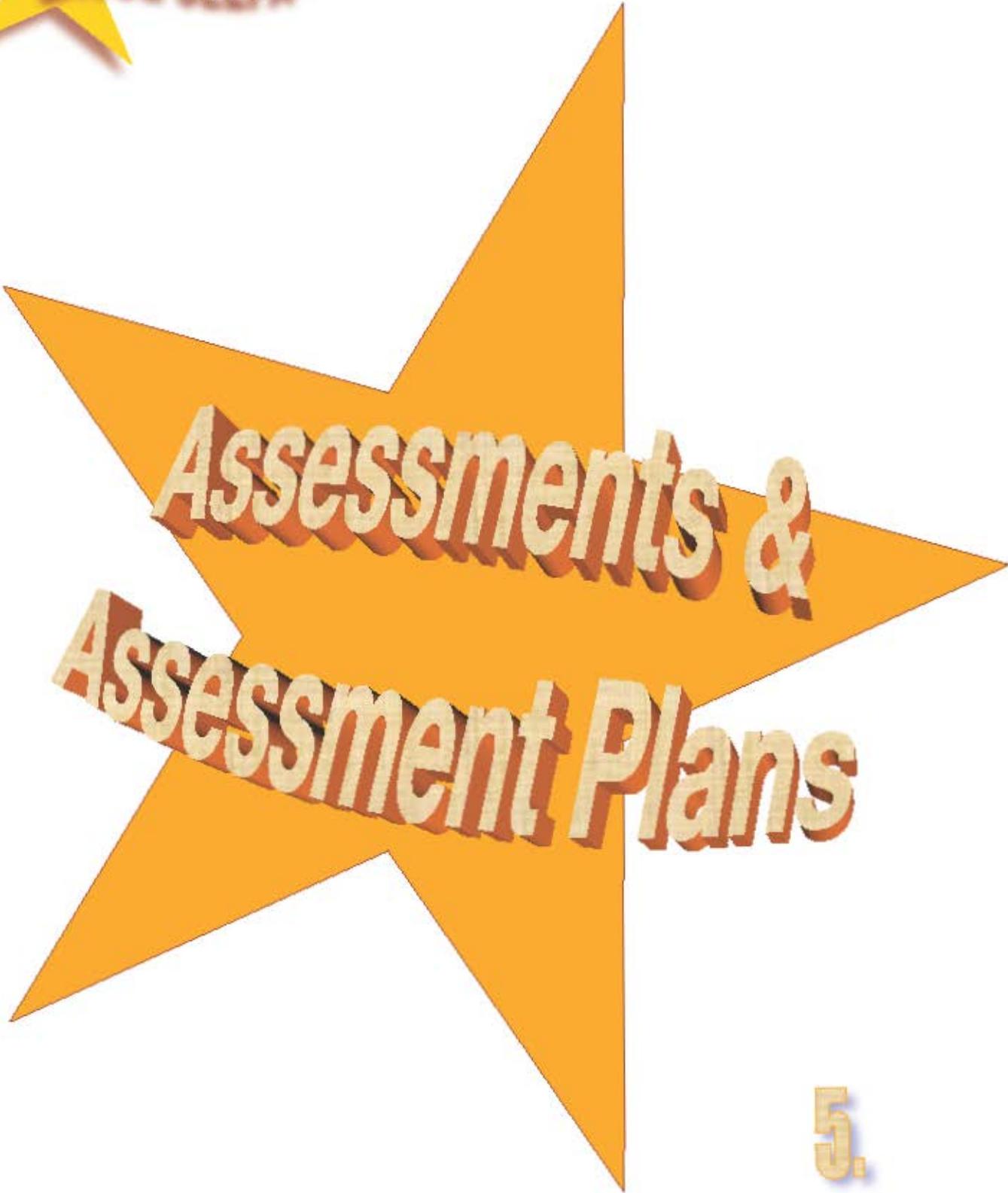
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Calendar for LEAP year only

Date	15 days	30 days	60 days	Date	15 days	30 days	60 days
October (Leap Year)				November, Continued			
1-Oct	15-Oct	29-Oct	27-Nov	17-Nov	1-Dec	15-Dec	13-Jan
2-Oct	16-Oct	30-Oct	28-Nov	18-Nov	2-Dec	16-Dec	14-Jan
3-Oct	17-Oct	31-Oct	29-Nov	19-Nov	3-Dec	17-Dec	15-Jan
4-Oct	18-Oct	1-Nov	30-Nov	20-Nov	4-Dec	18-Dec	16-Jan
5-Oct	19-Oct	2-Nov	1-Dec	21-Nov	5-Dec	19-Dec	17-Jan
6-Oct	20-Oct	3-Nov	2-Dec	22-Nov	6-Dec	20-Dec	18-Jan
7-Oct	21-Oct	4-Nov	3-Dec	23-Nov	7-Dec	21-Dec	19-Jan
8-Oct	22-Oct	5-Nov	4-Dec	24-Nov	8-Dec	22-Dec	20-Jan
9-Oct	23-Oct	6-Nov	5-Dec	25-Nov	9-Dec	23-Dec	21-Jan
10-Oct	24-Oct	7-Nov	6-Dec	26-Nov	10-Dec	24-Dec	22-Jan
11-Oct	25-Oct	8-Nov	7-Dec	27-Nov	11-Dec	25-Dec	23-Jan
12-Oct	26-Oct	9-Nov	8-Dec	28-Nov	12-Dec	26-Dec	24-Jan
13-Oct	27-Oct	10-Nov	9-Dec	29-Nov	13-Dec	27-Dec	25-Jan
14-Oct	28-Oct	11-Nov	10-Dec	30-Nov	14-Dec	28-Dec	26-Jan
15-Oct	29-Oct	12-Nov	11-Dec	December (Leap Year)			
16-Oct	30-Oct	13-Nov	12-Dec	1-Dec	15-Dec	29-Dec	27-Jan
17-Oct	31-Oct	14-Nov	13-Dec	2-Dec	16-Dec	30-Dec	28-Jan
18-Oct	1-Nov	15-Nov	14-Dec	3-Dec	17-Dec	31-Dec	29-Jan
19-Oct	2-Nov	16-Nov	15-Dec	4-Dec	18-Dec	1-Jan	30-Jan
20-Oct	3-Nov	17-Nov	16-Dec	5-Dec	19-Dec	2-Jan	31-Jan
21-Oct	4-Nov	18-Nov	17-Dec	6-Dec	20-Dec	3-Jan	1-Feb
22-Oct	5-Nov	19-Nov	18-Dec	7-Dec	21-Dec	4-Jan	2-Feb
23-Oct	6-Nov	20-Nov	19-Dec	8-Dec	22-Dec	5-Jan	3-Feb
24-Oct	7-Nov	21-Nov	20-Dec	9-Dec	23-Dec	6-Jan	4-Feb
25-Oct	8-Nov	22-Nov	21-Dec	10-Dec	24-Dec	7-Jan	5-Feb
26-Oct	9-Nov	23-Nov	22-Dec	11-Dec	25-Dec	8-Jan	6-Feb
27-Oct	10-Nov	24-Nov	23-Dec	12-Dec	26-Dec	9-Jan	7-Feb
28-Oct	11-Nov	25-Nov	24-Dec	13-Dec	27-Dec	10-Jan	8-Feb
29-Oct	12-Nov	26-Nov	25-Dec	14-Dec	28-Dec	11-Jan	9-Feb
30-Oct	13-Nov	27-Nov	26-Dec	15-Dec	29-Dec	12-Jan	10-Feb
31-Oct	14-Nov	28-Nov	27-Dec	16-Dec	30-Dec	13-Jan	11-Feb
November (Leap Year)				17-Dec	31-Dec	14-Jan	12-Feb
1-Nov	15-Nov	29-Nov	28-Dec	18-Dec	1-Jan	15-Jan	13-Feb
2-Nov	16-Nov	30-Nov	29-Dec	19-Dec	2-Jan	16-Jan	14-Feb
3-Nov	17-Nov	1-Dec	30-Dec	20-Dec	3-Jan	17-Jan	15-Feb
4-Nov	18-Nov	2-Dec	31-Dec	21-Dec	4-Jan	18-Jan	16-Feb
5-Nov	19-Nov	3-Dec	1-Jan	22-Dec	5-Jan	19-Jan	17-Feb
6-Nov	20-Nov	4-Dec	2-Jan	23-Dec	6-Jan	20-Jan	18-Feb
7-Nov	21-Nov	5-Dec	3-Jan	24-Dec	7-Jan	21-Jan	19-Feb
8-Nov	22-Nov	6-Dec	4-Jan	25-Dec	8-Jan	22-Jan	20-Feb
9-Nov	23-Nov	7-Dec	5-Jan	26-Dec	9-Jan	23-Jan	21-Feb
10-Nov	24-Nov	8-Dec	6-Jan	27-Dec	10-Jan	24-Jan	22-Feb
11-Nov	25-Nov	9-Dec	7-Jan	28-Dec	11-Jan	25-Jan	23-Feb
12-Nov	26-Nov	10-Dec	8-Jan	29-Dec	12-Jan	26-Jan	24-Feb
13-Nov	27-Nov	11-Dec	9-Jan	30-Dec	13-Jan	27-Jan	25-Feb
14-Nov	28-Nov	12-Dec	10-Jan	31-Dec	14-Jan	28-Jan	26-Feb
15-Nov	29-Nov	13-Dec	11-Jan				
16-Nov	30-Nov	14-Dec	12-Jan				



LACOE SELPA



**Assessments &
Assessment Plans**

5.

Assessment & Assessment Plans

Under IDEA 2004, any time a child is initially referred for special education assessment (and parent permission for the assessment is obtained) an appropriate evaluation is completed. Beyond that, a re-evaluation may be done for any eligible student, as appropriate, every three years (triennial review).

There are no absolute requirements for formal testing for a Triennial. If there have been no significant changes in the student's condition, formalized assessment may not be necessary. Portfolio and file review, observations and reports from parents and/or teachers may well be more suitable methods of evaluating the student's progress. In such cases, parent may agree to waive formal testing. If the team feels formal assessment is not necessary to continue eligibility, this decision should be made at the IEP that occurs a year prior to the next Triennial Review. (*Waiving formal triennial testing is generally unusual within JCS and DAE.*)

If the assessment is a pre-placement evaluation (initial referral), or formal testing is needed for other reasons, an assessment plan must be created. Once the school receives written parent consent for the evaluation, the school has 60 days to complete it.

At the time the assessment plan is sent to the parent, a copy of the *Annual Notification of Parent Rights and Procedural Safeguards* booklet should also be sent.**

Assessment should also include input from the parent. (*Sample parent input forms can be found in the Resources section of Chapter 3, Referrals to Special Education.*)

There are also several state mandated assessments that special education students will be involved in. Those, or any alternate assessments, are covered in a later section of this handbook. **This section only covers assessment for special education eligibility.**

** Please note: It is the date of the last IEP that determines when the new meeting must be held. Even though we have 60 days to complete an assessment, for a triennial review, if the review is due before the timeline for the assessment expires, we still must hold the meeting, even if the testing is not yet completed. For example: Tri is due 9/5/10, but assessment plan timeline runs through 10/1/10. IEP must be held by 9/5/10. An addendum can be held later to add the new test results and to make any necessary adjustments to the IEP based on those results.*



*** (Copies of Parent Rights and Procedural Safeguards in English and in Spanish can be found in Chapter 8, IEP Writing Guide, in the chapter's resources section).*

Procedures for Continuing IEPs (those that are not Initials) & That Are Due or Over-Due

Triennial Review

Obtaining Parent Consent for Assessment

- ★ Clerk contacts parent by phone to alert of upcoming Triennial IEP, and advises the parent that an Assessment Plan will be coming to them for review and signature. *(Log the contact, or the attempted contact)*
- ★ Clerk sends the parent a Permission to Assess (PTA) form, stamped self-addressed envelope, and full parent rights. *(Log this was sent and the date sent)*
- ★ After 5 days, if there is no response, clerk calls parent to follow up* and prepares and sends a second PTA, with a US Mail signature receipt. *(Log that the follow up call and second mailing - with return receipt - was done and when.)*
- ★ At least three to four weeks prior to the IEP due date**, clerk contacts parent to
 - set up a meeting date/time,
 - advise parent they may participate in person, by phone conference, or give permission for the meeting to go forward if they are unable to participate in person or by phone. *(Log that this was done and when.)*
- ★ Clerk sends notice of meeting date / time, at least two weeks prior to the scheduled IEP.** *(Log date sent)*
- ★ IEP Team holds IEP with parent or written parent permission to proceed. *(Case carrier Logs whether parent attended or gave permission to proceed.)*
 - *If parent did not respond to the invitation, and at least three documented attempts were made to include them, proceed with the meeting. (See section on Unresponsive Parents, below.)*

Remember: The IEP must be held within 60 calendar days of the date the school receives parent's signed consent or sooner, if the Triennial is due before the 60 days.

*NOTE: If the student previously had an **active IEP**, continue serving as outlined on the last signed IEP or administrative placement. If the request is for an **Initial IEP**, then we document the unresponsiveness and do not proceed. Student remains general education.*

NOTES:

* Notice may be sent on a shorter timeline, if parent has requested or agreed to an earlier meeting that does not allow for a full 10-days advance notice.

**For a triennial, set up the meeting, even if the PTA is not yet returned and/or if you've been unable to reach the parent. *If an initial assessment, set up the meeting after the PTA is signed.*

Unresponsive Parents

In the event a parent does not sign and return needed forms for a triennial or annual, the site administrator (or designee) prepares a letter to send the parent (*see appendix*) and mails it with another copy of the form and a self-addressed, stamped envelope. **The letter should be mailed with a return receipt request.**

The letter may indicate, if we are unable to obtain consent for triennial testing, informal evaluation will be used to determine continued eligibility for a student previously qualified for services.

IDEA prohibits a penalty to schools who do not test in cases where parent refuses permission or simply does not respond to requests for permission to assess. However, documentation is extremely important, as we must be able to prove we offered the parent the opportunity to respond to our requests.

Annual Review

Formal assessment is not required or generally needed for an Annual Review. Work samples, review of records, information gathered from teachers, session notes and observation often are adequate to show progress and update goals. If there are significant changes in the student's circumstances, assessment may be needed. In such cases, an assessment plan must be signed to gain parent's consent.

- ★ Clerk/case manager contacts parent by phone to alert of upcoming IEP and to schedule meeting times. *Log the contact or the attempt to contact parent.*
- ★ Prior to scheduled date for IEP*, clerk sends parent an invitation with self-addressed stamped envelope. *Log date sent.*
 - Make follow up call(s) to parent, if signed invitation is not returned within one week. Send a second invitation with a return receipt request. (*Log any parent contacts and/or attempts to contact parent and that a second invitation was sent with a return receipt request*).
- ★ Hold the IEP with parent or parent's written permission to proceed in their absence. (*Log*)
 - *If parent is unresponsive, log attempts to invite them, and proceed with the meeting.*

**IEP meeting dates should be scheduled with the parent at least two weeks in advance of the meeting. The law requires we give parents sufficient advance notice of a meeting so they have an opportunity to make any arrangements they need to make in order to be able to participate.*

While we use 10 days as the minimum amount of time for parent notification of a meeting, SELPA suggests giving the parent three to four weeks, whenever possible.

The Assessment Plan

Permission to Assess forms are only to be filled out and sent for signature when a student requires new or updated formal testing to determine eligibility or continued eligibility for special education services.

IDEA Regulations for Reevaluations

Under IDEA regulations, a reevaluation must be done at least every three years*. This evaluation needs to address the following questions:

1. Does the student continue to have a disability?
2. What is the student's current performance and what are his/her current educational needs?
3. Does the student continue to need the specially designed instruction or other services to access and progress in the curriculum?
4. Are any additions or modifications to current services needed?

When an Assessment Plan is Needed

Examples of when testing would be required include

- ★ **New Referrals** -Students who have been referred through SPT (or by parent) for special education testing and we have an signed PTA.
- ★ **On going students / Re-evaluations** -Student's who need formal assessment for their Triennial reviews or for eligibility in a new area (*i.e. SLD student who may now need Language/Speech Services, or AB3632 counseling*)
- ★ **Student's who have had a traumatic event** (such as head injury or severe illness) which is followed by a significant difference in their skill levels as measured against functioning levels before the event or illness. (*Special Review*).
- ★ **Rescinding previously given permission.** If a parent who previously gave permission wishes to withdraw it, then a new assessment plan is sent so they may, in writing, indicate they do NOT give permission. *Sending another PTA may also be necessary if we are preparing for triennial assessment and a recent triennial is located, so that new assessment becomes unnecessary.*

Additional testing may be required if parent disagrees with eligibility and/or what constitutes appropriate service(s).

***PLEASE NOTE:** Under IDEA it is **NOT** always necessary to formally test a student for the triennial review. **If the child's disability has not changed during the three-year period** then existing evaluation information may be reviewed along with other data, (such as work samples, reports from teachers, parent(s), physicians, etc.) to assist the IEP team in making educational decisions for the child.

In the event the team determines no additional data or assessments are needed to determine continued placement, the parent must be advised of the rationale for that decision at the second Annual (the

annual before the Triennial IEP).

It is still the parent's right to request an evaluation, if they feel one is warranted.

A sample letter, to inform parents when the educational members of the team feel that testing is not needed to show continued eligibility, is included later in this section.

Who Assesses

On the assessment plan, when noting which category of assessment(s) will be given, also note the title of the provider who will administer that test or set of tests. On the LACOE SELPA form, a number is used to indicate which type of provider will administer the tests. If more than one provider (i.e. SLP and Psychologist) will administer the tests in a specific area, more than one provider number may be listed. *(See figure 2 next page)*

Testing should be done in the area(s) of disability or suspected disability, by a qualified assessor.

For a **new referral**, testing should be done for the areas of suspected disability. For example, if a student has a speech impairment, it will be necessary for the Speech /Language Pathologist (#6) to test, but it is not necessary for the school Psychologist (#5) or the Resource Specialist (#7) to assess if there are no cognitive, academic or behavior issues.

For a **new referral or a triennial**, the school nurse (#3) will also be involved if she is to do the vision and hearing screenings. *(At camps and halls, the probation nurse may be able to share recent vision and hearing results. The school nurse does not need to re-do the screenings if they've been done within the last 6 months, unless recent changes in the child's vision or hearing are suspected.)*

Please Note:

- ★ Only Students who require testing should have an Assessment Plan.
- ★ **Once the parent has signed an assessment plan, the school MUST test unless parent withdraws permission in writing.** The assessment must be followed by an IEP (within 60 days) to discuss the results of the testing and whether or not the student qualifies for services.

When an Assessment Plan is NOT needed

It is NOT necessary to send out Assessment Plans for

- ★ Administrative Placements
- ★ 30-day IEPs (review done after an Administrative Placement), *unless a Triennial review is due or overdue at this time.*
- ★ Most annual reviews

IDEA does **not** require formal testing for annuals. Review of classroom work, recent test scores and other informal measures should be sufficient to note progress for an annual.

It is also not necessary to send a PTA when it has been determined at the prior annual IEP that new triennial assessment is not needed and parent has agreed, in writing.

What Must be Indicated on the Assessment Plan

For each area to be assessed, write in who will assess (*see figure 1*). Use the appropriate number to indicate which service provider will be conducting that portion of the assessment. (*See figure 2*). If no number is assigned, write in the title of the service provider who will test.

<p>Figure 1:</p> <p>Numbering for Service Providers who will conduct needed assessments</p>	<ol style="list-style-type: none"> 1. Adapted Physical Education Teacher 2. Audiologist 3. School Nurse 4. Program Specialist 5. School Psychologist 6. Language / Speech Specialist 7. Special Education Teacher 8. Teacher
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*NOTE: If, in the course of assessment, it becomes apparent that more detailed information is needed about a particular youngster, **additional or different tests** may be given by an indicated provider without filling out any additional permission forms.*

*However, if **a different type of provider** will be assessing or if an additional area needs to be assessed, a new PTA to add that assessor or area must be sent so parent can give- or withhold - permission.*

Figure 2 - Indicating Service Provider on Assessment Plan:

- Place number of assessor and underline tests to be given.
- Write in tests which do not appear on the listing

7	<p>ACADEMIC/PREACADEMIC ACHIEVEMENT <i>Purpose:</i> These tests measure current reading, spelling and arithmetic skills or skills such as matching or sorting. Tests to be used include but are not limited to: Peabody Individual Achievement Test-R, KeyMath Woodcock Reading Mastery-R, Wide-Range Achievement Test III, Brigance, Kaufman Tests of Educational Achievement, Detroit Test of Learning Abilities-2, Woodcock Johnson-R: Achievement.</p>
5	<p>SOCIAL/ADAPTIVE BEHAVIOR <i>Purpose:</i> These tests of development help to tell what an individual can do independently and how (s)he gets along with other people. Those to be used include but are not limited to: Adaptive Behavior Scale, Vineland Adaptive Behavior Scales, Burke's Behavior Rating Scale, Scales of Independent Behavior, Devereux Scales, Reynolds Adolescent Depression Scale.</p>
5	<p>PSYCHO-MOTOR DEVELOPMENT <i>Purpose:</i> Instruments in this area measure how well an individual coordinates body movement in both small and large muscle activities. They may also measure visual perceptual skills. Assessments tools to be used include but are not limited to: Bender-Gestalt, Motor Free Test of Visual Perception Developmental Scales, Berry Developmental Test of Visual-Motor Integration.</p>

Ordinal Scales

As accurately as possible, **underline the names of the assessment instrument(s)** each assessor anticipates using in each area to be tested. If the name of a particular test does not appear, you may write it in.

Home Language

Near the bottom of the Assessment Plan is a box for specifying home languages other than English. For students who's home language is not English, be sure to fill in what their language is. Check off whether or not s/he is LEP or FEP or English Only.

SPECIFY LANGUAGE PUPIL SPEAKS AT HOME (IF OTHER THAN ENGLISH)		
<input type="checkbox"/> LEP	<input type="checkbox"/> FEP	<input checked="" type="checkbox"/> English Only

Obtaining Parent Permission to Assess

IDEA mandates that parents, or another person who holds educational rights for a child, has the right to expressly give (or deny) permission for assessment.

Once a written referral for special education assessment is made, the school has 15 calendar days to create an assessment plan and send it to the parent, guardian or surrogate.

(If the school determines the student is unlikely to qualify, they may decline to test in writing, stating the reasons for their refusal and what supports they will offer the student. See the SPT handbook for additional information and sample forms.)

The attempts to obtain parent's consent for assessment must be clearly documented and one of those attempts must be via US Mail with a return receipt request.

Timelines After Receiving Permission to Assess

New Referrals

Once the parent, adult student or surrogate signs the assessment plan, the school has up to **60 calendar days** in which to complete the assessments and to convene an IEP to discuss the results and recommendations.

The IEP clock stops only during times school is not in session for more than 5 school days. In JCS where school is in session 12 months each year, timelines do not stop.

In DAE, the specialized high schools close for summer break. In those instances only, the clock stops on the last day of school in summer and resumes on the first day of school in fall.

However, according to Education Code (30 EC 56344), for pupils who were referred *20 days or less prior to the end of the regular school year, an individualized education program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school*

calendar. We've interpreted this to mean that the assessment must be completed and the IEP convened within the first 30 days of the school's re-opening in the fall.

Re-Evaluations (Triennials)

Regardless of when the parent signs for the assessment, the school has only until **the date the tri expires** to complete the assessment and convene the triennial IEP team meeting. If we are not ready in time for the due date of the tri, we must convene a meeting to give as much information as we do have, using a review of records and current school information. We also must document continuation of services and provide information regarding the effort being made to complete the required triennial assessment, if we have permission to test.

If parent does not consent or respond to the school's request for Permission to Assess (PTA) then the Triennial IEP should be completed using a Record Review Evaluation. *For more information about Record Review Evaluations and DRAFT psycho-educational reports see section entitled, Types of Triennial IEPs, starting on page 13 of this chapter.*

Bilingual Assessment

In accordance with IDEA mandates, assessment in a student's primary language is provided, as needed, to ensure that we obtain a true picture of the individual student's levels of cognition, achievement, skills and/ or needs in other areas. LACOE employs school psychologists, special day class teachers, resource specialists, speech/ language pathologists and para-educators who are fluent and literate in English and other languages. This includes staff who are fluent in American Sign Language. We are also able to access community and partner resources or contracted services when testing is needed in a language other than those spoken (or signed) by staff members.

When assessment in a language other than English is needed, contact the SELPA Office at (562) 401-5737 or e-mail LACOE SELPA secretary. The office will assign an appropriate service provider. Sites may use the *Request for Bilingual Services* form to request a bilingual assessor or someone who can assist/interpret for a monolingual assessor. (*See Resources section of this chapter for the form and instructions*).

For psychological testing, contact Rosemarie Benjamin-Zuniga, coordinator in charge of psychological services at (562) 401-5415 or by email to *benjaminZ_rosemarie@lacoe.edu*.

NOTE: Bilingual psychologists and specialists also carry a full caseload. In some instances, if they are designated to perform a primary language assessment for another provider's students, that provider may be asked to reciprocate by providing an English language assessment for them during the time they are providing an assessment for you.

Parent Rights & Procedural Safeguards

When to Send Parent Rights

IDEA requires we provide the parent with notification of their rights *at least* once a year. The parent is entitled to additional copies upon request.

The Annual Notification of Parent Rights and Procedural Safeguards should be sent to parents at the time of the first contact from special education. Usually this is when an initial assessment is proposed, and again with the invitation to the IEP. In our system – with students entering with district IEPs - the *Parent Rights* booklet should be sent with the Administrative Placement, for a student who arrives with a district IEP.

For students who have been with us awhile, and are due for an annual, the *Parent Rights* should go out along with the conference invitation for the annual meeting. For Triennial IEPs, the *Parent Rights* must be sent with the assessment plan, if a formal assessment is to be done.

In the event that formal assessment will not be necessary for the triennial review, the *Annual Notification of Parent Rights and Procedural Safeguards* should be sent along with the triennial conference invitation.

Education Code (30 EC 56321) mandates that *...a copy of the notice of a parent's or guardian's rights shall be attached to the assessment plan.* There are also other times when a *Parent Rights* notice is required, such as when a parent has initiated due process or disciplinary measures are proposed or taken due to student behavior issues.

Explanation of Rights

At the IEP meeting, whether initial, annual, triennial, addendum or special review, the IEP meeting chair should provide a brief explanation of parent rights and procedural safeguards, and answer any questions the parents have about their rights. That this was done should be noted in the IEP document. If parent waives the explanation, that also should be noted in the IEP.

The parents will be asked to verify, on the signature page of the IEP, that they have received a copy of their rights and understand them. If the parent needs another copy, it should be provided to them at that time, or anytime they make the request.

If in doubt as to whether or not the parent received a copy of their rights, provide one. Better to give an extra than none at all. *Parent Rights were updated in November 2009. Be sure you're providing the most current version.*

See "Resources" section of Chapter 8 – IEP Writing Guide and Forms - for the Annual Notification of Parent Rights and Procedural Safeguards in English and Spanish.

The Triennial Review: Types and Assessment Requirements

Traditional Triennial Assessment

The “traditional” triennial IEP includes a formal assessment that helps to establish whether or not a special education student remains eligible for, and in need of, special education services. Appropriately trained personnel conduct the triennial testing, after the school receives the parent’s written permission for the assessment. This permission is granted by the parent’s signature on an Assessment Plan, which, in LACOE SELPA, is referred to as Permission to Assess (PTA). The formal triennial testing looks at the areas of identified disability and may also assess new areas, if additional concerns have come to light.

However, in our settings, JCS especially, some parents may be difficult to reach or can be unresponsive to our requests for their permission to assess. Since we also have 18-year-old (adult) students, the students themselves may not agree to be formally assessed. In these cases, we still must go ahead with a triennial review for any student who will be, or may be, continuing in special education (and for whom consent has not been revoked).

The due date of the IEP is more or less chiseled in stone. If it is due, it must be held or the site – and LACOE - is found out of compliance. So, how does one proceed with a Triennial IEP meeting when formal assessment is:

- not completed when the Tri is due?
- not necessary to prove continued eligibility?
- not permitted by parent or adult student?

The answer is, that the providers use whatever appropriate informal means they have available to determine the student’s current functioning and needs. These triennial evaluation procedures are outlined below.

Abbreviated Triennial Evaluation

An Abbreviated Triennial is unlikely to be used within the LACOE SELPA settings. It is much more appropriate for environments with more severely disabled students than typically appear within LACOE SELPA programs. The Abbreviated Triennial may be used when the child’s disability is such that it will not significantly change over time or with progress toward goals. Generally an abbreviated triennial evaluation would be an option for permanently and severely disabled students.

As formal assessment may also be an option for students with permanent, severe disabilities, the team would first need to review records and other authentic measures, such as observation and interviews, to determine if assessment is - or is not - necessary to establish ongoing eligibility and needs.

If formal assessment is shown to be unnecessary, then the parents are notified, in writing, that formal testing is not recommended. The parents are also informed why the team is not recommending formal assessment and that they may still request the formal assessment, if they so chose. This notification must take place at the Annual Review prior to the date the triennial

testing would be scheduled. Parents are consulted prior to the triennial IEP to confirm their consent to the Abbreviated Triennial Evaluation.

Please note that in LACOE SELPA, because of the transitory nature of our students, the Abbreviated Triennial process will be considered only for students with sensory, neurological, or physical impairment, or cognitive delay (e.g. Autistic-Like, Traumatic Brain Injury, Blind, Deaf, Orthopedic Impairment, Mental Retardation). The LACOE SELPA settings rarely offer the time needed to adequately observe the student and gather necessary data to make the determination of continued eligibility based solely on the less formal measures.

Records Review Triennial Evaluation - NO Signed PTA (Unresponsive Parent or Parent Denies or Declines Permission)

A Records Review triennial IEP is one held without formal testing because the site staff was, after at least three *documented* attempts, unable to get a response from the parent, or the parent declined to give consent for the evaluation.

When a parent is unresponsive, we still have an obligation to hold the triennial meeting on schedule and to evaluate whether or not the student still requires services. If the student does appear to remain eligible, we also must come up with appropriate goals for the student. The Records Review Evaluation can help us get the information we need to do this.

When conducting a record review the psychologists should review the records listed below, and provide a written report on their findings, based on the following documents:

- Previous IEPs:
 - What difficulties was the student exhibiting three years ago when this IEP was developed and revised in subsequent years?
- Previous Psych Report
- Current Test Scores:
 - California Assessment Test (CAT-6) scores
 - CAHSEE test scores
 - SAT scores
 - California English Language Development Test (CELDT), if applicable
 - Any other group test scores.
 - Look at: What is the grade level average score for each of these and what is considered "significantly below average". Call Pauline Wong, LACOE Testing Coordinator, for details regarding how to determine the significance of grade level functioning on test scores.
- Transcripts:
 - Do grades fluctuate or drop dramatically. Why?
 - What courses are affected? What years?
 - How do these scores correlate with other situations occurring in the student's life?
 - What possible correlation(s) exists between poor grades, poor test scores and the disabling condition(s)?

A Records Review Evaluation (for social-emotional area) includes in-person interviews of teachers, probation staff, and parents WITHOUT the use of formal checklists and interview questions that would require written responses from the interviewees.

These informal oral interviews with instructional staff, parents and others who work with the student might include such questions as:

- What concerns do you have about this student?
- What difficulties have you observed?
- What strengths?
- How would you help this student if you had all possible resources available to you?"

These types of verbal questions are open-ended and give the school psychologist some insight into the student's continuing need for special education and are also considered routine professional collaboration and consultation. The psychologist, even if not providing direct services to the student, may interview probation officers, teachers, mental health therapists and parents in this way.

Informal evaluation may also include the use of data from criterion referenced tests (such as the Brigance), but **only if** the classroom teachers uses this tool regularly with all his or her students to measure progress. *If the teacher does not use the Brigance or similar criterion referenced tests to measure progress for all students in the class, then this data may not be used without a signed consent for assessment.*

For students not enrolled in DIS Counseling, *informal* observations of students may be made by the school psychologist, but only to monitor if the student exhibits any apparent behavior issues, level of energy concerns, relationship problems or other related issues. More formal observations, including behavior charts can be provided by the RST, SDC teacher (or other provider) whose responsibility it is to monitor the student's progress regularly.

If the student is enrolled in DIS Counseling, the school psychologist may provide insight related to the student's social-emotional growth, as long as confidentiality is not violated. The teacher(s) should provide informal observations to the school psychologists relative to student's academic abilities and progress. Also under the heading of *informal measures* would come such things as interviews using open ended questions, rather than a standardized instrument to gather information are informal, and allowable without a signed Permission to Assess.

Formal student observations are allowed in any area of suspected disability for which the parent has signed consent via the PTA. Thus, a parent signing consent for the formal assessment of cognition, language/communication, social-emotional development, visual processing, auditory processing, academic achievement, or a Functional Analysis Assessment has also signed permission for formal observation in these areas.

Chart 1: **When a Signed PTA is Necessary**

A Signed PTA is Required When:	A Signed PTA is not required When:
The school psychologist must engage in formal observation of the student for the purpose of developing an FAA and PBIP	The school psychologist or teacher is observing the student for the purpose of developing a positive behavior support plan.
The school psychologist is not the on-going service provider and must observe the student in order to evaluate the need for initial enrollment in DIS Counseling and DIS counseling goals and objectives.	<p>The school psychologist is the on-going service provider and student observations are part of the progress monitoring routine in the social –emotional and behavioral domain.</p> <p>The teacher is the on-going service provider and student observations are a part of his/her daily progress monitoring routine.</p>

Record Review Triennial Evaluation

A Record Review Triennial is a triennial for which no formal testing was completed. In this instance, the assessment was not done because:

1. The team has not yet received a signed Permission to Assess (PTA) yet, but expect to get one, or
2. The signed PTA arrived too late to complete the assessment (from 1-6 workdays prior to the IEP meeting).

This situation may arise when the team is working on a short timeline for an overdue Tri inherited from a district or within LACOE, or when a PTA has been sent, but not returned from 1 to 6 work days prior to the scheduled IEP meeting.

For a Triennial when no signed PTA has yet been received, follow the procedures for a Records Review Triennial (i.e. gathering information from records, session notes, etc), and clearly document in the IEP that:

An Assessment Plan was sent to the parent on [DATE(s)], but has not yet been received by the school. When permission is obtained for the assessment, it will be conducted, and, within 60 days of receipt of permission, an addendum will be held to review the results.

If the PTA was received, but not in time for the full assessment to be completed, then the IEP notes should include a statement like the following:

The school received permission for assessment on [DATE]. An assessment will be conducted and an addendum held when the testing is completed. Addendum will be held no later than [DATE].

When we have a signed PTA, the projected date of the addendum may not be more than 60 days from the date the PTA is received by the school.

If a record review IEP is held, with a DRAFT Psycho-Educational Report, and, parent decides this review provided sufficient information, parent may rescind permission for the full assessment, if they've already signed a PTA. Rescission must be in writing.

Formal Assessment vs. Informal Evaluations

Chart 2: Formal Assessment vs. Informal Evaluation

Formal Assessment (PTA required)	Informal Evaluation (No PTA Needed)
Use of standardized test instruments such as the WJIII, BASC-2, etc.	Review of Cum file, transcripts, school work, CAT/SAT/CAHSEE scores
Use of data from criterion referenced tests (such as the Brigance) IF the classroom teacher DOES NOT USE this tool regularly with all students to measure their progress against their IEP goals	Use of data from criterion referenced tests (such as the Brigance) IF the classroom teachers uses this regularly with all students to measure their progress against their IEP goals
Published questionnaires and checklists completed by parents, teachers, school psychologists	In person or phone interviews where the interviewer poses open ended questions and the reporter discusses their observations or concerns and offers collaborative input to the child's possible need for supports
Classroom observation to gather discrete behavioral data required by the FAA	<p>Observations in the Classroom or other settings to <i>generally</i> monitor attention, energy, behavior, academic progress, social relationships, self-regulation, etc.,</p> <p><i>Psychologist may make brief informal observations of this sort without a PTA for the purpose of indicating if the child exhibits behavior, attention or relationship problems.</i></p>

Types of Triennial IEPs: Description and Requirements

See Chart on Next Page

Chart 3:

Types of Triennial IEPs: Description and Requirements

Circumstance	Testing & Report Requirements
<p>Traditional Triennial:</p> <p>Providers have a signed PTA, and enough time to complete testing before the scheduled meeting.</p>	<p>Conduct formal assessment in the areas of disability (and/or new suspected areas of disability).</p> <p>Complete a full multi-disciplinary assessment report.</p>
<p>Abbreviated Triennial – If no formal assessment is required, a PTA is not necessary</p> <p>When the previous triennial psycho-educational report is in Optimal, the school psychologist, RST/SDC teacher and other service providers conduct a review of records, including student portfolios, observations, and interviews.</p> <p>If the team concludes formal assessment is not necessary to establish continuing eligibility for special education and services, the parent is notified in writing of this decision and the reasons for it.</p> <p>Parent is also notified that he/she may request a formal assessment.</p> <p><i>Parent should have been advised year prior to tri that no testing is needed to continue eligibility. Check district's 2nd annual to see if this notification was provided.</i></p> <p>Note: Due to the transitory nature of student enrollment in JCS and DAE, students are seldom in one instructional setting for sufficient time to observe the student and gather necessary data to make this determination.</p> <p>As a result, in LACOE SELPA, the abbreviated triennial process will be considered only for students with sensory, neurological, or physical impairment, or cognitive delay (e.g. Autistic-Like, Traumatic Brain Injury, Blind, Deaf, Orthopedic Impairment, Mental Retardation). ED and SLD are NOT included in this.</p>	<p>The school psychologist, and other service providers gather student data from</p> <ul style="list-style-type: none"> ▪ record reviews, including state test scores, ▪ evaluation of student academic portfolios, ▪ observations, and ▪ interviews, <p>This information is documented in a multi-disciplinary psycho-ed report. Use the <i>Abbreviated Triennial Psycho-Ed Report</i> template for this type of triennial evaluation.</p> <p><i>Note: Abbreviated Triennial evaluation is not considered appropriate for ED and SLD students unless parent declines testing in writing.</i></p>

Continued, next page...

Types of Triennial IEPs, continued

Circumstance	Testing & Report Requirements
<p>Records Review Triennial – with NO signed PTA, after many attempts</p> <p>After 3 or more documented attempts to get permission for assessment, with at least one of the documented attempts sent with a return receipt, parent is unresponsive, or has steadfastly refused to sign.</p> <p>The school psychologist and RST or SDC teacher review school records, student work portfolios, session notes, classroom observation, and family member and agency staff input.</p> <p>Note: <i>The SDC teacher or RST (primary provider) provides information about classroom academic and behavior progress, gathers input from other teachers; the school psychologist reviews student records, and <u>informally</u> (without the use of formal checklist or scales) observes the student in the classroom for social-emotional and behavioral progress/needs.</i></p>	<p>Information gathered by service providers from the review of records is documented within a multi-disciplinary psycho-educational report, using the <i>DRAFT Psycho Ed Report</i> template.</p> <p>The triennial IEP meeting is held and is recorded as a completed Triennial IEP meeting.</p> <p>The IEP clearly notes</p> <ul style="list-style-type: none"> ▪ whether or not the team has permission to assess, and, ▪ if team did receives a signed PTA, then IEP also notes that: <ul style="list-style-type: none"> ▪ an addendum will be held to discuss the results of the evaluation. <p><i>(The testing and addendum must be completed as soon as possible, but no later than 60 days from the school's receipt of the signed PTA)</i></p>
<p>Records Review Triennial – with signed PTA but not enough time to complete assessment</p> <p>Team is working on a short timeline for the overdue tri we inherited from a district. PTA has been sent, but not returned, or returned only days before the scheduled meeting.</p> <p>Follow procedure for unsigned PTA, gathering information from records, session notes, etc, but clearly document in the IEP that an addendum will be held when the testing is complete and give a date by when this will be done. The projected date may not be more than 60 days from the date the PTA is obtained.</p> <p>Note: <i>If signed PTA was obtained a week (7 work days) or more before meeting date, testing should be completed before the meeting; If PTA is returned less than seven work days prior to the meeting, note that an addendum will be held when the testing has been completed. Hold addendum within the 60-day timeline set by the day the signed PTA was received by the school.</i></p>	<p>If permission has been received or is received later, The team:</p> <ul style="list-style-type: none"> ▪ conducts the formal assessment, ▪ the school psychologist completes the full <i>Psycho-Educational Report</i> within 60 days of the date the school received the signed permission ▪ the team convenes an addendum to discuss the formal assessment results.



Section



Resources



Resources Contents:

1. *SAMPLE: Letter to Inform Parent that Triennial Assessment is not Needed (Type this on to red letterhead).*
2. *SAMPLE: Letter to Advise Parent that Informal Evaluation will be Used to Continue Eligibility (Use When Permission to Assess has not been signed and returned by the Parent. – Print on red letterhead)*
3. *Assessment Plan*
4. *Procedures for Translation at IEP meeting or of the IEP document.*
5. *Form for requesting Translations*

Prior Written Notice (Letter) to Parent when IEP Team determines no new formal assessment is needed to continue eligibility for special education services.

Date of Letter

Dear parent or Guardian,

Your child, [Child's Name], birthdate [DOB], will shortly be due for a triennial review. As part of the review process, your child may be reassessed to determine his or her continued eligibility for special education.

However, the individualized education program team and other qualified professionals may find that no formal assessment data is needed to determine that your child continues to be an individual with exceptional needs. This determination would be made by the review of information provided by you, the parent, by teacher input and review of existing, current classroom-based assessments and observation and input from related service providers.

If the determination is made that no additional testing is required, the school must inform the parent of that decision and the reason(s) for it. If you disagree with the determination, and want the assessment, you have the right to request that the assessment is done. If you do not request the assessment, we will not conduct it.

After a review of available information, we feel that your child will continue to qualify for services and that formal testing is not necessary at this time, because your child:

- has made good progress, but has not yet achieved grade level standards*
- has made little or no progress and continues to require special education support*
- Other (specify):* _____

If you have questions or would like to share additional information, please call the school at the number provided below.

Thank you,

[NAME], [TITLE]
[SCHOOL ADDRESS]
[PHONE NUMBER]

Please check one of the boxes below to indicate your preferences in this matter, and return one copy of the form to the school in the envelope required.

- I agree that no additional testing is needed. Please schedule the IEP.
- I do not agree. Please reassess my child.
- Please have someone call me to discuss this further. I can be reached at:

_____ The best time to call is: _____

Parent Signature

Date

Template –Letter to be sent to Parent who does not respond to Permission to Assess (Triennial or other re-evaluation). This advises the parent that the school will use informal evaluation to determine continued eligibility for a student who had a prior IEP.

[DATE]

Parent/Guardian Name

Address

City, State Zip

Dear Parent or Guardian:

This letter is to remind you that you were sent a Permission to Assess form for assessments for your child's special education services on [DATE]. The school has not yet received your signed copy. As you know, your permission is required prior to any assessments being conducted, and we need to assess your child's progress prior to offering appropriate special education services.

Please return the signed form as soon as possible. If we do not receive the signed form within a week from this letter, we will use informal evaluation measures to determine if your child continues to qualify for special education services and to update your child's IEP.

These informal measures may include reviews of school records and current work samples, as well as observations of your child in school. We will also review information from your child's teacher(s) and special education service providers.

Thank you for your attention to this matter. If you have already sent us the form, please call and we will confirm when we receive it. If you have any questions, please feel free to contact me at [SCHOOL SITE NUMBER].

Sincerely

Name

Principal

Enclosure: Annual Notification of Parent Rights and Procedural Safeguards



LACOE SELPA Assessment Plan

Please sign and return one copy to school

Form with fields: LAST NAME, FIRST NAME OF STUDENT; BIRTHDATE; ASSESSMENT PLAN DATE

Assessment will be done by appropriately qualified staff members in the areas checked below. The assessment may include student observation in a group setting and may include an interview, and review of current school records. The purpose of this evaluation is to determine individual educational needs and may result in a recommendation for special education placement or services.

Examiner Academic/PreAcademic Achievement

(See Below)* Purpose: These tests measure current reading, spelling and arithmetic skills or skills such as matching or sorting. Test to be used include but are not limited to: Peabody Individual Achievement Test -, KeyMath Woodcock Reading Mastery-R. Wide Range Achievement Test III, Brigance, Kaufman Tests of Educational Achievement, Detroit Test of Learning Abilities-2; Woodcock Johnson-R: Achievement.

Social/Adaptive Behavior

Purpose: These test of development help to tell what an individual coordinates body movement and how (s) he gets along with other people. Those to be used include but are not limited to: Adaptive Behavior Scale, Vineland Adaptive Behavior Scales, Burke's behavior Rating Scale, Scales of Independent Behavior, Behavior Assessment Scale for Children.

Social/Emotional/Behavior

Purpose: To assess personal, social and emotional development and self-help skills. Tests may include but are not limited to: Vineland Test of Social Maturity, Burke's Behavior Rating Scale, House-Tree-Person, Scales of Independent Behavior, Connor's Rating Scale.

Psycho-Motor Development

Purpose: Instruments in this area measure how well an individual coordinates body movement in both small and large muscle activities. They may also measure visual perceptual skills. Assessment tools to be used include but are not limited to: Bender-Gestalt, motor free Test of Visual Perception Developmental Scales, Beery Development Test of Visual-Motor Integration.

Language/Speech/Communication Development

Purpose: These tests measure the individual's ability to understand, relate to and use language and speech clearly and appropriately. Those to be used may include but are not limited to: Goldman-Fristoe Test of Articulation, Clinical Evaluation of Language Fundamentals III, Peabody Picture Vocabulary Test, Language Samples, Fisher Logemann Articulation Test, Woodcock Language Proficiency Battery-R, Test of Adolescent Problem Solving, Word Test 2: Adolescent, Comprehensive Receptive and Expressive Vocabulary Test.

Psychological Processing and/or Motor Development

Purpose: To assess an individual's Visual/auditory perception and body coordination of small and large muscle activity. Test may include but are not limited to: Beery Test of Visual Motor Integration, Bender-Gestalt Visual Motor Integration Test, Motor Free Visual Perception Test, Test of Auditory Perceptual Skills, Test of Visual Perceptual Skills, Hughes Basic Gross Motor Assessment.

Cognitive Development

Purpose: This assessment measures how well an individual remembers what (s) he has seen and heard, how (s) he can use that information and how (s) he solves problems. They also reflect learning rate and assist in predicting how well (s) he will do in school. Verbal and non-verbal instruments are used, as appropriated. Instruments to be use include but are not limited to: Wechsler Test of Intelligence, Leiter International Performance Scale, Southern California Ordinal Scales, Naglieri Non-Verbal Assessment Test, Woodcock Johnson: Differential Abilities Test II Cognitive Assessment System.

Audiological Assessment

Purpose: These instruments measure the nature and degree of possible hearing loss. Tests may include measures of how well an individual hears, understands and listens to speech. On-going Assessment of adequacy of hearing aids and monitoring of hearing levels in indicated for some individuals. Tests to be used include but are not limited to: Air and bone conduction pure-tone audiometry, speech awareness, reception, discrimination tests, impedance audiometry, and visual inspection of the external ear.

Transition/Other

Purpose: Includes transitions planning, vocational, medical, or special provision to be made for Non-English Speaking or Limited English Speaking Students. May also include teacher interview, class work, records review, observations, and student interview. [] FBA/PBSP [] AB 3632 Referral [] Function Analysis Assessment/PBIP

* The following professional will be involved in the individual assessment as indicated above: 1. Adapted Physical Education Teacher: 2 Audiologist: 3. School Nurse: 4. Program Specialist: 5. School Psychologist: 6. Language/Speech Specialist; 7. Special Education Teacher: 8. Teacher.

SPECIAL LANGUAGE STUDENT SPEAKS AT HOME (IF OTHER THAN ENGLISH) [] EL/LEP [] FEP [] English Only [] R-FEP

Parental Consent for Student Assessment

I authorize the use of a suitable interpreter or pre-recorded tests in individual's primary language as appropriate. I have received a Notice of Intent to Conduct Student Assessment, From No. 301-539, and proposed Agreement Plan, Form No. 301-552, and understand the purpose. Consent is voluntary and can be revoked at any time. My signature below indicates my decision.

Signature area with checkboxes: [] Yes, I give permission to conduct an informal assessment. [] Yes, I give permission to conduct a formal assessment. [] No, permission is denied. SIGNATURE OF PARENT/GUARDIAN/ADULT STUDENT/PERSON ACTING AS PARENT (SPECIFY RELATIONSHIP TO STUDENT)

For Office Use Only DATE RECEIVED AT SCHOOL

Please sign and return one copy to school.

Los Angeles County Office of Education

Parent Rights and Procedural Safeguards

As part of a free appropriate public education, parents have a right to:

1. Attend and assist in all planning conferences, be notified in advance of all such meetings, and bring someone to assist if you so desire.
2. Be informed of procedures used; question decisions regarding identification, assessment and placement; request assessment reports and request a review of the individualized education program (IEP).
3. Obtain an outside assessment for the student. Procedures for obtaining such an assessment shall be provided upon request. Assessment results will be considered in educational planning.
4. Review, with appropriate interpretation, and request copies of student records which are maintained in a secure and confidential manner. No fee is charged other than copying costs.
5. Challenge content of student record if thought to be inaccurate, misleading or a violation of privacy. Records may be changed if parent and parent and school agree to do so. An appeals process may be used if necessary.
6. Give or withhold consent for both student assessment and enrollment for service(s). Consent may be revoked at any time.
7. Receive information regarding legal services.

Procedure for Resolving Differences Regarding Identification, Assessment, or Placement

The teacher/specialist who provides services welcomes the opportunity to discuss any concern or question you have regarding the school program. In the event that we cannot resolve your concern, the following steps are provided to initiate a due process hearing.

1. Inform the administrator (principal) of the Individualized Education Program Team of your concern. If the problem cannot be solved at the school level, we welcome the opportunity to discuss your concern at an informal conference in an effort to come to mutual resolution.
2. The area administrator will complete informal review of your concern within ten (10) days. You will be notified in advance in writing of this conference which will be arranged at a mutually convenient time.
3. If this conference fails to resolve the problem, or if you do not wish to participate in informal conference, you may initiate a formal appeal by submitting a written appeal to the Institute for Administrative Justice, McGeorge School of Law, University of Pacific, 3200 5th Avenue, Sacramento, CA 95817-2799, with a copy to this office. During the appeal process, the student remains in current placement except by mutual consent.
4. Upon receipt of your request, the Institute for Administrative Justice will notify both parties in writing of procedures for resolving the issue(s).
5. These procedures may include a mediation conference.
6. Due Process Hearings are conducted by an administrative hearing officer knowledgeable in laws governing special education.

Note To Parents: If you have any questions about the above or need further information, please contact the school principal.

Procedures for Obtaining Translators and/or Written Translations

Use of Standard Forms / Oral Translation

For parents who speak Spanish, we need to provide translators and Spanish Language versions of forms and other written material. Forms that are used routinely are available in both English and Spanish. For those situations not covered by a readily available form or for meetings or phone calls with Spanish speaking parents, it is important to gain the assistance of a Spanish speaker.

Most PAUs have a bilingual staff member who can assist with parents and students who speak Spanish. Some bilingual staff also have passed a proficiency test and receive a stipend to be available to help with more complex tasks, such as translating at an IEP meeting. Ideally, translators who provide services at an IEP meeting will also have training in the IEP process. LACOE SELPA can provide such training.

If a Spanish language interpreter is not available at the PAU, or if parents speak a language other than Spanish (including an alternate communication system such as American Sign Language) call the SELPA office for assistance with locating an appropriate translator*. Parents also have the option of bringing a friend, family member or other person of their choosing to the IEP to translate for them.

Written Translation of IEP and Other Documents

If a parent would like a written translation of the IEP document, LACOE SELPA can provide that service. At the IEP meeting, parents must be advised that written translation is available. If they then request this service, follow the procedure for obtaining written translations.

Procedure for Obtaining Written Translations of IEP and other Documents

To request a written translation of the IEP or other documents, send a clean **copy** of the IEP to the SELPA office, attention SELPA secretary. Attach form No. 301-234 (Request for Bilingual Services) to outline what services are needed and where the completed translations should be sent. If the form is not available at your site, you can copy the one on the back of this page or contact the SELPA office for a copy. **Do Not Send the original IEP to the SELPA Office.**

Translations can sometimes take more than two months to complete. Be sure the parent is aware that there will be a time lag, but that the translation will be mailed to them when it's completed.

When the translation has been made, three copies are returned to SELPA. SELPA secretary sends one to the student file, and two copies to the site (*one for file and one for the site to send parent*).

**Please provide advance notice of at least one week when a translator will be required for an IEP or other meeting with parent or guardian.*

REQUEST FOR BILINGUAL SERVICES

PLEASE FILL OUT COMPLETELY FOR PROMPT SERVICE. Use a separate form for each request.

SECTION I – To be Completed by Requestor		
DATE OF REQUEST	NAME OF REQUESTOR & SITE	TITLE
PAU/SELPA (IF APPLICABLE)	NAME OF ADMINISTRATOR	TELEPHONE

PLEASE SELECT EITHER SECTION II OR SECTION II A

SECTION II		
<input checked="" type="checkbox"/> WRITTEN TRANSLATION	NAME OF STUDENT	
DOCUMENT TYPE (TRI, ANNUAL, etc)	LANGUAGE REQUIRED (WRITTEN) SPANISH	
NUMBER OF PAGES	TWO SIDED <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	DOCUMENT DATE

NOTE: Documents with multiple dates should be separated and submitted as individual documents by date.

SECTION II A			
<input type="checkbox"/> ORAL INTERPRETATION	LANGUAGE REQUIRED (ORAL)		
MEETING / APPOINTMENT TYPE (I.E. IEP, ADDENDUM, ASSESSMENT, ETC.)	DATE	TIME	HOURS REQUIRED
SPECIAL INSTRUCTIONS (DESCRIBE)	LOCATION		
CONTACT PERSON	PHONE		
TITLE	FAX		
NOTES			

SECTION III – To be completed by the requesting PAU’s clerical staff when services are required in a language other than Spanish. (Request will not be processed without administrative approval & account to be charged)			
SELPA /PAU TO BE CHARGED	APPROVED BY (PRINT NAME)	TITLE	
ACCOUNT TO BE CHARGED	APPROVAL SIGNATURE	DATE OF APPROVAL	
PHONE			FAX
DATE SENT TO AGENCY	SENT BY	DATE RETURNED BY AGENCY	RECEIVED BY

SECTION IV - To be filled out by Multicultural pupil services office	
DATE REQUEST WAS SENT TO AGENCY	DATE TRANSLATION WAS RECEIVED COMPLETED
COST OF SERVICES	INTERPRETER NAME
COMMENTS	



Eligibility for Special Education Services

Once a student has been initially evaluated, the IEP team will make a determination regarding whether or not the student qualifies for services under one or more of the handicapping conditions defined in IDEA.

When making this determination, the team will consider input from the parent, teachers, the student and others who may have relevant knowledge regarding the child's needs and skills. They will also review school history, any independent educational evaluations, current work samples and recent observations.

Regardless of whether or not the student will qualify, the team must meet to discuss the results of the assessment and make its recommendations.





Continuum of Services

To be eligible for special education assistance the student must first qualify for those services. (*See Eligibility Criteria on next page*). Once a student is qualified and has a signed, parent approved IEP in place, services are provided. Because students have different needs, it's important to offer a variety of services and service models to best address those various needs.

Least Restrictive Environment

IDEA also sets forth the notion of Least Restrictive Environment (LRE). LRE is intended to ensure that individuals with exceptional needs (IWENs) have the same opportunities and options that any non disabled peer would have.

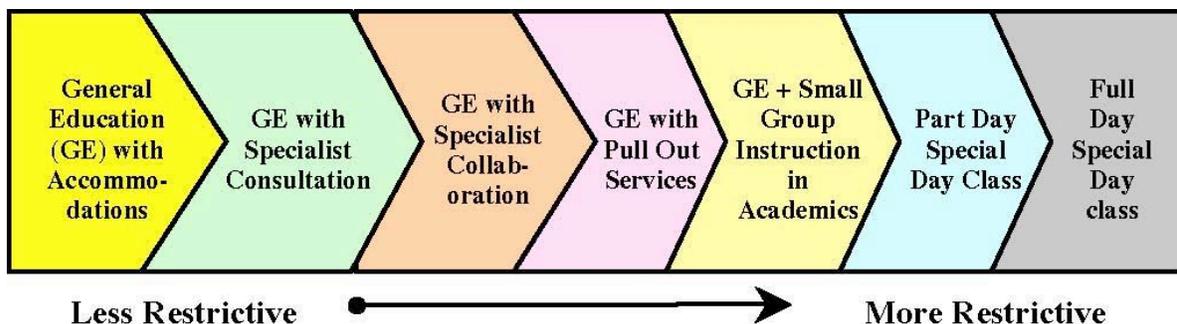
Under LRE, the student's needs should be met in an environment that is as close to that of a non-disabled student as is possible. Keep in mind that it is the individual student's needs that drive the program, but the student also has the right to be included with his same age peers in all school activities, as much as he or she is able to be.

Service Options

The LACOE SELPA programs offer a variety of service options as follows:

- ★ General education with standard classroom accommodation
- ★ General education with consultation by specialist
- ★ General education with collaborative Specialist support
- ★ General education with pull out services (individual or in small groups)
- ★ Combination of general education classes and small group Instruction for specified (in IEP) academic areas
- ★ Special Day Class with one or more periods of general education classes
- ★ Full day Special Day Class

LACOE SELPA Continuum of Services within JCCS and DAE*



**Services are determined by the IEP Team as identified and outlined in IDEA. Any change of program / placement may necessitate a new IEP meeting*

Eligibility Criteria

1. AUTISM

A developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance.

2. DEAF

A hearing impairment which is so severe that a child's ability to process linguistic information through hearing, with or without amplification, adversely affects educational performance.

3. DEAF-BLIND

Simultaneous hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child cannot be accommodated in special education programs solely for deaf children or blind children.

4. HARD OF HEARING

A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance, but which is not included under the definition of "deaf."

5. MENTALLY RETARDED

Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

6. MULTIHANDICAPPED

Simultaneous impairments (such as mentally retarded/blind, mentally retarded/orthopedically impaired, etc.), the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. *The term does not include deaf-blind children.*

7. ORTHOPEDICALLY IMPAIRED

A severe orthopedic impairment which adversely affects a child's educational performance.

The term includes impairments caused by a congenital anomaly (e.g. clubfoot, absence of some member, etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc), and impairments from other causes (e.g. cerebral palsy, amputations, and fractures or burns which cause contractures).

8. OTHER HEALTH IMPAIRED

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that—(i) is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child's educational performance. *OHI includes Tourette Syndrome.*

9. EMOTIONALLY DISTURBED

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:

- an inability to learn which cannot be explained by intellectual, sensory, or health factors
- an inability to build or maintain satisfactory interpersonal relationships with peers and teachers
- inappropriate types of behavior or feelings under normal circumstances
- a general pervasive mood of unhappiness or depression, or
- a tendency to develop physical symptoms or fears associated with personal or school problems

The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

IDEA identifies 13 areas that qualify a student as an individual with exceptional needs (IWEN).

10. SPECIFIC LEARNING DISABILITY

A disorder in one or more of the basic psychological processes 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 term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

The term does not include deficits that result from visual, hearing, or motor handicaps, mental retardation, emotional disturbance, or environmental, cultural, or economic disadvantage.

11. SPEECH IMPAIRED

A communication disorder such as stuttering, impaired articulation, a language impairment, or a disorder of voice, that adversely affects the child's educational performance.

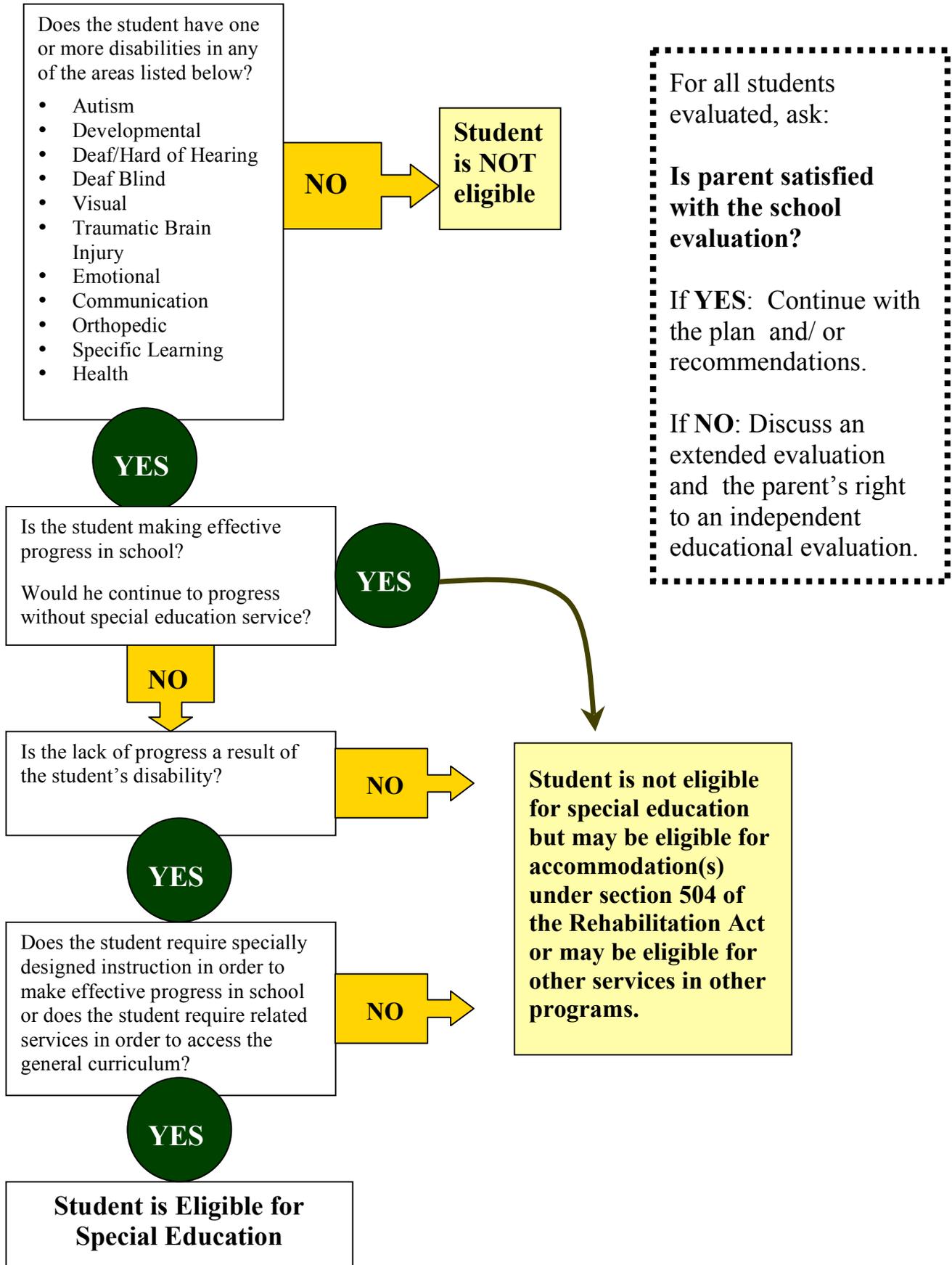
12. TRAUMATIC BRAIN INJURY

An injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance.

13. VISUALLY HANDICAPPED

A visual impairment which, even with correction, adversely affects a child's educational performance. *The term included both partially seeing and blind children.*

Determining Special Education Eligibility



Sec. 300.306 Determination of Eligibility

- (a) General. Upon completion of the administration of assessments and other evaluation measures--
- (1) A group of qualified professionals and the parent of the child determines whether the child is a child with a disability, as defined in Sec. 300.8, in accordance with paragraph (b) of this section and the educational needs of the child; and
 - (2) The public agency provides a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.
- (b) **Special rule for eligibility determination.** A child must not be determined to be a child with a disability under this part--
- (1) If the determinant factor for that determination is--
 - (i) Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the ESEA);
 - (ii) Lack of appropriate instruction in math; or
 - (iii) Limited English proficiency; and
 - (2) If the child does not otherwise meet the eligibility criteria under Sec. 300.8(a).
- (c) Procedures for determining eligibility and educational need.
- (1) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under Sec. 300.8, and the educational needs of the child, each public agency must--
 - (i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and
 - (ii) Ensure that information obtained from all of these sources is documented and carefully considered.
 - (2) If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with Sec. Sec. 300.320 through 300.324.

(Authority: 20 U.S.C. 1414(b)(4) and (5))



LACOE SELPA



The IEP & IEP Team

1.

The IEP and IEP Team Meeting

An Individualized Education Plan (IEP) is a written document that is individually crafted for each student who meets the eligibility requirement under IDEA as an Individual with Exceptional Needs (IWEN). The initial IEP team meeting must be held within 60 calendar days of receipt of parent permission to assess.

Once the assessment is complete, the IEP Team meets* to share information and, if the child is eligible, plan an appropriate educational program with any necessary related services, supports and/or aids which will allow the student to access the core curriculum and to fully participate with same age peers in school and in school related activities.

The team includes parents, school administrator, teachers and specialists. It may also include agency or community partners or others who have specialized knowledge regarding the student.

Once the team determines a student is eligible for special education and/or related services, the team reconvenes at least annually to review progress and to adjust goals as necessary. Every three years the team may conduct a new assessment to verify continued eligibility.

** The IEP team will convene to discuss the assessment results and recommendations, even if the child assessed does not qualify for services.*





The IEP Meeting Notice

The IEP meeting is where all the information gathered by each team member is discussed and synthesized. This important process is designed to result in finding solutions that meet each student's unique needs. Prior to the IEP meeting, parents must be invited far enough in advance to give them an opportunity to participate. SELPA recommends providing *at least* 10 days notice to parents regarding an upcoming IEP meeting. Ideally the site will talk to the parents before scheduling to find a mutually agreeable date and time.

The IEP Meeting Notice must:

- Be sent to parents and all who assessed or serve the student and to the student when appropriate (i.e. when unconserved student is 18+ or is emancipated)
- Be sent to the pupil and to agencies involved in transition plans for students who are or will be 16 or older by the time of the next regularly scheduled IEP
- Name those who will attend
- State the purpose of the meeting
- Contain the date, time and location of the IEP meeting



IEP Team Meeting Required Participants

Required IEP Team Members:

- The parents
- The general education teacher (if the pupil is, or may be, in a general education program)
- The special education provider(s), including special day class teachers, and/or others who provide, or may provide, IEP services.
- A local education agency representative who can provide or supervise special education services and who is knowledgeable about district resources and the general education curriculum (administrator or designee)
- Individuals who performed the assessments or who can interpret the educational implications of the assessment results
- Individual(s) who at the discretion of the parents or agency may have special knowledge or expertise regarding the child
- When appropriate, and if transition is to be discussed, the child



IDEA Requirements for IEP Content

IDEA Regulations, Sec. 300.324 Development, review, and revision of IEP.

(a) Development of IEP.

(1) General. In developing each child's IEP, the IEP Team must consider--

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child.

(2) Consideration of special factors. The IEP Team must--

- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- (v) Consider whether the child needs assistive technology devices and services.

(3) Requirement with respect to regular education teacher. A regular education teacher of a child with a disability, as a member of the IEP Team, must, to the extent appropriate, participate in the development of the IEP of the child, including the determination of--

- (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and
- (ii) Supplementary aids and services, program modifications, and support for school personnel consistent with Sec. 300.320(a)(4).

Amending and Reviewing the IEP

(4) Agreement. (i) In making changes to a child's IEP after the annual IEP Team meeting

for a school year, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

(ii) If changes are made to the child's IEP in accordance with paragraph (a)(4)(i) of this section, the public agency must ensure that the child's IEP Team is informed of those changes.

(5) Consolidation of IEP Team meetings. To the extent possible, the public agency must encourage the consolidation of reevaluation meetings for the child and other IEP Team meetings for the child.

(6) Amendments. Changes to the IEP may be made either by the entire IEP Team at an IEP Team meeting, or as provided in paragraph (a)(4) of this section, by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated.

(b) Review and revision of IEPs.

(1) General. Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team--

(i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(ii) Revises the IEP, as appropriate, to address--

(A) Any lack of expected progress toward the annual goals described in Sec. 300.320(a)(2), and in the general education curriculum, if appropriate;

(B) The results of any reevaluation conducted under Sec. 300.303;

(C) Information about the child provided to, or by, the parents, as described under Sec. 300.305(a)(2);

(D) The child's anticipated needs; or

(E) Other matters.

Special Factors/Considerations

(2) Consideration of special factors. In conducting a review of the child's IEP, the IEP Team must consider the special factors described in paragraph (a)(2) of this section.

(3) Requirement with respect to regular education teacher. A regular education teacher of the child, as a member of the IEP Team, must, consistent with paragraph (a)(3) of this section, participate in the review and revision of the IEP of the child.

(c) Failure to meet transition objectives.

(1) Participating agency failure. If a participating agency, other than the public agency, fails to provide the transition services described in the IEP in accordance with Sec. 300.320(b), the public agency must reconvene the IEP Team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

(2) Construction. Nothing in this part relieves any participating agency, including a State

vocational rehabilitation agency, of the responsibility to provide or pay for any transition service that the agency would otherwise provide to children with disabilities who meet the eligibility criteria of that agency.

(d) Children with disabilities in adult prisons.

(1) Requirements that do not apply. The following requirements do not apply to children with disabilities who are convicted as adults under State law and incarcerated in adult prisons:

(i) The requirements contained in section 612(a)(16) of the Act and Sec. 300.320(a)(6) (relating to participation of children with disabilities in general assessments).

(ii) The requirements in Sec. 300.320(b) (relating to transition planning and transition services) do not apply with respect to the children whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

(2) Modifications of IEP or placement. (i) Subject to paragraph (d)(2)(ii) of this section, the IEP Team of a child with a disability who is convicted as an adult under State law and incarcerated in an adult prison may modify the child's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

(ii) The requirements of Sec. Sec. 300.320 (relating to IEPs), and 300.112 (relating to LRE), do not apply with respect to the modifications described in paragraph (d)(2)(i) of this section.

(Authority: 20 U.S.C. 1412(a)(1), 1412(a)(12)(A)(i), 1414(d)(3), (4)(B), and (7); and 1414(e))

Review of the IEP:

1. The IEP must be reviewed at least annually. *
2. The IEP is revised, more frequently, as appropriate to address:
 - Lack of progress toward annual goals
 - Lack of progress in the general curriculum
 - Information provided by the parent
 - The child's anticipated needs

**While IDEA does provide for the possibility of a three-year IEP, this is not in effect yet, and we, in LACOE SELPA, will continue to do annual reviews.*

The IEP Team Meeting Roles and Responsibilities of Team Members

These procedures pre-suppose that all required procedures have been followed prior to the time of the meeting.

Who	Does What
Administrator (or Trained Designee)	<ul style="list-style-type: none"> ▪ Chairs Meeting / facilitates discussion / answers questions ▪ Reviews purpose of meeting and procedures to be followed ▪ If initial: Reads reason for referral as stated on referral form ▪ Briefly reviews parent rights and procedural safeguards ▪ Assures input from all members ▪ Participates in discussion and recommendations of which programs / goals can best meet the student's needs ▪ Takes meeting notes or appoints a note taker. ▪ Consolidates recommendations and gains consensus for educational decisions ▪ Reviews notes with team prior to signing of IEP. ▪ Commits resources for the implementation of the IEP ▪ Obtains any required parent or surrogate's signatures ▪ Obtains additional participants' signatures needed ▪ Distributes copies of IEP forms and assigns any necessary follow up (i.e. ensuring IEP info is logged, forms sent, etc.)
Psychologist	<ul style="list-style-type: none"> ▪ States student's education/behavioral history and current functioning level ▪ Relates academic/intellectual & behavior to program requirements ▪ Relates academic/social/emotional behavior to achievement ▪ Participates in discussion and recommendations of which programs / goals can best meet the student's needs ▪ Writes related formal IEP goals and objectives and how they can be met
Parent/Surrogate	<ul style="list-style-type: none"> ▪ Provides input ▪ Participates in discussion and recommendations of which programs / goals can best meet the student's needs
Specialists / Teacher	<ul style="list-style-type: none"> ▪ Contributes input and recommendations specific to area of specialty/expertise ▪ Participates in discussion and recommendations of which programs/goals can best meet the student's needs ▪ Writes IEP goals and objectives and how they can be met

AGENDA

INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

Student Name	Student Birthdate:	Meeting Date:
School Site	Primary Provider:	Administrator/Designee

- Introductions & Sign in** of all team members present & indicate any required members that are not present.
Have a sign in sheet that is separate from the IEP signature page. (Administrator)

Note: If required members are not present, ask parent if they will permit the meeting to take place without the missing team member. Document in the IEP if permission to proceed was granted or not.

- ★ Verify that the student information (name, birthdate, address, phone, etc) is current and correct.

- Purpose of meeting** (*Administrator/Case Manager*)

<input type="checkbox"/> Initial IEP	<input type="checkbox"/> Triennial Review	<input type="checkbox"/> Annual Review	<input type="checkbox"/> Transition IEP	<input type="checkbox"/> Other (Specify) _____
---	--	---	--	---

- Summarize Parent/Adult Student Rights & Answer Parent Questions.** (*Administrator*)

- ★ **Give parent a copy** of the Annual Notification of Parent Rights and Procedural Safeguards
- ★ If applicable, review Age of Majority (students who will become 17+ before next IEP)
- ★ Document in IEP that the foregoing was done.

4. **Discuss Graduation Requirements**, including passage of the CAHSEE, & review current credits and course needs.

5. **Review Evaluation Results & Parent Input** (*IEP Team*)

- ★ Parent/Student share concerns or give other input
- ★ **Reports** of individual assessments by examiners or designee (*Assessment Team*)
- ★ Address eligibility for Special Education & write an eligibility statement that clearly indicates why the student is eligible. (*IEP Team*)

Note: If student determined not eligible, provide explanation/comments, including any other options or recommendations that may be appropriate for the student, then proceed to step 7.

6. **Develop Individualized Educational Program**, including Transition & Assistive Tech (*IEP Team*)

- ★ Identify needs from present levels of performance
- ★ Establish goals, and, if appropriate, short term instructional benchmarks as well as who is responsible for them
- ★ Recommend services needed, including accommodations, assistive technology & transition
- ★ Consider placement alternatives
- ★ Determine services/placement

7. **Sign** appropriate forms (IEP)* (*IEP Team*)

- ★ If parent is not English speaking, advise them that they may request a written translation of IEP document. If Spanish speaking, provide signature page in both English and Spanish.

8. **Meeting Summary** (*Administrator/Case Manager*)

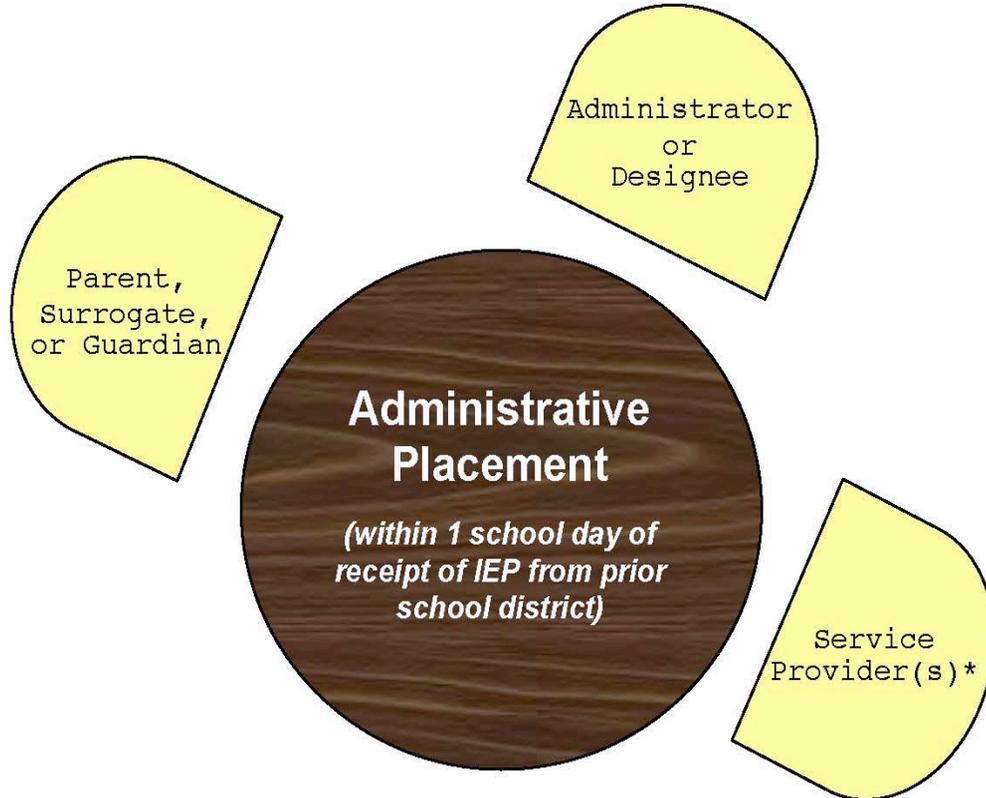
- ★ Summarize actions to be taken
- ★ Acquaint parents with future procedures, e.g. annual review, triennial review
- ★ Address questions about decisions made
- ★ *IF there are DISAGREEMENTS**, explain Due Process Rights.

10. **Adjourn Meeting** (*Administrator/Case Manager*)

** If parent disagrees with any portion of the IEP, parent should indicate portions agreed upon so they may be implemented immediately, and a plan should be developed for resolving areas of disagreement. If parent, or other team member, disagrees with recommendations or decisions, that person may write a statement of dissent on a separate sheet of paper.*

IEP TEAM – Administrative Placements

(Used to continue services for an existing IEP from another District or SELPA)

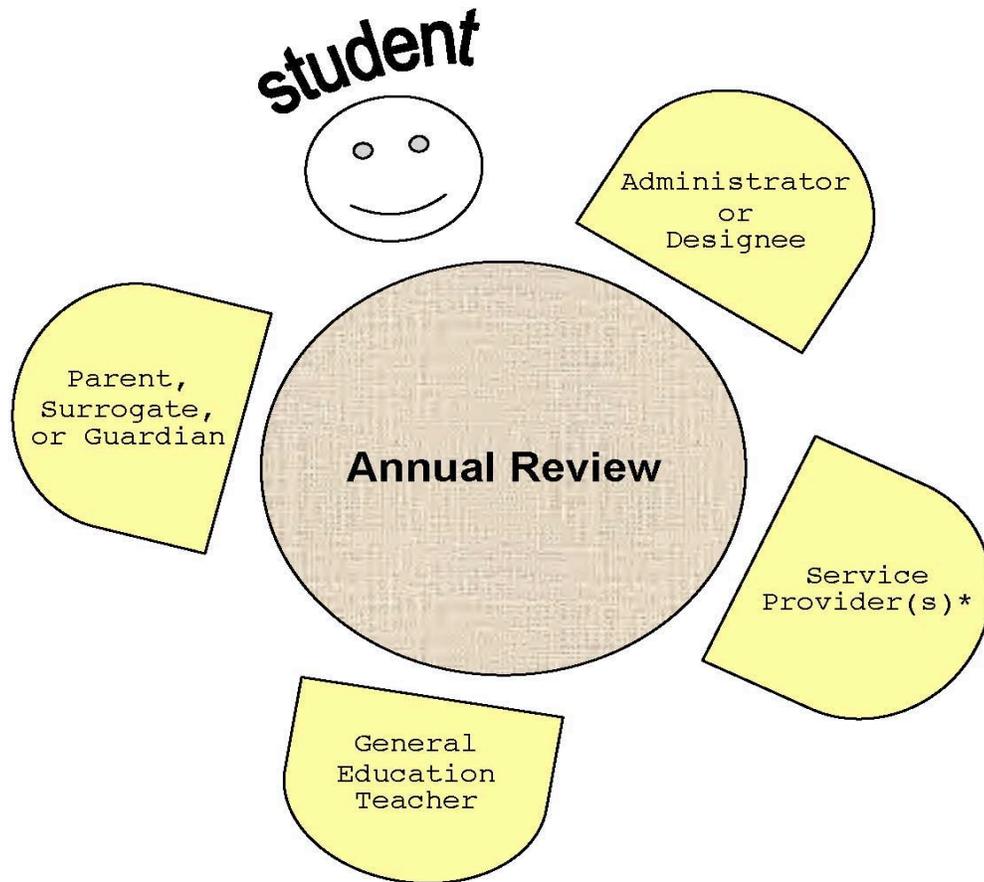


Notes:

- Services must begin within 1-3 days of the school receiving a copy of the IEP.
- Services should be comparable* to what was offered before, as near as possible within our setting.
- If they request, parents may come in for a meeting with service provider(s) and administrator
- If parents are unavailable by phone to give permission, we begin serving anyway. Completed Administrative Placement is sent home for parent review.
- If there is no parent/guardian or parent/guardian cannot be located after three (3) documented attempts (with at least one attempt by return receipt mail), assign a surrogate.
- An IEP meeting must be scheduled within 30-days of the Administrative Placement (30 day IEP).

**Service provider refers to special day class teacher, resource specialist, school psychologist, speech/language pathologist, and any others who provide services outlined in the IEP.*

IEP TEAM – Annual Review



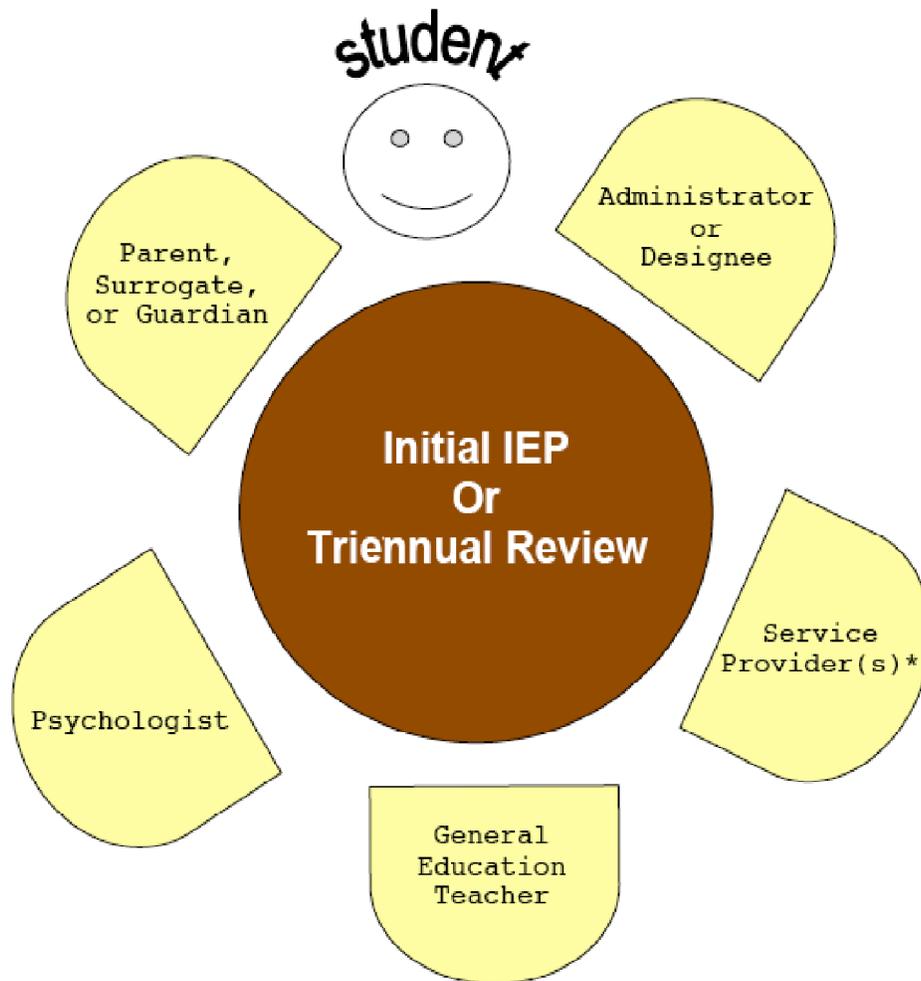
Notes:

In addition to the standard team members, additional service providers and others may be invited as needed. Some of these *others* may include:

- School psychologist
- Probation/agency representative
- Nurse, or other health care provider(s)
- District representative
- Anyone else who may have additional pertinent information about the student.

**Service provider refers to special day class teacher, resource specialist, school psychologist, speech/language pathologist, and any others who provide services outlined in the IEP.*

IEP TEAM – Triennial or Initial



Notes:

In addition to the standard team members and evaluators, additional service providers and others may be invited as needed. Some of these *others* may include:

- School psychologist
- Probation/agency representative
- Nurse, or other health care provider(s)
- District representative
- Anyone else who may have additional pertinent information about the student.

**Service provider refers to special day class teacher, resource specialist, school psychologist, speech/language pathologist, and any others who provide services outlined in the IEP.*

Interpreters for a non English Speaking Parent at the IEP

If a parent is a speaker of a language other than English, and is not fluent in English, an interpreter may be required to ensure the parent understands the IEP proceedings and can make an “informed” decision regarding the offer of services. Spanish speaking paraeducators or clerks who are receiving a bilingual stipend and have been trained to interpret at IEP meetings, may interpret, or a certificated staff member who is bilingual. If the parent’s language is other than Spanish, call the SELPA office for assistance in locating an interpreter for another language.

Parent may also bring a family member or friend who is bilingual with them, but even if they do, the school should have a LACOE interpreter on hand to assist with any questions and ensure the interpretation is correct.

If the parent is Spanish speaking, and not fluent in English, be sure they receive the Annual Notification of Parent Rights and Procedural Safeguards in Spanish and that a Spanish signature page is available to them at the conclusion of the IEP. They should sign on both the English and Spanish signature page.



IEP Requirements for English Learners

Assessing Students for English Learner Status

Students may be assessed for English Learner status if their Home Language Survey (HLS) indicates they or their family speaks a language other than English. In California, the assessment used for this purpose is the California English Language Development Test (CELDT). The CELDT yields a score that identifies the student’s level of proficiency with the English Language.

Required EL IEP forms LAGO and ELD

If a special education student is identified as an English Learner (EL) via the CELDT, then the IEP must contain a Linguistically Appropriate Goals and Objectives (LAGO) sheet.

In addition to the one page LAGO form, an English Language Development (ELD) goal is required in any area of academics for which the student will be receiving specially designed instruction. The California State Standards for ELD can be used to determine the ELD goal based on the student’s level of proficiency and area(s) of need.

If a student only has Language and Speech services and the goal is in a non-academic area such as stuttering or articulation, an annual ELD goal may not be necessary. However, in this instance, the LAGO sheet is still a required piece of the IEP document.

Preparing the LAGO form is a collaborative effort among special education providers, the EL teacher and general education teacher(s). The special education provider has responsibility for alerting the EL teacher of an upcoming IEP in enough time for the EL teacher to locate CELDT scores and English Learner levels prior to the IEP. The general education teacher and other members of the IEP team use the CELDT information to assist them in determining what type of services the

child may need in order to have comprehensible access to the core. This can range from primary language instruction with a bilingual teacher or resource specialist, to English immersion with minimal supports.

The LAGO form outlines how we'll work with the student to ensure comprehensible input where a need exists for something other than English instruction with no other supports.

If no CELDT scores are available as the time of the IEP is nearing, but the student appears to be an English Learner, work closely with your EL lead, who may have additional resources for getting that information, or for conducting an assessment if no scores are available.

Even in the absence of CELDT scores, it's recommended an ELD goal or goals be included in the IEP for students who appear to have English Learner issues. In this instance, document in the IEP the problem with obtaining CELDT scores. Also note what alternate methods were used to determine the possible EL needs (i.e. High Point placement test) and fill in as much of the LAGO form as possible.

See the IEP Writing Guide (Chapter 8) of this handbook for the LAGO form and additional information regarding LAGO.

Assistive Technology

Assistive Technology is the use of any device or aid to level the playing field for a student with a disability. It is not meant to give him or her an advantage over a student who does not require such a device.

Not every student with a handicapping condition will require assistive technology (AT), but it must be addressed at the IEP. The question should be raised, "Does this student need any device or equipment in order to benefit from instruction or to be able to show what he/she knows?" If the answer is "no", then this is stated in the IEP. If the answer is "yes" then the IEP team must indicate the type of assistive technology needed and give a rationale for it. Keep in mind that any sort of device needed to give the child the same opportunities as other students is AT.

If a student is to be allowed to dictate essays into a tape recorder, rather than write them, then the tape recorder is AT. The equipment does not need to be unusual. It can be anything that will get the job done, and should be something, if at all possible, that is readily available. As with all services, we want to allow the child to do what he/she needs to do with as little deviation as possible from what is considered usual or normal.

AT must meet an unmet need; it should be used only when the student would be unable to access the curriculum or demonstrate what he/she knows or can do in regards to the curriculum without the device or aid. Students need to be assessed to determine the type and extent of the AT needed.

See the Resources section of this handbook for additional information about Assistive Technology.



IEPs When Behavior is an Issue

Adding a Positive Behavior Support Plan to an Existing IEP

If a child's behavior is impairing his or her classmates' ability to learn, then a positive behavior support plan should be considered as part of the IEP. The behavior plan will identify the specific behavior(s), give information about antecedents and outline what kinds of strategies might be used to redirect the student or to replace the unacceptable behavior with one that is acceptable. Behavior plan expectations must be clear, specific and consistent.

The behavior plan we use in LACOE SELPA is adapted from Diana Browning Wright's format. *(See sample form and instructions later in the Resources section this chapter.)*

Revising an Existing Behavior Plan

Once a student has a behavior plan, it should be reviewed along with the IEP annually and triennially. If, however, the plan does not appear to be working well, or circumstances and needs change, the IEP team should revise the plan, as needed.



Planning for Transitioning to Postsecondary Settings

If the student, who is the subject of the IEP meeting is 16 years old, or will be 16 at the time of his or her next scheduled IEP (Annual or Triennial), a transition plan must be completed as part of the IEP with the student's input. IDEA requires the student be a participant in any IEP where transition will be discussed. The transition plan will outline their goals for adult living, including information about possible career paths, continuing education and participation in their community. It may also contain goals in additional areas as necessary. For more information on transition plans, see the chapter entitled *Transition and Transition Planning* later in this handbook.



Exiting Students from Special Education

Exit IEPs due to Graduation

If a student will be graduating from one of our programs, an Exit IEP is needed. The Exit IEP will document that the student is graduating with a diploma and will no longer be eligible for services within a high school setting. Prior to the Exit IEP a letter should go home to the parent indicating that we feel the student is on track for graduation and that an IEP will be held to exit him or her from the program. At the IEP meeting, the team will also document that high school graduation was discussed and that the parent and student were given information regarding the student's 'change of placement' once he/she receives a diploma. (*See graduation letter and notice later in this section.*) At this exit, transition is the focus.

Sometime during the last few months of school due to graduation or 'aging out', a Summary of Performance (SOP) is required. The SOP outlines the student's areas of strength and need, as well as recommendation on strategies for meeting the student's postsecondary goals. The SOP is a separate document from the exit IEP and can be done with the student at a different time. It should not be included as part of the exit IEP. (*See the SOP section later in this chapter for the form and Instructions.*)

Exit IEPs When a Student is No Longer in Need of Services

If a student has met his or her goals and no further support via an IEP is required, new assessment is required to demonstrate the student's ability to perform without the support and an IEP must be held to document the lack of need.

Exit IEPs due to Aging Out

While it's unlikely this will occur within a LACOE SELPA site, should a student reach his 22nd birthday before graduating, he becomes ineligible to continue services within a high school setting at the end of the semester during which he turns 22. In this instance, an IEP is also required to formally exit him and to discuss the resulting *change of placement*. A *Summary of Performance (SOP)* is also needed for the student and should be completed sometime during this last semester. (*See SOP section later in this chapter.*)



Section

Resources



The image features a decorative arc of ten yellow stars on the left side. The word "Section" is written in a bold, yellow, sans-serif font with a slight shadow. Below it, the word "Resources" is written in the same font, with a large, stylized sun icon positioned behind the letters "ces". The sun is yellow with a black outline and several yellow rays.



Resources Contents:

1. Invitation to IEP Form
2. Assistive Technology Information & Checklists
3. Behavior Plan Instructions
4. Graduation Letter
5. Notice of Graduation
6. Summary of Performance (SOP) Information
7. Summary of Performance Form
8. Summary of Performance, Student Input Questionnaire
9. Annual Notification of Parent Rights – English
10. Annual Notification of Parent Rights – Spanish
11. Prior Written Notice to a Parent Revoking Consent for Special Education and Related Services (2 sided Form)
12. Prior Written Notice for an Adult Student who Revokes Consent for Provision of Special Education Services (2 sides)
13. Instructions for Noting Revocation in the Special Education Database
14. IEP Team Member Excusal Form

- Initial
- Annual
- Triennial
- Transfer
- Special Review
- Transition Plan
- Addendum

Planning Conference Invitation for IEP Development or Review and Transition Plan Development or Review *(If Applicable)*

Dear

The planning team will meet to discuss special education needs and transition plan needs (if applicable) for the pupil named below.

DATE OF THIS NOTICE	FIRST NAME OF PUPIL	LAST NAME	BIRTHDATE
ADDRESS OF PUPIL		CITY	STATE
ADDRESS		DATE	TIME
CONFERENCE INFORMATION		NAME OF SCHOOL OR PLACE OF MEETING	
		ADDRESS	

This team will include:

- | | |
|---|--|
| <input type="checkbox"/> Administrator/Designee _____ | <input type="checkbox"/> Special Education Teacher _____ |
| <input type="checkbox"/> Language/Speech Specialist _____ | <input type="checkbox"/> Regular Education Teacher _____ |
| <input type="checkbox"/> Pupil _____ | <input type="checkbox"/> Other (1): _____ |
| <input type="checkbox"/> School Psychologist _____ | <input type="checkbox"/> Other (2): _____ |

No one else will participate in the planning without your prior knowledge.

We would like you to assist us in planning and would like to schedule meetings at a mutually convenient time. You have the right to have your son/daughter participate in the meeting if you feel it would be helpful.

You may bring someone such as a social worker, teacher, or friend with you. If you need an interpreter, you may bring one with you or we will provide one if you telephone and let us know.

The specific purposes of the meeting are to discuss or review the pupil's eligibility for special education and/or services and to discuss appropriate educational placements. If eligible for special education, an individualized education program will be developed (or reviewed, for continuing pupils).

If the pupil is at least 14 years of age this academic year a transition plan will be developed or reviewed if one has already been developed. The purpose of the transition plan is to facilitate the pupil's transition from the programs and services provided by the educational agency to programs and services within the community as determined appropriate for the pupil by the transition committee.

- Transitional planning will be discussed at this IEP meeting.
- Parent Rights are enclosed.

SIGNATURE	TITLE	TELEPHONE NUMBER
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Please check below and return one copy as soon as possible.

- I will attend the conference as scheduled above. If unforeseen circumstances prevent my attendance and I do not contact you to reschedule, I understand you will proceed as scheduled.
- I will not be attending the pupil planning conference but would like to participate in the meeting via a conference call over the telephone. I can be reached the day of the scheduled conference at the following number(s): _____ If I am unavailable, please proceed without me.
- I will not be attending the pupil planning conference. I understand that results of the meeting will be sent to me. No initial placement or service will begin without my written informed consent.
- I would like to attend the conference but cannot come at the time scheduled. Please call me at _____ to arrange another time.
- I withdraw permission for consideration of special education services.
- I need an interpreter who speaks _____.

SIGNATURE OF PARENT/GUARDIAN	DATE SIGNED
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Assistive technology (AT) is a tool which allows access and independence to students with special needs. Not every child will require AT, but the question must be addressed at the IEP meeting. If a student requires AT, the team will determine whether it is a device or service that is needed. (*see definitions below*)

1. **ASSISTIVE TECHNOLOGY DEVICE:** any item, piece of equipment or product system that is used to increase, maintain, or improve functional capabilities of a child with a disability.
2. **ASSISTIVE TECHNOLOGY SERVICE:** any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

AT can include both low tech and high tech solutions or aids. Each decision for AT must be based on the individual needs of the student. High Tech solutions may be required by some students, but others may derive even greater benefit from more simple device such as a pencil grip, calculator or tape recorder.

“AT refers to strategies and/or devices necessary to address the students UNMET needs.”

Suggestions for addressing Assistive Technology in the IEP

The goals included in the IEP address a student’s educational needs to help access the general education curriculum. If a student does not require AT, this also needs to be indicated on the IEP. A sample statement for student who does not require AT might be as follows:

Assistive Technology/Devices: As considered within the current academic setting, this student does not require assistive technology devices, and/or services in order to progress in the general curriculum.

For a student who needs some support, but not formal AT, a sample statement to recommend accommodation might be:

Possible Classroom Accommodations: At this time, IEP goals and benchmarks can be met through class instruction in the LACOE program with small class size and instruction and with various accommodations as needed, including:

1. Group work and projects,
2. Clearly defined limits,
3. Cues and prompts,
4. Models for writing,
5. Graphic organizer and planning strategies,
6. Model/provide examples of concepts being taught,

7. Reinforce verbal information presented with visuals,
8. Check for understanding of information presented in the classroom and immediate feedback,
9. Simplify language and/or clarify information not understood,
10. Home/school communication,
11. Verbal praise and encouragement often,
12. Flexible time with additional time to complete assignments when needed, and
13. Allow for small breaks when appropriate.

Accommodation vs Modification

Accommodations are acceptable, but *modifications* change standards. IEP teams need to be cautious when recommending AT so to ensure that the recommended devices, aids or services do not constitute a *modification*. If the recommended AT is a *modification*, a student may become ineligible for a diploma.

Modifications lower or alter the standards and tests for standards. Significant **modifications may lead to non-diploma outcome and modified test results.**

Examples of modifications are:

- *Use of a scribe*
- *Use of a calculator*
- *Special projects in lieu of assignments*
- *Out of grade reading level materials*
- *Dictations/spell check/grammar check, and*
- *Test items read aloud for entire test*

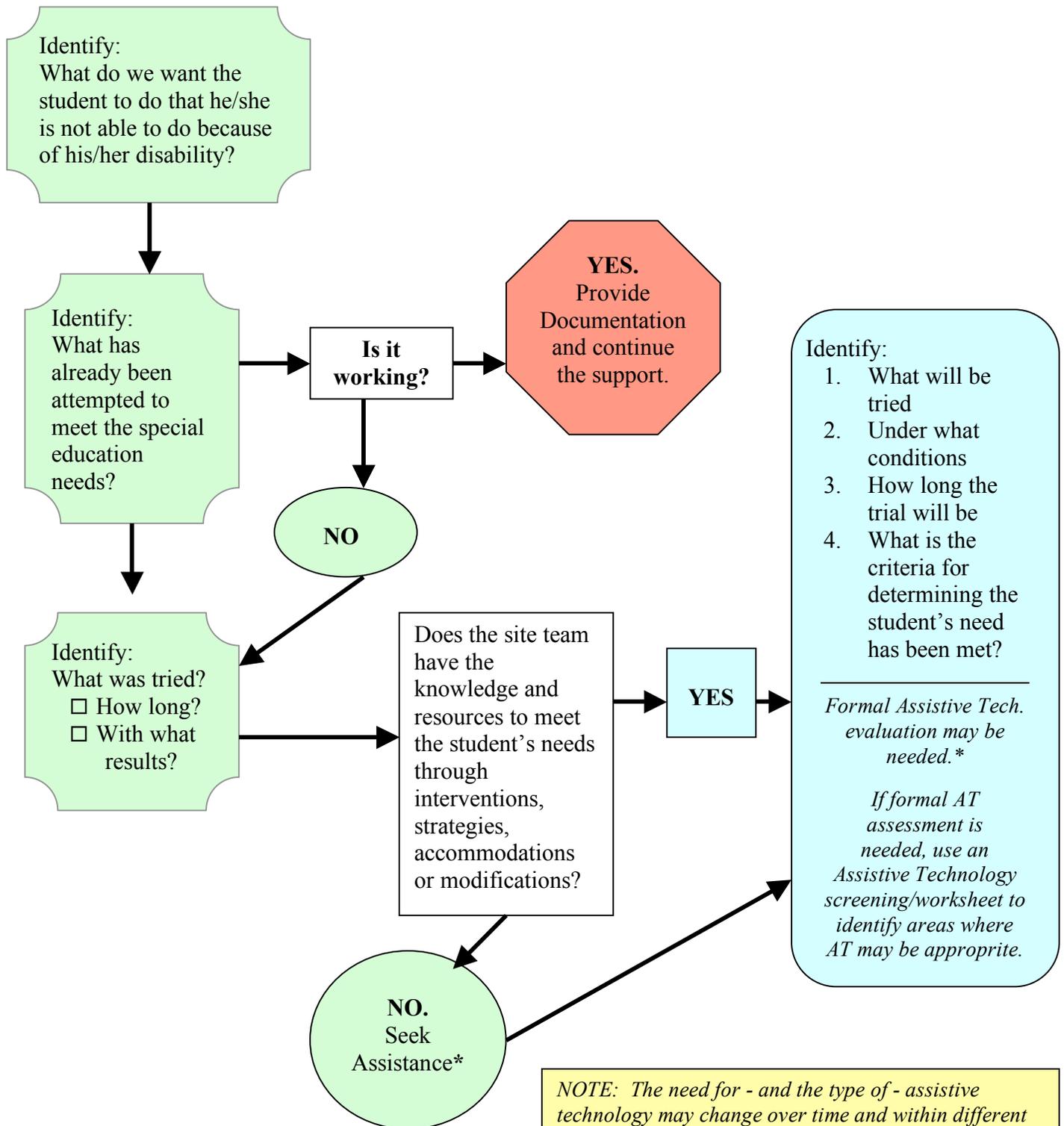
If the IEP team agrees that the student is unable to access the curriculum and he has unmet needs that his current IEP goals are unsuccessful in meeting, then a referral for an AT assessment should be made to more fully assess the student's specific needs. A referral should be made to the SELPA office by an Administrator of the student's current school.

Do Not Write any modifications in an IEP without an AT Assessment that verifies the absolute need for the modification. In order for the modification to be acceptable for a student who has a goal of a high school diploma, there must be proof that the modification is the only way of meeting the student's needs after all other accommodations have been tried.

Any accommodation or modification necessary for a student listed in an IEP must address a specific stated educational need, how it will be implemented, who will pay for any equipment necessary, and who will be responsible for carrying out the use and training of such items.

Process for Consideration of Assistive Technology

If student does not qualify for AT, IEP team should consider reasonable accommodations



 *Call SELPA Office at (562) 401-5737 for an Assistive Technology consult or assessment.

NOTE: The need for - and the type of - assistive technology may change over time and within different settings.

The IEP team should reevaluate when:

- Setting changes
- Needs change
- Additional technology options are available.

When a Student Fails an AT Screening

If using a screening tool to probe for a possible need for assistive technology and it appears the student may well require such assistance, there are some next steps to be put into places, as follows:

- ★ Call IEP meeting to discuss with entire team including teachers and family to see if student is functioning without AT
- ★ If team agrees, administrator for the school makes a referral to the SELPA (who will provide the name and contact information of an assessor) to get a formal AT assessment completed.
- ★ Hold an IEP meeting to discuss the results of the AT assessment, and decide as a team, who will
 - purchase and pay for any equipment, supports or materials needed
 - be responsible to implement the services, train student and staff in using any needed devices
 - follow up to ensure the AT is used appropriately and successfully
 - assist with problem-solving when AT is not working well for the student or doing what it was intended to accomplish.

Additional Resource:

Also see the Summary of Performance Section for a brief AT Screening for use when determining AT needs of secondary students who are transitioning to Post-Secondary settings.

This brief tool may also be useful as a quick screening to help determine if AT is an option that needs further exploration.

Assistive Technology Checklist

WRITING

Mechanics of Writing

- Pencil or pen with adaptive grip
- Adapted paper (e.g. raised lines, highlighted lines, and so on)
- Slantboard
- Other
- Type writer
- Portable word processor
- Computer

Alternate Computer Access

- Keyboard with easy access or access DOS
- Keyguard
- Arm support (e.g. ergorest)
- Track ball, track pad, joystick with onscreen keyboard
- Alternate keyboard (e.g. Intellikeys, Discover Board, TASH)
- Other:
- Mouth stick or head pointer with standard or alternate keyboard
- Head mouse or head master/tracer with onscreen keyboard
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Word prediction (e.g. Co:Writer) to reduce keystrokes

Composing Written Material

- Word cards, word book, or word wall
- Pocket dictionary or thesaurus
- Electronic or talking electronic dictionary, thesaurus, or spell checker (e.g. Franklin Bookman)
- Word processor with spelling and grammar checker
- Other:
- Word processor with word prediction (e.g. Co:Writer) to facilitate spelling and sentence construction
- Talking word processor for multisensory typing
- Voice recognition software
- Multimedia software for expression of ideas (assignments)

Communication

- Communication board or book with pictures, objects, letters, or words
- Eye gaze board (Eye gaze communication)
- Simple voice output device (e.g. Big Mack, Cheap Talk, Voice-in-a-Box, Micro Voice, Talking Picture Frame, or Hawk)
- Voice output device with levels (e.g. 6 level Voice-in-a-Box, Macaw, Digivox, DAC)
- Other:
- Voice out put device with dynamic display (e.g. Dynavox, Speaking Dynamically with laptop computer or Freestyle)
- Voice out put device with icon sequencing (e.g. Alpha Talker, Liberator, DAC)
- Device with speech synthesis for typing (e.g. Cannon Communicator, Link, Write:Out Loud with laptop computer)

READING, STUDYING AND MATH

Reading

- Changes in text size, spacing, color, or background color
- Use of pictures with text (e.g. Picture It, Writing with Symbols)
- Book adapted for page turning (E.G. page fluffers, 3-ring binder, cardboard in page protector)
- Other:
- Talking electronic device to pronounce challenging words (e.g. Franklin Bookman)
- Scanner with talking word processor
- Electronic books

Learning and Studying

- Print or picture schedule
- Low tech aids to find materials (i.e., index tabs, color coded folders)
- Highlight text (e.g. markers, highlight tape, ruler)
- Recorded material (books on tape, taped lectures with number coded index)
- Other:
- Software for manipulation of objects or concept development (e.g. Blocks in Motion, Toy Store). Consider alternate input device (e.g. switch or touch window)
- Software for organization of ideas and studying (e.g. Inspiration, Claris Works Outline, PowerPoint)

Math

- Abacus or math line
- Calculator, with or without print out
- Talking calculator
- Calculator with large keys or large LCD print out
- On screen calculator
- Other:
- Software with templates for math computation (consider adapted input methods)
- Tactile or voice output measuring devices (e.g. clock, ruler)

RECREATION AND LEISURE

- Adapted toys and games (e.g. toy with adaptive handle)
- Use of battery interrupter and switch to operate a toy
- Adaptive sporting equipment (e.g. lighted or bell ball, Velcro mitt)
- Universal cuff to hold crayons, markers, or paint brush
- Modified utensils (e.g. rollers, stampers, scissors)
- Other:
- Ergo Rest to support arm for drawing or painting
- Drawing or graphic program on computer (e.g. Kid Pix, Blocks in Motion)
- Playing games on the computer
- Music software on computer

ACTIVITIES OF DAILY LIVING (ADLs)

- Adaptive eating devices (e.g. foam handle on utensil)
- Adaptive drinking devices (e.g. cup with cut out rim)
- Adaptive dressing equipment (e.g. button hook, reader)
- Other

MOBILITY

- Walker
- Grab rails
- Manual wheelchair
- Other:
- Powered mobility toy (e.g. Cooper Car, GoBot)
- Powered wheelchair with joystick, head switch, or sip/puff controls

ENVIRONMENTAL CONTROL

- Light switch extension
- Use of Powerlink and switch to turn on electrical appliances (e.g. radio, fan, blender, and so on)
- Radio or ultrasound remote controlled appliances
- Other:

POSITIONING AND SEATING

- Nonslip surface on chair to prevent slipping (e.g. Dycem)
- Bolster, rolled towel, or blocks for feet
- Other:
- Adapted or alternate chair, side lyer, stander
- Custom fitted wheel chair or insert

VISION

- Eye glasses
- Magnifier
- Large print books
- Screen magnifier (mounted over screen)
- Screen color contrast (e.g. CloseView)
- Screen magnification software (e.g. Closeview, Zoom Text)
- Other:
- CCTV (closed circuit television)
- Screen reader (e.g. OutSpoken, Jaws)
- Braille Keyboard and Note taker (e.g. Braille N Speak)
- Braille Translation Software

HEARING

- Hearing aid
- Classroom amplification
- Captioning
- Signaling device (e.g. vibrating pager)
- Other
- TDD/TTY for phone access
- Screen flash for alert signals on computer

Comments:

Assistive Technology Screening for Secondary Students

Any "no" answer may require follow up. Call SELPA office if resources or a full AT assessment is needed.

WRITING

Can the student:

Yes	No	Write legibly in a traditional manner? (e.g., paper/pencil)
Yes	No	Complete written forms or answer sheets?
Yes	No	Access the computer in a typical manner?
Yes	No	Use the keyboard or word processor to complete written tasks?

COMMUNICATION

Can the student:

Yes	No	Communicate wants/needs to unfamiliar individuals?
Yes	No	Help other people understand them better?
Yes	No	Request clarification and information?
Yes	No	Independently use the telephone?

READING

Can the student:

Yes	No	Physically manipulate books and print materials to independently read?
Yes	No	Physically see and read typical text formats?
Yes	No	Read and comprehend typical texts and materials? (books, magazines, etc.)
Yes	No	Access and read materials from the Internet?

LEARNING/STUDYING

Can the student:

Yes	No	Understand and follow verbal instructions?
Yes	No	Independently follow a schedule?
Yes	No	Independently utilize study strategies? (e.g., highlighting, outlining)
Yes	No	Independently use organizational strategies for work materials and assignments?

MATH

Can the student:

Yes	No	Independently tell time?
Yes	No	Complete math calculations?
Yes	No	Use a typical calculator?
Yes	No	Appropriately use money skills?

Comments/Notes:

Continued..

RECREATION AND LEISURE

Can the student:

Yes	No	Participate in recreational activities in a typical manner?
Yes	No	Choose leisure activities and manipulate the necessary materials? (<i>e.g., cards, game pieces, art materials</i>)

ACTIVITIES OF DAILY LIVING

Can the student:

Yes	No	Physically manage grooming and hygiene needs?
Yes	No	Independently prepare and eat meals?
Yes	No	Independently dress and do laundry?
Yes	No	Complete housekeeping activities?

MOBILITY

Can the student:

Yes	No	Independently navigate inside and outside customary environments?
Yes	No	Carry necessary materials between locations? (<i>e.g., backpack, equipment</i>)
Yes	No	Operate controls to activate public building access devices? (<i>e.g., elevator controls, power doors, etc.</i>)
Yes	No	Independently arrange transportation?
Yes	No	Independently access public transportation?
Yes	No	Drive a car?

POSITIONING AND SEATING

Can the student:

Yes	No	Sit in a typical classroom chair/desk?
Yes	No	Independently change positions when necessary?
Yes	No	Tolerate being in class/work settings for the required period of time?

ADDITIONAL ITEMS

Is the student:

Yes	No	Able to see within normal limits?
Yes	No	Able to hear within normal limits?
Yes	No	In good physical health?
Yes	No	Able to sustain attention for an adequate period of time?

Comments/Notes:

A yellow, five-pointed star with a slight 3D effect and a shadow, positioned behind the text.

**Behavior Planning
Forms & Information**



Not For Display - For Teacher/Staff Use Only

Behavior Support Plan

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date: _____ 504 plan date: _____ Team meeting date: _____

Student Name XXX Today's Date _____ Next Review Date _____

1. The behavior impeding learning is (describe what it looks like) describe non-judgmentally, observable terms, clearly defined
 2. It impedes learning because less skills learned by student or others? Safety/welfare concerns?
 3. The need for a Behavior Support Plan early stage intervention moderate serious extreme
 4. Frequency or intensity or duration of behavior give reader a sense of severity (does not require formal data collection)
- reported by _____ and/or observed by _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>What are the predictors for the behavior? (Situations in which the behavior is likely to occur; people, time, place, subject, etc.)</p> <p>5. <u>Those situations when you can predict problems will occur, e.g., such as difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If one time behavior, state any known connections between environmental conditions at time and student's choice of this behavior.</u></p> <p>What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?) 6. <u>Always two parts: 1) Changing environmental features so no need to use this behavior, 2) teaching new way to meet function identified above. KEY: What has NOT YET been done AT SCHOOL that could change his/her need for this behavior?</u></p>
Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Time/Space/Materials/Interactions to remove likelihood of behavior) 7. <u>What would help this student become more successful in school? Consider learner characteristics, skills, interests, needs for personalized programming in the classroom setting. Relationship building, status for real successes changes hopelessness into hope for many alienated youth.</u></p> <p>Time - pacing techniques, closure systems, completing tasks in parts, having more time/less on tasks, etc. Space - seating, use of masking tape to identify areas, different workspace for different tasks, etc. Materials - tasks in sequencing trays, manipulatives, material organizers, personally relevant curricula, etc. Interactions - Are there specific styles or frequency of interactions or specific supportive words, voice tone quality, etc. that help this student? Would anti-bullying interventions help? Who is involved? Peers? Teachers, aides, playground, bus driver, anyone from threshold to threshold responsible for this student.</p> <p>Who will establish? <u>Typically teachers with administrator help</u> Who will monitor? <u>Typically teachers w/ help as needed</u> Frequency? <u>Frequent, then decrease</u></p>

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	<p>Team believes the behavior occurs because: (Function of behavior in terms of getting, protest, or avoiding something)</p> <p>8. <u>What student is getting (e.g., social status, attention, \$, etc.) or protest/escape/avoiding (e.g., difficult work, past actions of peers, interaction style of an adult, etc.) with this behavior</u></p> <p style="text-align: center;">Accept a replacement behavior that meets same need</p> <p>What team believes the student should do INSTEAD of the problem behavior? (How should the student escape/protest/avoid or get his/her need met in an acceptable way?) 9. <u>In the future, how will he/she get needs met that this behavior fulfilled, e.g., something desired or something protested or escaped or avoided when necessary?</u></p>
Intervention	<p>What teaching Strategies/Necessary Curriculum/Materials are needed? (List successive teaching steps for student to learn replacement behavior/s) 10. <u>Examples: better communication skills, anger management, picture exchange system for nonverbal students with cognitive disabilities, self-management systems, following schedules and routines, learning new social skills, learning how to negotiate, learning structured choice, learning new scripts, learning notebook organization, learning to use playground, conflict resolution managers, learning how to use classroom meeting structure to solve problems, etc., i.e., any general or specific skill deficit you hope to correct to change behavior</u></p> <p>Who will establish? <u>Who will teach this? Accountability</u> Who will monitor? <u>Assure accountability</u> Frequency? <u>Frequent, then decrease</u></p>





Notice of Graduation

When a student nears the completion of his or her graduation requirements, IDEA mandates that the IEP Team informs the parent (or student if over 18) that once a high school diploma is earned and awarded, the student no longer qualifies for Special Education Services through the school. Because graduation ends the school provided special education services, graduation constitutes a change of placement for the student.

The two forms in this section should be used for this notification and to verify that parent (or 18+ year old student) has been notified and understands that graduation terminates services



NOTICE EARNING A REGULAR HIGH SCHOOL DIPLOMA

Congratulations! Your/your student's transcript shows that you/your student is on track to earn enough required credits for a regular high school diploma. After you/your student has earned the required credits in each area and passed the proficiency examinations, you/your student will earn a regular high school diploma, the main "gateway" to higher education. The Individuals with Disabilities Education Act (IDEA) requires your school to notify you of the effect of earning a regular high school diploma on special education services.

IDEA states that students with disabilities who have graduated from high school with a regular high school diploma are no longer eligible for special education. This means that once the regular high school diploma is issued, you/your student will no longer receive special education services. Graduation from high school with a regular diploma constitutes a change in placement, requiring written notice prior to the issuance of the diploma. This document shall serve as notice of this change in placement. Earning a high school diploma is a change in placement that requires your consent.

At your next IEP team meeting, the team will discuss your/your student's progress towards the diploma and other options that may be available to you/your student. The following will be discussed with you:

- Future services which may include enrollment in post-secondary institutions with or without disabled student services, enrollment in vocational training programs, participation in Department of Rehabilitation programs, and other services and programs that will help you/your student plan for the future;
- A description of other options considered and the reasons why those options were rejected;
- A description of each evaluation procedure, test, record, or report the agency used as a basis for the proposed or refused action;
- A description of any other factors that are relevant to the school's proposal that the regular high school diploma be issued.

You/your student have protection under the procedural safeguards of this part. A copy of a description of the procedural safeguards can be obtained from the school and will be provided at the IEP team meeting. You may also contact the school at _____ or the LACOE SELPA at 562-401-5737 for assistance in understanding your procedural safeguards.



Summary of Performance (SOP)

The Summary of Performance (SOP) is required, by IDEA, when a child's eligibility under special education terminates due to receiving a regular diploma or due to exceeding the age of eligibility... When this occurs, IDEA states that the Local Education Agency *shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.*”

This information is necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student's eligibility for reasonable accommodations and support in postsecondary settings.

The SOP must be completed during the final year of a student's high school education or last year of eligibility due to age. This information may be necessary as a student applies for services from state agencies such as vocational rehabilitation or is transitioning to higher education. The last comprehensive multi-disciplinary assessment must be provided with the SOP report.

The recommendations provided in the SOP do not imply that any individual who qualifies for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.

The SOP is most useful when the student has the opportunity to actively participate in the development of this document. The student's contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, (c) postsecondary personnel to more clearly understand the student's strengths and the impact of the disability on this student.



Instructions for the Summary of Performance

Part 1: Background Information – Complete this section as specified. Please note this section also requests that you attach copies of the **most recent** formal and informal assessment reports that document the student’s disability or functional limitations and provide information to assist in post high school planning.

Part 2: Content Areas – This section includes three critical areas: Academic, Cognitive and Functional levels of performance. Next to each specified area, please complete the student’s strengths and areas of need and the accommodations, modifications and assistive technology that were **essential** in high school to assist the student in achieving progress. *Please leave blank any section that is not applicable.*

Part 3: Student’s Postsecondary Goals and Recommendations – This section should present suggestions for accommodations, adaptive devices, assistive services, compensatory strategies, and/or collateral support services, to enhance access in a post high school environment, including higher education, training, employment, independent living and/or community participation.

These recommendations should not imply that any individual who qualifies for special education in high school would automatically qualify for services in the postsecondary education or the employment setting. Postsecondary settings will continue to make eligibility decisions on a case-by-case basis.

See the Student Questionnaire later in this chapter. This, or a similar form, may assist with ensuring the student’s perspective is part of this process.

**EDUCATIONAL PROGRAMS
SUMMARY OF PERFORMANCE**

STUDENT NAME	DATE OF BIRTH	DATE OF IEP
GRADUATION / EXIT DATE	CURRENT SCHOOL	
LAST IEP / 504 PLAN	PRIMARY DISABILITY	

CONTENT AREAS	STRENGTHS & AREAS OF NEED (GRADE LEVELS, STANDARD SCORES, LEARNING STYLES)	ACCOMMODATIONS AND / OR MODIFICATIONS UTILIZED IN HIGH SCHOOL
ACADEMICS (Language Arts, Communication, Math, Study Skills)		
COGNITIVE (General Ability, Problem Solving Skills, Processing skills, Memory)		
FUNCTIONAL (Social Skills, Behavior, Independent Living, Mobility, Vocational interest, Job Training, etc.)		

STUDENT'S POSTSECONDARY GOALS & RECOMMENDATIONS	POSTSECONDARY GOALS (AS APPLICABLE)	RECOMMENDATIONS TO ASSIST IN MEETING GOALS
POSTSECONDARY EDUCATION		
EMPLOYMENT		
OTHER		

SUMMARY OF PERFORMANCE: STUDENT PERSPECTIVE & INPUT

A. How does your disability affect your schoolwork and school activities (such as grades, relationships, assignments, projects, communication, time on tests, mobility, extra curricular activities)?

B. In the past, what supports have been tried by teachers or by you to help you succeed in school (aids, adaptive equipment, physical accommodations, other services)?

C. Which of these accommodations and supports has worked best for you?

D. Which of these accommodations and supports have not worked?

E. What strengths and needs should professionals know about you as you enter the postsecondary education or work environment?

I have reviewed and agree with the content of this Summary of Performance.

Student Signature: _____ Date: _____



**Parent Rights and
procedural Safeguards**



Annual Notification of Parents' Rights and Procedural Safeguards

(Please keep this document for future reference.)

Dear Parent(s)/Guardian(s)/Pupil:

This notice is provided to you because your child is being considered for possible placement or is currently enrolled in a special education program. This notice is also provided for children who are entitled to these rights at age 18. If your child is being referred for special education and all options of the general education program have been considered, and where appropriate utilized, for your child, you have the right to initiate a referral for special education.

In California, special education is provided to children with disabilities between birth and twenty-one years of age. Federal and state laws protect you and your child throughout the procedures for evaluation and identification of special education placement and services. Parents of children with disabilities have the right to participate in the individual education program process and be informed of the availability of a free appropriate public education and of all available alternative programs, including public and nonpublic programs.

You have the right to receive this notice in your primary/native language or other mode of communication (i.e., sign language or Braille), unless it is clearly not feasible to do so. These rights may also be translated orally to you if your primary/native language is not a written language. This notice will be given to you only one time a year, or upon: (1) your request; (2) the initial referral of your child for a special education evaluation; (3) reevaluation of your child; (4) removal of your child for violating a school code of conduct that constitutes a change in placement; (5) filing of a state complaint; and (6) receipt of a request for a due process hearing. If available, a copy of these procedural safeguards may also be accessible on your district's website and may be sent to you, upon your request, by electronic mail. Please check with your local school district to determine if this option is available.

The definitions below will help you understand the statement of rights. Should you need further information regarding the contents or use of this guide, you may contact The LACOE SELPA Director, whose telephone number is on the last page of this document.

Definitions

Children with Disabilities: The Individuals with Disabilities Education Act ("IDEA") defines "children with disabilities" as including children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments or specific learning disabilities, and who by reason thereof, need special education and related services.

Consent: Consent means that: (1) parents have been given all information, in their native language or other mode of communication, that is relevant to any activity for which their consent is sought; (2) parents understand and agree in writing to that activity, and the consent form they sign contains a description of the activity and a list of records that will be released and to whom the records will be released in order to initiate

or implement the activity; and (3) parents understand that their consent is voluntary and may be revoked at any time; however, their withdrawal of consent does not negate an action that has already occurred.

Evaluation: An assessment of your child using various tests and measures per Education Code section 56320-56339 and 20 U.S.C. section 1414(a), (b) and (c) to determine whether your child has a disability and the nature and extent of special and related services needed by your child for his/her educational benefit. The assessment tools are individually selected for your child and are administered by competent professionals employed by the local education agency. Testing and evaluation materials and procedures will be selected and administered so as not to be racially or culturally discriminatory. The materials or procedures will be provided and administered in your child's native language or mode of communication, unless it clearly is not feasible to do so. No single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Free Appropriate Public Education ("FAPE"): An education that: (1) is provided at public expense, under public supervision and direction, and without charge to you; (2) meets the standards of the California Department of Education; and (3) is provided in conformity with a written individualized education program developed for your child to confer an educational benefit and to be implemented in a preschool, elementary or secondary school program.

Individual Education Program ("IEP"): A written document developed by your child's IEP team that includes at least all of the following: (1) present levels of academic achievement and functional performance; (2) measurable annual goals; (3) a statement of the special educational and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child; (4) an explanation of the extent to which the child will not participate with non-disabled children in the general education programs; (5) the projected date for initiation and the anticipated duration, frequency and location of the programs and services included in the IEP; and (6) appropriate objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether the child is achieving his or her goals.

Least Restrictive Environment ("LRE"): To the maximum extent appropriate, children with disabilities will be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the general education program will occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Local Educational Agency ("LEA"): This term includes a school district, County Office of Education ("COE"), a Special Education Local Plan Area ("SELPA"), or a charter school participating as a member of a SELPA.

Notification of Majority Rights: Your child has the right to receive all information about his/her educational program and to make all decisions when he/she reaches the age of eighteen unless determined incompetent by state law and procedures. Non-conserved adults are presumed under the laws of the State of California to be competent.

Parent: The definition of parent includes: (1) person having legal custody of a child; (2) an adult student for whom no guardian or conservator has been appointed; (3) a person acting in place of a natural or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives; (4) a parent surrogate; and (5) a foster parent, if the authority of a natural parent to make education decisions on the child's behalf has been specifically limited by court order.

When may I access Educational Records, and how do I do so?

All parents or guardians of children enrolled in California public schools have the right to inspect records under the Family Educational Rights and Privacy Act ("FERPA"), which has been implemented in the California Education Code.

Educational records are those records that are directly related to your child and maintained by a school district, agency, or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained. Both federal and state laws further define an educational record as any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school LEA, or required to be maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, computer or by other means. Educational records do not include informal personal notes prepared and kept by a school employee for his/her own use or the use of a substitute. If records contain information about more than one child, you have access only to that portion of the record pertaining to your child.

Personally identifiable information may include: (1) the name of the child, the child's parent or other family member; (2) the address of the child; (3) a personal identifier such as the child's social security number, student number, or court file number; (4) a list of personal characteristics or other information that would make it possible to identify the child with a reasonable certainty.

Additionally, parents of a child with disabilities, including non-custodial parents whose educational rights have not been limited, are presumed to have the right to: (1) review all educational records regarding the identification, evaluation, and educational placement of the child and the provision of a FAPE to the child; and (2) receive an explanation and interpretation of the records. These rights transfer to a non-conserved pupil who is eighteen years old or attending an institution of post-secondary education.

The custodian of records at each school site is the principal of the school. The custodian of records for each school district located in the LACOE SELPA is listed on the last page of this document. Educational records may be kept at the school site or the district office, but a written request for records at either site will be treated as a request for records from all sites. The custodian of records will provide you with a list of the types and locations of pupil records (if requested). Three years after a student exits a program, the special education records will be destroyed.

The custodian of the records will limit access to your child's educational records to those persons authorized to review the educational record, including you, your child who is at least sixteen years old, individuals who have been authorized by you to inspect the records, school employees who have a legitimate educational interest in the records, post secondary institutions designated by your child, and employees of federal, state, and local education agencies. In all other instances, access will be denied unless you have provided written consent to release the records or the records are released pursuant to a court order or other applicable law. The LEA must keep a log indicating the time, name and purpose for access of those individuals who are not employed by the school district.

Parent consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the IDEA, except under the following circumstances: (1) before identifiable information is released to officials of participating agencies providing or paying for transition services; and (2) if the child is in, or is going to go to, a private school that is not located in the same school district in which parents reside, parent consent must be obtained before any personally identifiable information about the child is released between officials in the school district where the private school is located and officials in the school district in which parents reside.

A review and/or copies of educational records will be provided to you within, five (5) business days of a request. A fee for copies, but not the cost to search and retrieve, is determined by LEA policy and will be charged, unless charging the fee would effectively deny you access to your child's educational records. Once a complete copy of the records has been provided, a fee will be charged for additional copies of the same records.

Upon receiving notice that the records are no longer necessary to the LEA, you may request destruction of the records, which will take place either by physical destruction or by removing personal identifiers from the records so that the information is no longer personally identifiable. However, the LEA is obligated to keep a permanent record for each child, which includes: (1) the child's name, address, and phone number; and (2) the child's grades, attendance records, classes attended, grade level completed, and year completed.

If you believe that information in the education records collected, maintained or used by the LEA is inaccurate, misleading or violates the privacy or other rights of the child, you may request in writing that the LEA amend the information. If the LEA agrees with your request, the record will be amended and you will be informed.

Should the LEA refuse to make the amendment requested within 30 days, the LEA will notify you of the right to a hearing to determine whether the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child. If you request a hearing, the LEA will provide a hearing, within a reasonable time, which meets the following requirements: (1) the LEA must provide you with notice of the date, time, and place, reasonably in advance of the hearing; (2) the hearing may be conducted by any individual, including an official of the LEA, who does not have a direct interest in the outcome of the hearing; (3) the LEA shall give you a full and fair opportunity to present evidence relevant to the issues; (4) the LEA shall make its decision in writing within a reasonable period of time after the hearing; and (5) the decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. You may, at your own expense, be assisted or represented by one or more individuals of your own choice, including an attorney.

If it is decided by the governing board after the hearing that the record will not be amended, you have a right to provide what you believe is a corrective written statement, which will be permanently attached to the contested record. This statement will be attached if the contested record is disclosed.

What is, and how may I obtain an Independent Educational Evaluation?

An independent educational evaluation (“IEE”) is an assessment conducted by a qualified examiner who is not employed by the LEA providing an education to your child, but satisfies the same requirements of the California Department of Education (“CDE”) and the LEA. If you disagree with the results of a recent assessment conducted by LEA, and make that disagreement known to the LEA, you have the right to request and possibly obtain an IEE for your child at public expense from a qualified person. Public expense means that the public agency either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you. Your LEA has information available for you about where such an IEE may be obtained and what the LEA’s criteria is for determining qualification.

If you request an IEE at public expense, the LEA must either: (1) file a complaint for due process against you to prove that its assessment is appropriate; or (2) ensure that the IEE is provided to you at public expense. If the LEA proves at a due process hearing that its assessment is appropriate, you still have the right to an IEE, but not at public expense.

If you obtain an assessment at private expense and provide a copy of it to the LEA, the results of the assessment will be considered by the IEP team with respect to the provision of a FAPE to your child. The privately funded assessment may also be introduced at a due process hearing regarding your child.

If the LEA observed your child in conducting its assessment, or if the LEA’s assessment procedures allow in-class observations of students, an individual conducting an IEE must also be allowed to observe your child in the classroom, or observe an educational setting proposed by the IEP team.

If you propose a publicly-financed placement of your child in a nonpublic school, the LEA will have an opportunity to observe the proposed placement and the pupil in the proposed placement, if the pupil has already been unilaterally placed in the non-public school by the parent or guardian.

What is Prior Written Notice and when will I receive it?

An LEA is responsible for informing you, in writing, whenever it proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child. The LEA must provide written notice to parents of this proposal or refusal within a reasonable time. This notice, if not previously provided to the parent, will also be provided upon the LEA's receipt of a parent's request for a due process hearing. The written notice will include:

- A description of the actions proposed or refused by the LEA with an explanation of why the agency proposed or refused to take the action and a description of other actions considered and why those options were rejected.
- A description of each assessment procedure, test, record, or report the LEA used as a basis for the proposal or refusal.
- A description of other options considered by the IEP team and the reason why those options were rejected.
- A description of any other factors, which are relevant to the LEA's proposal or refusal.
- Notice that parents can obtain copies or assistance in understanding their rights and procedural safeguards from the Special Education Director of their child's district of residence, the SELPA Director, or the CDE in Sacramento.

What constitutes Parental Consent and when is it required?

The LEA must get parental consent, as described above, before assessing and/or providing special education and related services to your child. The LEA must make reasonable efforts to obtain a parent's informed consent before an initial assessment or reassessment of a child. If you refuse to consent to an initial assessment or a reassessment, the LEA may, but is not required to, use due process procedures to obtain your consent for the assessment. If you refuse to consent to the **initial IEP** placement and services, the LEA may not use the due process procedures described below to challenge your refusal to consent. However, when the LEA requests consent to the initial placement and services, and you do not provide it, the LEA will not be considered to be in violation of the requirement to make available a FAPE to your child. The LEA will also not be required to convene an IEP team meeting or develop an IEP when such consent is not provided after the LEA's request.

You may consent in writing to the receipt of some components of your child's IEP, and those components of the IEP must be implemented by the LEA. If the LEA determines that the remaining component(s) of your child's IEP to which you do not consent is/are necessary to provide a FAPE to the child, the LEA must initiate a due process hearing.

Finally, your informed consent need not be obtained in the case of a reassessment of your child, if the LEA can demonstrate through a due process hearing that it has taken reasonable measures to obtain your consent and you have failed to respond.

Am I Allowed to Change My Mind Later and Revoke Consent?

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district or charter school

- May not continue to provide special education and related services to the child, but must provide prior written notice before ceasing the provision of special education and related services;
- May not use the mediation procedures, the due process procedures in order to obtain agreement or a ruling that the services may be provided to the child;
- Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop and IEP for the child for further provision of special education and related services.

If the parent revokes consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the school district or charter school is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent. This provision applies when a parent refuses all special education services. If a parent disagrees with some services but not all, the issues need to be resolved through the Due Process procedure.

If I have a complaint about my child's educational program, how do I raise it?

You have the right to present and resolve any complaint you have regarding your child's education. If you have any concerns relating to your child's educational program, the LACOE SELPA encourages you to bring your concerns to the attention of the teacher, school administrator, or your child's IEP team.

If the LEA is not able to resolve your concerns through informal means, you may file a compliance complaint with either the LEA, or the CDE.

If your concern is related to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of a child with a disability, the provision of a FAPE to the child, or a dispute over the availability of an appropriate program for your child, you may file a due process hearing complaint (described below). The LEA also has

the right to file a due process hearing complaint on any matter relating to a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, the provision of a FAPE to your child, or a dispute over the availability of an appropriate program for your child.

What is a compliance complaint and what are my rights related to a compliance complaint?

All compliance complaints which allege a violation of the law under the IDEA or California special education law, the complaint must: (1) be in writing; (2) contain a statement that the LEA has violated a law or regulation under the IDEA or California Education Code counterparts; (3) contain the facts which support the allegation; (4) contain a signature and contact information of the complainant; and (5) if alleging a violation against a single child, must contain: (a) the name and address of the child (or available contact information for a homeless child); (b) the name of the school the child is attending; (c) a description of the nature of the problem and facts relating to the problem; and (d) a proposed resolution to the extent known.

District/LEA Level Compliance Complaint: The LACOE SELPA encourages you to file any complaint regarding special education issues directly with your LEA in order for the LEA to quickly address your concerns in an informal and efficient manner. The LEA has established confidential procedures for the filing of these complaints and will meet with you to investigate your complaint in a timely manner and attempt to resolve any concerns. The Compliance Officer will assist you in resolving any complaint of discrimination against the district, its employees or contractors, and students. The Compliance Officer is also able to assist you in preparing your complaint in writing and to provide the information required by law. The Compliance Officer will refer you to other agencies responsible for the investigation and resolution of complaints when appropriate.

State Level Compliance Complaint: Any individual or organization may file a compliance complaint alleging a violation of any IDEA or state law requirement by the LEA, CDE, or any other public agency. The Compliance Officer is also able to assist you in preparing your complaint in writing and to provide the information required by law. The Compliance Officer will refer you to other agencies responsible for the investigation and resolution of complaints when appropriate. Complaints should be filed with the CDE Compliance Unit: **California Department of Education, Special Education Division, Procedural Safeguards Referral Service, 1430 N Street, Suite 2401, Sacramento, CA 95814. Phone (800) 926-0648; FAX (916) 327-3704.**

Compliance complaints filed with the CDE must be filed within **one** year from the date you knew or had reason to know of the facts that were the basis for the complaint.

Within sixty (60) days after your complaint is filed, the CDE will: (1) carry out an independent on-site investigation, if necessary; (2) give you the opportunity to submit additional information, either orally or in writing, about the allegations in the complaint; (3) provide the LEA with the opportunity to respond to the complaint, including a proposal to resolve the complaint; (4) provide an opportunity for you and the LEA to agree voluntarily to engage in mediation; (5) review all relevant information and make an independent determination as to whether the LEA is violating a requirement of the IDEA and/or related State law; and (6) issue a written decision to you and the LEA that addresses each allegation in the complaint and contains findings of fact and conclusions, and the reasons for the final decision.

What is mediation and when can I request it?

Parties are encouraged to seek resolution of special education disputes through less adversarial processes such as mediation or alternative dispute resolution ("ADR") prior to filing for a due process hearing. While you are urged to try mediation, this may not be used to delay your right to a due process hearing.

These voluntary prehearing mediation conferences are to be conducted in a non-adversarial atmosphere to resolve issues relating to the identification, assessment, or educational placement of the child, or the provision of a FAPE to the child, to the satisfaction of both parties. Therefore, attorneys or other independent contractors used to provide legal advocacy services may not attend or otherwise participate in the prehearing mediation conferences. This does not prevent either party from consulting an attorney either prior to or following the mediation process nor does this bar a parent of the child in question from participating if the parent is an attorney. The parties may be accompanied and advised by non-attorney representatives at their discretion.

This mediation conference will be scheduled within 15 days and completed within 30 days of the CDE's receipt of your request for mediation, unless both parties agree to an extension. The mediation will be conducted by a qualified and impartial mediator who is trained in effective mediation techniques.

If you and the LEA resolve a dispute through the mediation process, both parties must enter into a legally binding agreement that sets forth the resolution and that: (1) states that all discussions that happened during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceeding; and (2) is signed by both you and a representative who has the authority to bind the LEA.

A written, signed mediation agreement is enforceable in any State court of competent jurisdiction (a court that has the authority under State law to hear this type of case) or in a district court of the United States. Discussions that happened during the mediation process must be confidential. They cannot be used as evidence in any future due process hearing or civil proceeding of any Federal or State court.

What is a due process hearing and what are my rights related to it?

A due process hearing is a formal proceeding presided over by an administrative law judge, which is similar to a court action. The hearing can be initiated by you or the LEA when there is a disagreement over a proposal or a refusal to initiate or change the identification, evaluation or educational placement of your child, the provision of a FAPE to your child, or a dispute over the availability of an appropriate program for your child.

Requests should be sent to: **Office of Administrative Hearings ("OAH"), at the following address: Office of Administrative Hearings, Attn: Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833-4231. Phone (916) 263-0880; FAX (916) 263-0890.**

The request for a due process hearing must be filed within *two* years from the date you knew or had reason to know of the facts that were the basis for the hearing request. This timeline does not apply to you if you were prevented from requesting a due process hearing earlier because the LEA: (1) misrepresented that it had resolved the problem which is the basis of your request; or (2) withheld information from you relating to the information contained in this notice.

Your due process hearing complaint **must** include the following information: (1) your child's name; (2) your child's address (or, in the case of a homeless child, the available contact information); (3) the name of the school your child attends; (4) a description of the problem relating to the proposed initiation or change, including specific facts about the problem; and (5) proposed resolution to the problem to the extent it is known to you. You must provide the LEA with a copy of your request for due process. You (or the LEA) may not have a due process hearing until a due process hearing complaint that contains all of the information outlined above is filed.

Within five days OAH must decide if the due process complaint meets the requirements listed above and they will notify you and the LEA in writing if it is insufficient. If OAH determines that a due process complaint is insufficient, the party will have the opportunity to file a new complaint that meets the requirements listed above.

If you request a due process hearing, within 15 days of receiving your request for due process, the LEA must convene a meeting with you, the relevant member(s) of your child's IEP team who have specific knowledge of the facts identified in the due process hearing request, and a LEA representative who has decision-making authority, to discuss a resolution to the issues raised. The meeting will not include the LEA's attorney, unless you are accompanied by an attorney.

Except where you and the LEA have both agreed, in writing, to waive the resolution process or to use mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and due process hearing until you agree to participate in a meeting.

If an agreement is reached at the resolution session, the agreement must be memorialized in writing and signed by both you and the LEA representative. After signing, both you and the LEA have 3 business days to void the agreement. If the LEA has not resolved the due process complaint to your satisfaction within 30 days of the receipt of the due process complaint (during the time period for the resolution process), the due process hearing may occur, and the applicable timeline for issuing a final decision begins.

You and the LEA may agree, at any time prior to the commencement of the due process hearing to participate in a mediation of the dispute. An impartial mediator will be appointed by OAH at no cost to either party. Mediation extends OAH's timeline to render its decision; however, mediation is not intended to deny or delay your right to a hearing, or any other rights.

If the issues which gave rise to the request for due process are not resolved by the resolution session or mediation, OAH must hold a hearing, reach a final decision on the issues in the case, and send a copy of the decision to the parties within 45 days of the expiration of the resolution period. The hearing must be held at a time and place that is reasonably convenient to the parties.

Any party to a due process hearing has the right to: (1) a fair and impartial administrative hearing before a person knowledgeable in laws governing special education and administrative hearings; (2) be represented by an attorney or an advocate with knowledge and training related to the problems of children and youth with disabilities; (3) present evidence, written arguments, and oral arguments; (4) confront, cross-examine, and require witnesses to be present; (5) obtain a written or at your option, electronic verbatim record of the hearing; (6) obtain written or at your option, electronic findings of fact and decisions, within 45 days after the expiration of the resolution session time period; (7) receive notice from the other party, at least ten days prior to the hearing, that it intends to be represented by an attorney; (8) be informed by the other party, at least ten days prior to the hearing, of their issues and their proposed resolutions; (9) receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony at least five business days before the hearing; (10) have your child present at the hearing; (11) have the hearing open or closed to the public; (12) have an interpreter provided; (13) request an extension of the hearing timeline for good cause; and (14) request that your child's school district, the LACOE SELPA or OAH provide you with a list of individuals providing legal services or advocacy for children with disabilities.

What if I disagree with the results of a due process hearing?

The hearing decision is final and binding on both parties. Either party may appeal the decision by filing an appeal in the appropriate court. In a civil action, the records and transcription of the administrative proceedings will be filed with the court. The court may hear additional evidence at the request of either party and must base its decision on the preponderance of the evidence. This appeal must be made within ninety (90) days after the date of the decision of the Administrative Law Judge.

Where will my child be placed during the pendency of a due process hearing?

Once a request for due process is received by the LEA, during the resolution process time period, and while waiting for the decision of any impartial due process hearing or court proceeding, the child must remain in his or her current educational placement, unless the parent and the LEA agree otherwise.

If your request for due process involves an application for initial admission to public school, your child, with your consent, must be placed in the general public school program until the completion of all such proceedings.

If your request for due process involves an application for initial services for a child who received services pursuant to an individual family services plan ("IFSP"), and has turned three, the LEA is not required to provide the IFSP services that your child had been receiving. If your child is found eligible for special education services from the LEA, and you consent for your child to receive special education services for the first time, then, pending the outcome of the due process proceedings, the LEA must provide those special education and related services that are not in dispute (those which you and the LEA both agree upon).

If your child has been placed in an interim alternative educational setting ("IAES"), he or she will remain in the IAES for a maximum of 45 school days pending the due process hearing, or until the expiration of the time period for the IAES, whichever occurs first.

Under what circumstances could my attorneys' fees be reimbursed to me?

A court, in its discretion, may order that a LEA pay reasonable attorneys' fees to the parent of a child with disabilities if the parent prevails at a due process hearing. Additionally, the LEA may be awarded attorneys' fees against the attorney of a parent, or against a parent, who files a complaint or subsequent cause of action that is frivolous, unreasonable, or without foundation, or who continued to litigate after the litigation clearly became frivolous, unreasonable, or without

foundation. The LEA may also be entitled to attorneys' fees against the attorney of a parent, or against the parent, if the parent's complaint or subsequent cause of action was presented for any improper purposes, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of litigation.

A court may reduce the amount of attorneys' fee if: (1) the parent has unreasonably delayed the proceedings (unless the LEA also delayed the proceedings or violated due process procedures); (2) the fees unreasonably exceed the prevailing hourly rate in the community; (3) the time spent and legal services were excessive; (4) or the parent's attorney did not provide the LEA with an appropriate due process complaint.

A parent may not obtain additional attorneys' fees or costs after the rejection or failure to respond within 10 days to an offer of settlement that is made by the LEA, at any time more than 10 days before the hearing or court action if the hearing officer or court finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement. Despite these restrictions, an award of attorneys' fees and related costs may be made to a parent if you prevail and the court determines you were substantially justified in rejecting the settlement offer.

Attorneys' fees may not be awarded to an attorney for attendance at an IEP team meeting unless the meeting has been convened as a result of an administrative proceeding, or a judicial action. A resolution meeting is not considered a meeting convened as a result of an administrative hearing or court action, and also is not considered an administrative hearing or court action for purposes of the attorneys' fees provisions.

What are my child's rights when the LEA is contemplating disciplining him/her?

Before a child with disabilities may be suspended from school for a period in excess of 10 days, or 10 cumulative days when such suspensions constitute a change in placement, the LEA must hold an IEP team meeting to determine whether the behavior subject to discipline was a manifestation of your child's disability. The IEP team will determine whether the conduct in question was: (1) caused by, or had a direct and substantial relationship to your child's disability; or (2) the direct result of the LEA's failure to implement the child's IEP. Under special circumstances, your child may be removed from his/her placement to an IAES for a period not to exceed 45 school days. School officials are not prohibited by special education laws from reporting a crime committed by your child to appropriate authorities.

Parents have the right to appeal a decision to suspend or expel special education students. When an appeal has been requested by either the parent or the LEA relating to the disciplinary placement of a child or the results of the manifestation determination meeting, the State shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. Your child is entitled to a stay put placement during appeals, however, if your child is placed in an IAES for 45 school days, placement will remain in that setting pending the decision by the hearing officer or until the expiration of the time period of the suspension, whichever occurs first.

If an evaluation of the child is requested when disciplinary action is pending, the evaluation shall be conducted in an expedited manner. Pending such an evaluation, the child shall remain in an educational setting determined by school authorities.

A child who has not previously been determined to be eligible for special education and related services may assert any of the protections provided under the IDEA if the LEA had knowledge that the child was a child with a disability before the occurrence of the behavior that caused disciplinary action. Knowledge shall be deemed if: (1) the parent expressed in writing to supervisory or administrative personnel of the school district, or the teacher of the child, that the child was in need of special education and related services; (2) the parent had requested an evaluation of the child; or (3) school personnel had expressed to the Special Education Director of the LEA or to other supervisory personnel specific concerns about a pattern of behavior demonstrated by the child. The LEA is not deemed to have knowledge if the parent has not allowed an evaluation of the child or has refused special education services or the child has been evaluated and it was determined that the child was not eligible for services. If the LEA did not have knowledge of the disability, the child will not receive the due process protections of the IDEA.

What are the procedures when my child is subject to placement in an interim alternative educational setting?

An IAES is an educational placement or other setting or suspension that may be ordered by school personnel for a period not to exceed 10 school days (to the extent the alternative would be applied to children without disabilities). A decision to place a child in an IAES may be made by the IEP team when disciplinary action is contemplated by a LEA.

Under special circumstances, the IAES may be ordered for a period not to exceed 45 school days when a child has committed one of the following offenses at school, on school premises or at a school function under the jurisdiction of a State or LEA: (1) carried or possesses a weapon; (2) knowingly possessed or used illegal drugs, or sold or solicited the sale of controlled substances; (3) inflicted serious bodily injury upon another person. If the LEA has not already done so, after placing the child in a forty-five school day IAES, the LEA shall conduct a functional behavioral assessment and implement a behavioral intervention plan (if one has not already been implemented). If such a plan is already in place, the IEP team shall consider its modification. The IAES shall be affirmed by the IEP team if it will enable the child to continue to participate in the general curriculum and to receive those services and modifications, including those described in the child's current IEP, to meet the goals set out in the IEP and provide the modifications to address the offending behavior.

Under federal law, a hearing officer may return a child with a disability to the placement from which the child was removed or order a change of placement for a child with a disability to an appropriate IAES for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

At the time the decision is made to place a child in the IAES, the parents of the child have the right to be notified of the decision and provided written notice of all procedural safeguards under the disciplinary section of the IDEA. If a placement in an IAES is in excess of 10 school days, the IEP team must determine the appropriate setting and necessary services that will allow your child to continue to receive an educational benefit.

What are the rules relating to my decision to unilaterally place my child in a private school?

The reimbursement to a parent for placement of a child in a private school or agency may be ordered by a hearing officer or court when it is determined that the LEA did not provide a FAPE to the child in a timely manner prior to the enrollment and that the private placement is appropriate. Reimbursement may be reduced if the parent failed to inform the LEA that they were rejecting the proposed placement and of their intent to place their child in a private school at public expense at the most recent IEP, or at least 10 business days prior to the removal of the child from public school. Reimbursement may also be reduced if, prior to the removal of the child from public school, the LEA informed the parent of its intent to evaluate the child, and parent refused to permit or did not make the child available for the evaluation.

Reimbursement cannot be reduced if the LEA prevented the parent from giving notice; the parent had not received notice of the "written notice" requirement; or if compliance with the notice requirement would likely result in the physical harm to the child. The cost of reimbursement may or may not be reduced if the parent is not literate or cannot write in English, or compliance with the notice requirement would likely result in serious emotional harm to the child.

What are the State Special Schools?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf and from ages five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education Web site at <http://www.cde.ca.gov/sp/ss/>, ask for more information from the members of your child's IEP team or contact the SELPA Office.

Under what circumstances will a surrogate parent be appointed for a child?

Within 30 days of the local educational agency's determination that a child is in need of a surrogate parent, the LEA will appoint a surrogate parent for a child if:

1. The child has been made a dependent or ward of the court, the court has specifically limited the right of the parent or guardian to make educational decisions for the child, **and** the child has no responsible parent or guardian to represent him or her; or
2. The child is not a ward or dependent of the court **and** no parent or guardian can be located, **or** there is no caretaker of the child **or** the child is an unaccompanied homeless youth.

In determining who will act as a surrogate for a child, the LEA will consider a relative caretaker, foster parent, or court appointed special advocate, if any of the individuals exist, otherwise it will appoint a person of its choice.

The surrogate parent will be an individual with knowledge and skills to adequately represent the child. The surrogate must meet the child at least once and, unless such a person is unavailable, should be culturally sensitive to the child. The surrogate parent shall represent the child in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the IEP, and in all other matters relating to the provision of a FAPE to the child, including the provision of written consent to the IEP for non-emergency medical services, mental health treatment services and occupational or physical therapy services.

Persons with a conflict of interest in representing the child shall not be appointed as a surrogate parent. Conflicts exist if the surrogate parent is an employee of the LEA involved in the education or care of the child, or a foster care provider who derives his/her primary source of income from the care of this child or other children. When no such conflict exists, foster care providers, retired teachers, social workers, and probation officers may all serve as surrogates. In the case of an unaccompanied homeless youth, staff from emergency and transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogates without regard to the conflicts described above, only until such time as another surrogate parent who meets the requirements described above can be found.

Alternatively, the surrogate parent can be appointed by the judge overseeing the child's care (as opposed to the LEA) provided that the surrogate parent meets the requirements described above.

Contacts:

LACOE SELPA

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Client Support Services &
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**Times and Occurrence
When Parents Must Be Given Written Notice of Procedural Safeguards**

The IDEA 2004 requires that a copy of the Notice of Procedural Safeguards be given to a parent:

When	Location or Occurrence
Once a year	At Annual or Triennial IEP meeting. <i>NOT necessary at Program Change meeting or IEP meetings other than Annual or Triennial.</i>
Upon an initial referral	With Assessment Plan or with Written Prior Notice of refusal to conduct assessment.
Upon the parent's request for evaluation	With Assessment Plan or with Written Prior Notice of refusal to conduct assessment.
Upon the first occurrence of the filing for a due process hearing	When notice of filing is given to the district.
At the parent's request	When verbal or written request for a copy is received.



Plan del Área Local de Educación Especial

Notificación Anual de Derechos de Padres y Salvaguardias Procesales

Esta es una Declaración de sus Derechos
Por Favor Conserve Este Documento Como Referencia

Estimados Padres/ Tutores/ Estudiantes:

Le proveemos este aviso debido a que su niño/a esta siendo considerado para una posible colocación en educación especial o porque ya está matriculado en un programa de educación especial. Esta notificación es igualmente proveída a los alumno/as que son elegibles para estos derechos a la edad de los 18 años. Si su niño/a ha sido recomendado para los servicios de educación especial después de haber considerado e utilizado apropiadamente todas las opciones del programa de educación regular, usted tiene el derecho de iniciar una recomendación para la educación especial.

En California la educación especial es proveída a estudiantes discapacitados desde que nacen hasta los 21 años de edad. Las leyes federales y estatales lo protegen a usted y a su niño/a a través de todos los procedimientos que se utilizan para la evaluación e identificación en la colocación de educación especial y servicios relacionados. Los padres de estudiantes con discapacidades tienen el derecho de participar en el proceso del Programa Educativo Individualizado (“IEP”), y de ser informados de la disposición de la educación pública adecuada gratuita (“FAPE”) y de los demás programas alternativos disponibles, incluyendo los programas públicos y privados.

Usted tiene el derecho de recibir esta notificación en su lenguaje natal u otro medio comunicativo (eje. Lenguaje de Señas o Braille) a menos que no sea factible hacerlo. Estos derechos también se le pueden ser traducidos oralmente si su lenguaje nativo no es uno escrito. Esta notificación se le dará a usted sólo una vez al año, o por: (1) su solicitud; (2) la recomendación inicial de su niño/a para una evaluación de educación especial; (3) la reevaluación de su niño/a; (4) el removimiento de su niño/a por violar un código de conducta de la escuela que constituye un cambio en la colocación; (5) el archivo de una queja al estado; y (6) recibo de una solicitud para una audiencia de proceso legal. Si es que se encuentra disponible, una de estas copias estará a su disposición en la Pagina Web de su distrito y se le puede enviar cuando lo requiera a través de correo electrónico. Favor de consultar a su distrito escolar local para determinar si esta opción está disponible.

Las siguientes definiciones le ayudarán a entender la declaración de sus derechos. Si necesita más información acerca del contenido o uso de esta guía, se puede poner en contacto con la Directora de Educación Especial de LACOE SELPA, o el Custodio de Registros de LACOE, cuyos números telefónicos se encuentran en la última página de este documento.

Definiciones

Niños con Discapacidades: La Ley de Educación para Personas con Discapacidades (IDEA) define a los “niños/as con discapacidades” como niños/as con atraso mental, deterioración auditiva como la sordera, impedimento del habla y lenguaje, impedimentos visuales incluyendo la ceguera, desordenes emocionales, impedimentos ortopédicos, autismo, daño cerebral traumático, y otros impedimentos de salud o discapacidades específicas del aprendizaje, o quien por razones de estos necesita educación especial o servicios relacionados.

Consentimiento: El consentimiento significa que: (1) padres han sido proveídos toda la información, en su lenguaje natal u otro modo de comunicación, relacionada a cualquier actividad para la cual su consentimiento es procurado; (2) padres entienden y concuerdan por escrito a esa actividad, y el formulario de consentimiento contiene una descripción de la actividad y una lista de los archivos que serán divulgados y a quien antes de iniciar o implementar la actividad; y (3) padres

entienden que su consentimiento es voluntario y puede ser revocado en cualquier momento; sin embargo, revocación del consentimiento no anula una acción que ya ha acontecido.

Evaluación: Una evaluación de su hijo/a utilizando varios exámenes y medidas según el Código Educacional Sección 56320-56339 y Sección 20, U.S.C. 1414(a), (b), y (c) para determinar si su hijo/a tiene un impedimento y la naturaleza y hasta que punto necesitará educación especial y servicios relacionados para recibir beneficio educativo. Los instrumentos de evaluación son individualmente seleccionados para su hijo/a y son administrados por profesionales competentes empleados por la agencia de educación pública (PEA). Los materiales y procedimientos para la evaluación serán seleccionados y administrados para no ser racial ni culturalmente discriminatorios. Los materiales y procedimientos serán proveídos y administrados en el lenguaje natal o modo de comunicación de su niño/a a menos que no sea factible hacerlo. Ningún proceso singular deberá ser el criterio para determinar un programa educativo apropiado para su niño/a.

Educación Pública Adecuada Gratuita ((FAPE): Una educación que (1) se provee a costa del público, bajo supervisión y dirección pública, y sin cargo a usted; (2) reúne las normas del Departamento de Educación de California; y (3) se provee conforme al programa de educación individualizado escrito, el cual fue desarrollado para su niño/a para otorgar un beneficio educativo y para ser implementado en un programa pre-escolar, primario o secundario del estado.

Programa de Educación Individual (IEP): Un documento escrito desarrollado para su niño/a en una junta del equipo del IEP y debe incluir al menos lo siguiente: (1) los niveles presentes del logro académico y el desempeño funcional; (2) las metas anuales mensurables; (3) una declaración de la educación especial y servicios relacionados y ayudas de servicios suplementarios que serán proporcionado al niño/a, basada en una investigación revisada de profesionales hasta el punto practicable; (4) la explicación del punto hasta que el niño/a no participará con niños/as sin discapacidades en los programas de educación general; (5) la fecha proyectada para la iniciación y duración anticipada, la frecuencia y la ubicación de los programas y servicios incluidos en el IEP; y (6) criterio objetivo apropiado, los procedimientos de la evaluación, y los horarios para determinar, por lo menos anualmente, si el niño/a esta logrando sus metas.

Ambiente Menos Restringido (LRE): Significa que al punto máximo adecuado, los niños/as con discapacidades serán educados con niños/as que no tengan discapacidades y que las clases especiales, escuelas separadas y otros medios de traslado para niños/as con discapacidades de un programa educativo regular ocurrirán solamente cuando la naturaleza o severidad de la discapacidad sea tal que la educación en clases regulares, con el uso de métodos y servicios adicionales, no pueda ser lograda satisfactoriamente.

Agencia Educacional Local(LEA): Este termino incluye un distrito escolar, la Oficina de Educación del Condado (“COE”), El Plan del Área Local de Educación Especial (“SELPA”) o una escuela “charter” que sea miembro de SELPA.

Notificación de Derechos de Mayoría: Su niño/a tiene derecho a recibir toda la información acerca de su programa educacional y tomar todas sus decisiones cuando él /ella alcance la mayoría de edad, 18, a menos que sea determinado incompetente por la ley del estado y los procedimientos. Bajo la ley del Estado de California, se supone que los adultos no-conservados son competentes.

Padres: La definición de padres incluye: (1) persona que tiene custodia legal del niño/a; (2) un estudiante adulto al cual ningún guardián ni conservador ha sido designado; (3) una persona que actúa en lugar de un padre natural o adoptivo, incluye abuelos, padrastro/madrastra, u otro pariente con quien el niño/a vive; (4) el padre sustituto; y (5) padre fomenta (foster), si la autoridad de un padre natural para hacer las decisiones educacionales del niño/a ha sido limitada específicamente por mandato judicial.

¿Cuándo puedo tener Acceso a los Archivos Educativos y cómo lo puedo hacer?

Todos los padres o guardianes de niños matriculados en las escuelas públicas en California tienen el derecho de inspeccionar los archivos de sus niños/as bajo La Ley de Privacidad y Derechos Educativos de la Familia (FERPA) el cual ha sido implementado en el Código Educacional de California.

Archivo educacional significa todos aquellos documentos que estén directamente relacionados a un alumno/na y son conservados por un distrito escolar, agencia, o institución que reúne, mantiene, o utiliza información personalmente identificable, o del cuál información es obtenida. Ambas leyes federales y estatales definen más a fondo el archivo educacional de un estudiante como cualquier objeto de información directamente relacionado con un alumno/a identificable,

diferente al directorio de información, el cual es conservado por un distrito escolar o requiere que se mantenga por un empleado en el desempeño de sus deberes ya sea registrado en letra de molde, impreso, en cintas, en película, micropelícula, computadora u otros medios. Los archivos del alumno/a no incluyen las notas personales informales preparadas y guardadas por el empleado escolar para su propio uso o el uso de un sustituto. Si los archivos contienen información acerca de más de un estudiante, un padre solamente tiene acceso a la porción del archivo referente a su hijo/a.

Información personalmente identificable puede incluir: (1) el nombre del niño/a, el de los padres del niño/a ú otro miembro de la familia; (2) la dirección del niño/a; (3) un dato de identificación personal tal como el número de seguro social, número del estudiante, o número del expediente de la corte; (4) una lista de las características personales u otra información que podría hacer posible la identificación del niño/a con una certeza razonable.

Adicionalmente, los padres de un niño/a con discapacidades, inclusive padres sin custodia cuyos derechos no han sido limitados, pueden presumir tener el derecho de: (1) revisar todos los registros educativos con respecto a la identificación, la evaluación, y la colocación educativa del niño/a y la provisión de FAPE al niño/a; y (2) recibir una explicación e interpretación del registro. Estos derechos son transferidos a alumnos no-conservados que tienen dieciocho años o asisten a una institución de educación post secundaria.

El custodio de los archivos en cada plántel educativo es el director de la escuela. El custodio de los archivos para programas de educación especial en el SELPA de la Oficina de Educación del Condado de Los Ángeles (LACOE) se nombra en la última página de éste documento. Los archivos educacionales se pueden conservar en la escuela o en la oficina del distrito, pero una petición por escrito de los archivos en cualquiera de los dos lugares será tratada como una petición para los archivos en todos los lugares. El custodio de los archivos le otorgará una lista de los tipos y localidad de los archivos del estudiante (si se solicita). Tres años después de que un estudiante salga del programa, los archivos de educación especial serán destruidos.

El custodio de los archivos limitará el acceso a los archivos educacionales de su niño/a a aquellas personas autorizadas a revisar el archivo educacional, incluyéndole a usted, su niño/a que tenga al menos 16 años de edad, individuos que han sido autorizados por usted para inspeccionar los archivos, empleados escolares con un interés legítimo en los archivos, instituciones post secundarias designadas por su niño/a y empleados de agencias federales, estatales y locales de educación. En todos los demás casos, el acceso será negado a menos que usted dé su consentimiento por escrito para autorizar la remisión de los archivos o que la entrega de los archivos sea autorizada de acuerdo a una orden de la corte u otra ley aplicable. La LEA debe mantener un registro indicando la hora, el nombre y el propósito del acceso de aquellos individuos que no son empleados del distrito escolar.

Consentimiento del padre no es requerido antes de que información personalmente identificable sea divulgada a oficiales de agencias participantes para el propósito de cumplir un requisito de la IDEA, menos bajo las circunstancias siguientes: (1) antes de que información personalmente identificable sea divulgada a oficiales de agencias participantes que proporcionan y pagan por servicios de transición; y (2) si el niño/a está en o irá a una escuela privada que no esta localizada en el mismo distrito escolar en cual los padres residen, consentimiento del padre debe ser obtenido antes de que la información personalmente identificable sea divulgada entre oficiales del distrito escolar donde la escuela privada esta colocada y oficiales en el distrito escolar donde residen los padres.

Un reporte y/o copias de los archivos educacionales se proveerán al padre dentro de cinco (5) días de negocio del día de la solicitud. Una tarifa por las copias, pero no el costo por buscar y sacar las copias, es determinada de acuerdo con el sistema local y será cobrada a menos que el cobro de esa tarifa le negara efectivamente el acceso a los archivos de su niño/a. Una vez que una copia completa de los archivos haya sido entregada, se cobrará una tarifa por copias adicionales de los mismos archivos.

Al recibir una nota que los registros ya no son necesarios a la LEA, usted puede pedir la destrucción de los registros, que sucederá por destrucción física o quitando identificaciones personales de los registros para que la información ya no sea personalmente identificable. Pero, la LEA esta obligado a retener archivos permanentes de cada niño/a, que incluyen: (1) el nombre del niño/a, domicilio, y numero de teléfono; y (2) las calificaciones del niño/a, los registros de asistencia, las clases asistidas, el nivel de grado completado, y año completado.

Si usted cree que la información reunida en los archivos del alumno, mantenida o usada por el distrito es inexacta, engañosa o viola la privacidad u otros derechos de su niño/a, puede solicitar por escrito que la LEA enmiende la información. Si la LEA está de acuerdo, el archivo será enmendado y usted será informado.

Si la LEA se negara a hacer la enmienda solicitada en 30 días, la LEA le notificará su derecho a una audiencia para determinar si la información en cuestión es inexacta, engañosa, o de otro modo en violación a la privacidad y otros derechos del niño/a. Si usted solicita una audiencia, la LEA le proporcionará una audiencia, dentro de un tiempo razonable, que llene los requisitos siguientes: (1) la LEA le debe proporcionar con tiempo anticipado, notificación de la fecha, la hora, y el lugar de la audiencia; (2) la audiencia puede ser realizada por cualquier individuo, inclusive un funcionario de la LEA, que no tiene un interés directo en el resultado de la audiencia; (3) la LEA le dará oportunidad total y justa para presentar la evidencia pertinente a los asuntos; (4) la LEA tomará su decisión por escrito dentro de un período razonable después de la audiencia; y (5) la decisión debe ser basada solamente en la evidencia presentada en la audiencia, y debe incluir un resumen de la evidencia y las razones por la decisión. Usted puede, en gasto propio, ser ayudado o representado por uno o más individuos de su propia elección, inclusive un abogado.

Si después de la audiencia, el consejo gobernante decide que el archivo no va a ser enmendado, usted tiene el derecho de proveer una declaración correctiva por escrito que será incluida permanentemente en el archivo contenido. Esta declaración de los padres será incluida si dicho archivo contenido, es revelado.

¿Qué es, y cómo puedo obtener una Evaluación Educacional Independiente?

Una Evaluación Educacional Independiente (IEE) significa que una evaluación ha sido conducida, por un examinador calificado que no es empleado por la LEA que imparte educación a su niño/a, pero que satisface los mismos requisitos del Departamento de Educación de California (CDE) y de la LEA. Si usted no esta de acuerdo con los resultados de una evaluación reciente, conducida por el distrito escolar y hace saber ese desacuerdo al distrito, usted tiene el derecho de solicitar y posiblemente obtener una IEE para su niño/a a expensa pública por una persona calificada. Expensa pública significa que la agencia pública paga el costo total de la evaluación o asegura que la evaluación es de otra manera proveída, sin costo alguno a usted. Su LEA tiene información disponible para usted sobre donde se puede obtener un IEE y cuales son el criterio para determinar los requisitos.

Si usted pide un IEE a la expensa pública, la LEA debe: (1) iniciar una queja de proceso legal contra usted para comprobar que su evaluación es apropiada, o (2) asegurar que el IEE sea proveído por expensa pública. Si la LEA comprueba durante el proceso legal que su evaluación es apropiada, usted contiene el derecho de un IEE pero no a la expensa pública.

Si usted obtiene una evaluación a gastos privados y provee una copia al distrito, los resultados de la evaluación serán considerados por el equipo del IEP con respecto a la provisión de un FAPE para su niño/a. La evaluación privadamente fundada puede también ser introducida al proceso legal correspondiente a su niño/a.

Si el distrito observó a su niño/a al conducir una evaluación o si el procedimiento del distrito permite observaciones de los estudiantes durante clases en la evaluación, un individuo conduciendo un IEE debe ser permitido observar a su niño/a en el salón u observar una colocación propuesta por el equipo del IEP.

Si usted propone una colocación financiada públicamente para su niño/a en una escuela no-publica la LEA tendrá una oportunidad de observar la colocación propuesta y al estudiante en la colocación propuesta, si el estudiante ya ha sido colocado/a por sus padres, guardián en la escuela no-publica.

¿Qué es Notificación Previa por Escrito y cuándo la recibiré?

Una LEA es responsable de informarle, por escrito, cuando la LEA propone o rehúsa iniciar un cambio en la identificación, evaluación o colocación educacional de su niño/a. La LEA debe proveer Notificación Previa por Escrito a los padres de su propuesta o rehúso dentro de un tiempo razonable. Esta notificación, si no ha sido previamente proveída a los padres, también, deberá ser proveída al momento que la LEA reciba una solicitud para una audiencia de proceso legal correspondiente. Esta notificación escrita incluirá:

- * Una descripción de las acciones propuestas o rechazadas por la LEA con una explicación del porque la organización propuso o se negó a tomar la acción, y una descripción de otras opciones consideradas y porqué esas opciones fueron rechazadas.
- * Una descripción del procedimiento de cada evaluación, prueba, archivos, o informes que la organización utilizó como base de la propuesta o declinación.

- * Una descripción de otras opciones considerada por el equipo del IEP, y las razones por lo cual esas opciones fueron rechazadas.
- * Una descripción de otros factores relacionados con la propuesta o denegación del LEA.
- * Notificación que los padres pueden obtener copias o ayuda para comprender sus derechos y procedimientos de las salvaguardias del Director de Educación Especial del distrito de residencia de su niño/a o del director de SELPA, o del Departamento de Educación de California en Sacramento.

¿Qué constituye el Consentimiento de los Padres y cuándo es requerido?

La LEA debe obtener el consentimiento paternal, antes de evaluar y/o proporcionar educación especial y servicios relacionados a su niño/a. La LEA debe hacer esfuerzos razonables para obtener el consentimiento informado de los padres antes de la evaluación inicial o la reevaluación de un niño/a. Si usted se niega a consentir a una evaluación inicial o una reevaluación, la LEA puede, pero no está obligada a, iniciar una audiencia de proceso legal para obtener su consentimiento para la evaluación. Si usted se niega a consentir a la colocación y servicios del IEP *inicial*, la LEA no podrá utilizar los procedimientos debidos de proceso legal para desafiar su falta de consentimiento. Pero, cuando la LEA pide consentimiento para la colocación y servicios iniciales, y usted no da su consentimiento, la LEA no será considerada en violación del requisito por hacerle FAPE disponible a su niño/a. La LEA tampoco será requerida a convocar una junta del equipo del IEP o desarrollar un IEP cuando tal consentimiento no es proporcionado después del pedido de la LEA.

Usted puede consentir por escrito a recibir algunos componentes del IEP de su niño/a, y esos componentes del IEP deben ser implementados por la LEA. Si la LEA determina que los componentes restantes del IEP de su niño/a a que usted no consiente son necesarios para proporcionar FAPE, la LEA debe iniciar una audiencia de proceso legal.

Finalmente, su consentimiento informado no necesita ser obtenido en el caso de una reevaluación de su niño/a, si la LEA puede demostrar por audiencia de proceso legal que ha tomado las medidas razonables para obtener su consentimiento y usted falló en responder.

¿Me permiten cambiar de opinión después y Revocar mi Consentimiento?

Si, en cualquier momento después de la provisión inicial de educación especial y servicios relacionados, el padre de un niño/a revoca por escrito su consentimiento para continuar la provisión de educación especial y servicios relacionados, el distrito escolar o la escuela “charter”

- No puede continuar proporcionándole la educación especial y servicios relacionado al niño/a, pero debe proporcionarle una notificación previa por escrito antes de dejar de proveer educación especial y servicios relacionados;
- No puede utilizar los procedimientos de mediación, los procedimientos de proceso legal para obtener acuerdo o una resolución para poder continuar proporcionándole los servicios al niño/a;
- No será considerado en infracción del requisito de hacerle FAPE disponible al niño/a a causa de no poder seguir proporcionándole educación especial y servicios relacionados al niño/a; y
- No es requerido a convocar una reunión del equipo de IEP o desarrollar un IEP para continuar la provisión de educación especial y servicios relacionados al niño/a.

Si el padre revoca el consentimiento por escrito para que su niño/a reciba educación especial y servicios relacionados después de la proporción inicial de educación especial y servicios relacionados, no es requerido que el distrito escolar o la escuela “charter” enmienden los registros educacionales del niño/a para remover cualquier referencia de educación especial y servicios relacionados a causa de la anulación del consentimiento. Esta provisión aplica cuando un padre se niega a todos los servicios de educación especial. Si un padre disiente algunos servicios pero no todos, los asuntos problemáticos deben ser resueltos por medio de los procedimientos de Proceso Legal.

¿Sí tengo una Queja sobre el programa educacional de mi niño/a, cómo la presento?

Usted tiene el derecho de presentar y resolver cualquier preocupación que usted tenga con respecto a la educación de su niño/a. Si usted tiene cualquier preocupación relacionada al programa educacional de su niño/a, el LACOE SELPA le anima a traer sus preocupaciones a la atención del maestro, administrador de escuela, o al equipo de IEP del niño/a.

Si la LEA no puede resolver sus preocupaciones por medios informales, usted puede archivar una queja de conformidad con la LEA o el CDE.

Si su queja es relacionada a una propuesta o rechazo para iniciar o cambiar la identificación, evaluación o la colocación educativa de un niño/a con una discapacidad, la provisión de FAPE al niño/a, o un conflicto sobre la disponibilidad de un programa apropiado para su niño/a, usted puede iniciar una audiencia de proceso legal (descrito abajo). La LEA también tiene el derecho de iniciar una audiencia de proceso legal en cualquier asunto que relaciona a una propuesta o rechazo para iniciar o cambiar la identificación, evaluación o la colocación educativa de un niño/a, la provisión de FAPE a su niño/a, o a un conflicto sobre la disponibilidad de un programa apropiado para su niño/a.

¿Qué es una Queja de Conformidad y cuáles son mis Derechos relacionados a una Queja de Conformidad?

Todas las quejas de conformidad que alegan una violación de la ley bajo IDEA o la ley de educación especial de California debe: (1) ser por escrito; (2) contener una declaración que la LEA ha violado una ley o la regulación bajo IDEA o contrapartes del Código Educativo de California; (3) contener los hechos que sostienen las alegaciones; (4) contener una firma e información de contacto del reclamante; y (5) si se alega una infracción contra un solo niño/a, debe contener: (a) el nombre y la dirección del niño/a (o información disponible de contacto para un niño/a sin hogar); (b) el nombre de la escuela que el niño/a asiste; (c) una descripción de la naturaleza del problema y los hechos que relacionan al problema; y (d) una resolución propuesta hasta el punto conocido.

Conformidad de quejas al Nivel de Distrito: LACOE SELPA le anima a archivar cualquier queja con respecto a asuntos de educación especial directamente con su LEA para que la LEA pueda facilitar sus preocupaciones de manera rápida, informal y eficiente. La LEA ha establecido los procedimientos confidenciales para el registro de estas quejas y se reunirá con usted para investigar sus quejas de manera oportuna y para intentar resolver esas preocupaciones. El Oficial de Conformidad le ayudará a resolver cualquier queja de discriminación contra el distrito, sus empleados o los contratistas, y estudiantes. El Oficial de Conformidad también puede ayudarle a preparar su queja por escrito y proporcionar la información requerida por la ley. El Oficial de Conformidad le referirá a otras agencias responsables de la investigación y la resolución de quejas cuando sea apropiado.

Conformidad de quejas al Nivel Estatal: Cualquier individuo u organización puede archivar una queja de conformidad que alega una violación de la ley bajo IDEA o los requisitos de la ley del estado por la LEA, por CDE, o por cualquier otra agencia pública. El Oficial de Conformidad también puede ayudarle a preparar su queja por escrito y proporcionar la información requerida por la ley. El Oficial de Conformidad le referirá a otras agencias responsables de la investigación y la resolución de quejas cuando sea apropiado. Las quejas deben ser registradas con CDE Compliance Unit: California Department of Education, Special Education Division, Procedural Safeguards Referral Service, 1430 N Street, Suite 2401, Sacramento, CA 95814. Phone # (800) 926-0648; FAX # (916) 327-3704.

Las quejas de conformidad deben ser registradas con el CDE dentro de un año de la fecha que usted supo o tuvo razón para saber de los hechos que fueron la base de esa queja.

Dentro de sesenta (60) días después de que su queja sea registrada, el CDE: (1) llevará a cabo una investigación local independiente, si es necesario; (2) le dará la oportunidad de presentar información adicional, oralmente o por escrito, acerca de las alegaciones en la queja; (3) proporcionará a la LEA la oportunidad de responder, incluyendo una propuesta para resolver la queja; (4) proporcionará una oportunidad para que usted y la LEA, por mutuo acuerdo y voluntariamente entren en mediación; (5) revisará toda información pertinente y hará una determinación independiente en cuanto si la LEA violó un requisito de IDEA y/o la ley Estatal; y (6) dará una decisión por escrito a usted y a la LEA que trate cada alegación y contenga declaraciones de los hechos y conclusiones, al igual que razones por la decisión final.

¿Qué es Mediación y cuándo lo puedo solicitar?

Los partidos son animados a buscar resolución a las disputas de educación especial por medio de un proceso menos adversario tal como mediación o (ADR) Alternativas a Resolución de Disputa antes de archivar al proceso legal. Mientras se le anima a participar en mediación, esto no se puede utilizar para demorar su derecho a una audiencia de proceso legal.

Estas conferencias voluntarias de mediación antes de la audiencia legal deberán ser conducidas en una atmósfera no adversaria para resolver los asuntos que relacionan a la identificación, evaluación, o colocación educativa del niño/a, o de la

provisión de un FAPE al niño/a, a la satisfacción de ambos partidos. Por lo tanto, los abogados u otros contratistas independientes utilizados para proporcionar servicios legales no pueden asistir o de otro modo tomar parte en las conferencias de mediación. Esto no impide que ambos partidos consulten a un abogado ni antes ni después de seguir el proceso de mediación ni impide al padre del niño/a de participar si el padre es un abogado. Los partidos pueden a su discreción, ser acompañados y aconsejados por representantes que no son abogados.

Esta conferencia de mediación será programada dentro de 15 días y completada dentro de 30 días de que CDE reciba su solicitud para la mediación, a menos que ambos partidos concuerden a una extensión. La mediación será realizada por un mediador calificado e imparcial entrenado en técnicas efectivas de mediación.

Si usted y la LEA resuelven una disputa por el proceso de mediación, ambos partidos deben entrar en un acuerdo legalmente obligatorio que expone la resolución y que: (1) declara que todas las discusiones que sucedieron durante el proceso de mediación permanecerán confidenciales y no pueden ser utilizadas como evidencia en una audiencia de proceso legal ni en procedimiento civil; y (2) es firmado por usted y por un representante con autoridad para comprometer a la LEA.

Un acuerdo escrito y firmado de mediación se puede hacer cumplir en cualquier tribunal del Estado de la jurisdicción competente (un tribunal que tiene la autoridad bajo la ley del Estado para oír este tipo de caso) o en un tribunal de distrito de los Estados Unidos. Las discusiones que sucedieron durante el proceso de mediación deben ser confidenciales. Estas no pueden ser utilizadas en el futuro como evidencia en una audiencia de proceso legal ni procedimiento civil de cualquier tribunal Federal o del Estado.

¿Qué es el Proceso Legal y cuáles son mis Derechos relacionados al proceso?

Una audiencia de proceso legal es un procedimiento formal dirigido por un juez administrativo, el cual es similar a una acción de la corte. Usted o la LEA puede iniciar una audiencia cuándo hay un desacuerdo sobre una propuesta o rechazo de iniciar o cambiar la identificación, evaluación o la colocación educacional de su niño/a, la provisión de un FAPE a su niño/a, o una disputa sobre la disponibilidad de un programa apropiado para su niño/a. La solicitud debe ser enviada a: **la Oficina de Audiencias (“OAH”)**, al siguiente domicilio: **Office of Administrative Hearings, Attn: Special Education Division, 2349 Gateway Oaks Drive, Suite 200, Sacramento, CA 95833-4231. Teléfono (916) 263-0880; Fax (916)263-0890.**

La petición para una audiencia de proceso legal debe ser registrada dentro de dos años de la fecha que usted supo o tuvo razón para saber de los hechos que fueron la base de la petición. Este plazo no le aplica si anteriormente se le impidió solicitar una audiencia de proceso porque la LEA: (1) equivocadamente representó que se había resuelto el problema que es la base de su solicitud; o (2) le retuvo datos relacionados a la información contenida en este aviso.

Su queja para una audiencia de proceso legal **debe** incluir la información siguiente: (1) nombre de su niño/a; (2) la dirección de niño/a (o la información disponible en el caso de un niño/a sin hogar); (3) el nombre de la escuela que su niño/a asiste; (4) una descripción del problema relacionada a la iniciación o el cambio propuesto, inclusive hechos específicos acerca del problema; y (5) una resolución propuesta al problema hasta el punto conocido. Usted debe proporcionarle a la LEA una copia de su solicitud para una audiencia de proceso legal. Usted (o la LEA) no puede tener una audiencia de proceso legal hasta que una queja de proceso legal, resumida arriba, sea registrada.

Dentro de cinco días OAH debe decidir si la queja de proceso legal contiene los requisitos necesarios, nombrados arriba, y le notificarán a usted y a la LEA por escrito si los datos no son suficientes. Si OAH determina que una queja de proceso legal no es suficiente, el partido tendrá la oportunidad de archivar una queja nueva que contenga los requisitos nombrados anteriormente.

Si usted solicita una audiencia de proceso legal, dentro de 15 días de recibir su solicitud, la LEA convocará una reunión con usted, el miembro(s) pertinente del Equipo del IEP que tiene conocimiento específico de los hechos identificados en la solicitud y un representante de la LEA con autoridad para tomar decisiones, para discutir una resolución a los asuntos formulados. La reunión no incluirá el abogado de la LEA, a menos que usted esté acompañado de un abogado.

Al menos que usted y la LEA estén de acuerdo, por escrito, a renunciar el proceso de resolución o utilizar mediación, su falta de participación en la reunión de resolución demorará los plazos de proceso de la resolución y audiencia de proceso legal hasta que usted este de acuerdo en tomar parte en una reunión.

Si se alcanza un acuerdo en la sesión de resolución, el acuerdo debe ser memoralizado por escrito y firmado por ambos partidos, usted y el representante de la LEA. Después de firmar tienen 3 días (laborales) para anular el acuerdo. Si la LEA no

ha resuelto la queja debida de proceso a su satisfacción dentro de 30 días de recibir la queja debida de proceso (durante el período de tiempo de proceso de la resolución), la audiencia de proceso legal puede ocurrir, y el plazo aplicable para publicar una decisión final comienza.

En cualquier momento, antes del comienzo de la audiencia de proceso legal, usted y la LEA puede ponerse de acuerdo, para tomar parte en una mediación de la disputa. Un mediador imparcial será designado por OAH sin costo a ninguno de los partidos. Mediación extiende el plazo de OAH para rendir su decisión; sin embargo, no es la intención de mediación negar o demorar su derecho a una audiencia, u otros derechos.

Si los asuntos que ocasionaron la solicitud de proceso legal no son resueltos por la sesión de resolución o mediación, OAH debe tener una audiencia, tomar una decisión final en los asuntos de este caso, y mandar una copia de la decisión a los partidos dentro de 45 días del vencimiento del período de la resolución. La audiencia debe ser convocada a una hora y lugar razonablemente conveniente a los partidos.

Cualquier partido a una audiencia de proceso legal tiene derecho a: (1) una audiencia administrativa justa e imparcial ante una persona informada en las leyes que gobiernan la educación especial y audiencias administrativas; (2) ser representado por un abogado o un defensor informado y entrenado en los problemas relacionados con niños/as y jóvenes con discapacidades; (3) presentar evidencia, argumentos escritos, y argumentos orales; (4) enfrentar, interrogar, y exigir que testigos estén presentes; (5) obtener por escrito, o a opción propia, un registro literal, electrónico de la audiencia; (6) obtener por escrito, o, a opción propia, descubrimiento de hechos y decisiones electrónico, dentro de 45 días después de la expiración del período de tiempo de la sesión de resolución; (7) recibir notificación del otro partido, por lo menos diez días antes de la audiencia, que intenta ser representado por un abogado; (8) ser informado por el otro partido, por lo menos diez días antes de la audiencia, de sus asuntos y resoluciones propuesta; (9) recibir una copia de todos los documentos, inclusive evaluaciones completadas hasta la fecha y recomendaciones, y una lista de testigos y su área general de testimonio, por lo menos cinco días antes de la audiencia; (10) tener su niño/a presente en la audiencia; (11) realizar la audiencia abierta o cerrada al público; (12) ser proporcionado un intérprete; (13) solicitar una extensión del plazo de audiencia por buena causa; y (14) solicitar que el distrito escolar del niño/a, el LACOE SELPA o OAH le proporcione una lista de individuos que proporcionan servicios o apoyo legal a niños/as con discapacidades.

¿Qué tal si No estoy de acuerdo con los resultados de una Audiencia de Proceso Legal?

La decisión de la audiencia es final y compromete a ambos partidos. Cualquier partido puede apelar la decisión registrando una apelación en el tribunal apropiado. En una acción civil, los registros y transcripción del acta administrativo serán archivados con el tribunal. El tribunal puede oír evidencia adicional solicitada por cualquier partido y debe basar su decisión en la preponderancia de la evidencia. Esta apelación debe ser hecha dentro de noventa (90) días después de la fecha de la decisión del Juez Administrativo de la Ley.

¿En que Programa esta escrito mi niño/a mientras esperamos una Audiencia de Proceso Legal?

Una vez que la LEA reciba una solicitud para el proceso legal, durante el período de proceso de resolución, y mientras se espera la decisión imparcial de audiencia de proceso legal o acta del tribunal, el niño/a debe quedarse en su colocación educativa actual, a menos que el padre y la LEA estén de acuerdo a lo contrario.

Si su solicitud para el proceso legal implica una aplicación para la admisión inicial a la escuela pública, su niño/a, con su consentimiento, debe ser colocado en el programa general de la escuela pública hasta la terminación completa del acta.

Si su solicitud para el proceso legal implica una aplicación para servicios iniciales a un niño/a que recibió servicios conforme al Plan de Servicios a una Familia Individual ("IFSP"), y ha cumplido tres años, la LEA no es requerida a proporcionar los servicios de IFSP que su niño/a había estado recibiendo. Si su niño/a es hallado elegible para servicios de educación especial de la LEA, y usted esta de acuerdo que su niño/a reciba los servicios de educación especial por primera vez, entonces, mientras se espera el resultado del procedimiento de proceso legal, la LEA debe proporcionar la educación especial y los servicios relacionados que no están en disputa (ésos que usted y la LEA han acordado).

Si su niño/a ha sido colocado en un Ambiente Educacional Alternativo Interino ("IAES"), él/ella se quedará en el IAES por un máximo de 45 días mientras se espera la audiencia de proceso legal, o hasta el vencimiento del período de tiempo del IAES, la cual suceda primero.

¿Bajo qué circunstancias podría ser Reembolsado los Honorarios de mi Abogado?

Un tribunal, en su discreción, puede ordenar que la LEA pague los honorarios razonables de abogados al padre de un niño/a con discapacidades si el padre prevalece en una audiencia de proceso legal. Además, la LEA puede ser conferida los honorarios de abogado contra el abogado de un padre, o contra un padre, que registra una queja o causa de acción subsiguiente frívola, desrazonable, o sin base, o que continuó litigar después de que el litigio llegó a ser claramente frívola, desrazonable, o sin base. La LEA también puede tener derecho a honorarios de abogados contra el abogado de un padre, o contra el padre, si la queja del padre o causa de acción subsiguiente fue presentada con un propósito indebido, tal como acosar, causar una demora innecesaria, o innecesariamente aumentar el costo del litigio.

Un tribunal puede reducir la cantidad al honorario de abogados si: (1) el padre ha demorado sin razón el procedimiento (a menos que la LEA también halla demorado el acta o violado los procedimientos de proceso legal); (2) los honorarios inmoderadamente exceden la tarifa horaria predominante en la comunidad; (3) el tiempo prestado y servicios legales fueron excesivos; (4) o el abogado del padre no le proporcionó a la LEA una queja de proceso legal apropiada.

Un padre no podrá obtener honorarios (de abogados) adicionales ni costos después de que rechace o falte de responder dentro de 10 días a una oferta de convenio hecha por la LEA, en cualquier momento, mas de 10 días antes de la audiencia o acta de tribunal si el oficial de audiencia o el tribunal encuentra que el alivio finalmente obtenido por los padres no es más favorable que la oferta del convenio. A pesar de estas restricciones, un premio de honorarios de abogados y costos relacionados puede ser otorgado a un padre si usted prevalece y el tribunal determina que usted fue justificado en rechazar la oferta del convenio.

Los honorarios de abogados no serán conferidos a un abogado por asistir a una reunión del equipo del IEP al menos que la reunión se haya convocado como resultado de un acta administrativo, o una acción judicial. Una reunión de resolución no se considera una reunión convocada como resultado de una acción administrativa de audiencia o acción tribunal, tampoco es considerada una acción administrativa de audiencia o acción tribunal para los propósitos de las provisiones de honorarios de abogados.

¿Cuáles son los Derechos de mi niño/a, cuando la LEA esta contemplando Disciplinarlo/la?

Antes que un alumno con discapacidades sea suspendido de la escuela por un periodo en exceso de diez (10) días o 10 días cumulativos cuando tal suspensión constituye un cambio de colocación, el equipo del IEP debe reunirse para determinar si el comportamiento propenso a la disciplina fue una manifestación de la discapacidad de su niño/a. El equipo del IEP determinará si el comportamiento (1) fue causado por o si tenía relación directa y sustancial a la discapacidad de su niño/a; o (2) fue un resultado directo por fallo de la LEA en implementar el IEP. Bajo circunstancias especiales su niño/a puede ser removido de su colocación por un periodo que no debe exceder 45 días escolares. Los oficiales de la escuela no son prohibidos por las leyes de educación especial a reportar a las autoridades apropiadas un crimen cometido por su niño/a.

Los padres tienen el derecho de apelar una decisión de suspender o expulsar a un estudiante de educación especial. Cuando una apelación ha sido solicitada por los padres o la LEA relacionada con la colocación disciplinaria del niño/a o los resultados de una reunión de determinación de manifestación, el Estado convocara una audiencia acelerada, la cual debe ocurrir dentro de 20 días escolares desde la fecha en la que la audiencia fue solicitada, y deberá resultar en una determinación dentro de 10 días escolares después de la audiencia. Su niño/a tiene derecho a quedarse en la colocación presente durante las apelaciones, sin embargo si su niño/a es colocado en un Ambiente Educacional Alternativo Interino IAES por 45 días, esa será su colocación, mientras se espera la decisión del oficial de audiencias o hasta que el periodo de suspensión se venza, la cual suceda primero.

Si una evaluación del niño/a es solicitada, cuando una acción disciplinaria está pendiente, la evaluación debería ser conducida de manera acelerada. Hasta tal evaluación, el niño/a permanecerá en la colocación educacional determinada por las autoridades escolares.

Un niño/a quien no ha sido previamente determinado a ser elegible para educación especial y servicios relacionados podría hacer valer cualquiera de las protecciones proveída bajo la IDEA si la LEA tuvo conocimiento que el niño/a era un niño/a con una discapacidad antes del acontecimiento de la conducta que causó la acción disciplinaria. El conocimiento podría ser considerado si (1) el padre expresó por escrito al personal del distrito escolar que el niño/a tenía necesidad de educación

especial y servicios vinculados; (2) el padre había solicitado una evaluación del niño/a; o (3) personal de la escuela, dio a saber al Director de Educación Especial de la LEA o a otro personal administrativo las preocupaciones acerca de la conducta del niño/a. No se debe considerar que la LEA tenía conocimiento, si el padre no ha permitido la evaluación del niño/a o ha rechazado los servicios de educación especial, o el niño/a ha sido evaluado y se determinó que el niño/a no es elegible para tales servicios. Si la LEA no tenía conocimiento de esta discapacidad, el niño/a no podrá recibir las protecciones de proceso legal correspondiente de la IDEA.

¿Cuáles son los Procedimientos cuando mi niño/a es susceptible a la Colocación en un Ambiente Educacional Alternativo Interino? (IAES)

Un Ambiente Educacional Alternativo Interino (IAES) es una colocación educativa u otra colocación o suspensión que puede ser ordenada por el personal de la escuela por un período que no exceda 10 días escolares (hasta el punto que la alternativa sería aplicada a niños/as sin discapacidades). Una decisión de colocar al niño/a en un IAES puede ser hecha por el equipo del IEP cuando la LEA está contemplando la acción disciplinaria.

Bajo circunstancias especiales, el IAES podrá ser ordenado por un período que no exceda cuarenta y cinco (45) días cuando un niño/a ha cometido una de las siguientes ofensas en la escuela, el terreno escolar o en una función escolar bajo la jurisdicción de un Estado o la LEA: (1) ha portado o posee un arma; (2) con conocimiento ha poseído o ha usado drogas ilegales, o vendido o requerido la venta de sustancias controladas; (3) causó daño personal a otra persona. Después de colocar al niño/a por 45 días en un IAES, la LEA si no lo ha hecho ya, debe conducir una evaluación de la conducta funcional e implementar un plan de intervención de conducta (si uno no ha sido implementado ya). Si tal plan se encuentra en efecto, el equipo del IEP debe considerar su modificación. El Ambiente Educacional Alternativo Interino será afirmado por el equipo del IEP si éste permitirá al niño/a continuar participando dentro del plan de estudio general y recibir aquellos servicios y modificaciones, incluyendo aquellos descrito dentro del IEP actual del niño/a, para lograr las metas establecidas en el IEP y proveer las modificaciones para tratar la conducta ofensiva.

Bajo ley federal, un oficial de la audiencia puede regresar al niño/a con una discapacidad a la colocación de la cual fue removido o ordenar un cambio de colocación a un Ambiente Educacional Alternativo Interino apropiado por no más de 45 días escolares, si el oficial de la audiencia determina que manteniendo la colocación actual del niño/a substancialmente podría causar daños al niño/a o a otros.

Los padres del estudiante tienen derecho, en el momento que se toma la decisión de colocar al estudiante dentro de un IAES, a ser notificados de la decisión a través de una notificación escrita de todos los procedimientos de seguridad proveídos bajo la sección disciplinaria de IDEA. Si la colocación en un IAES excede 10 días escolares, el equipo del IEP debe determinar la colocación apropiada y los servicios necesarios que permitirán que su niño/a continúe recibiendo un beneficio educativo.

¿Cuáles son las Reglas relacionadas a mi decisión de colocar unilateralmente a mi niño/a en una Escuela Privada?

El reembolso a los padres por la colocación de su niño/a en una escuela o agencia privada podría ser ordenada por un oficial de la audiencia o corte cuando es determinado que la LEA de manera oportuna, falló en proveer una educación pública, adecuada, gratuita (FAPE) antes de la matricula y considera la colocación privada apropiada. El reembolso puede ser reducido o negado si el padre no le informó a la LEA que rechazaba la colocación propuesta, y su intento de colocar al niño/a en una escuela privada a expensa pública en el IEP más reciente, o por lo menos diez (10) días laborales antes de mover al niño/a de la escuela pública. El reembolso también puede ser reducido, si antes de mover al niño/a de la escuela pública, la LEA le informó al padre su intención de evaluar al niño/a, y el padre no dio permiso o no permitió que el niño/a estuviera disponible para la evaluación.

El reembolso no puede ser reducido si el distrito escolar impidió que los padres dieran notificación; si los padres no habían recibido aviso del requisito de "notificación por escrito"; o si el cumplimiento de los requisitos de la notificación resultaría en daño físico al niño/a. El reembolso puede o no ser reducido si el padre es analfabeto o no puede escribir en inglés, o el cumplimiento de los requisitos de la notificación resultaría en daño emocional severo al niño/a.

¿Qué son las Escuelas Especiales del Estado?

Las Escuelas Especiales del Estado (State Special Schools) proporcionan servicios a los estudiantes que tienen sordera, discapacidad auditiva, ceguera, discapacidad visual o sordera-ceguera en cada uno de sus tres locales: Las Escuelas de California para los Sordos en Fremont y Riverside y en la Escuela para los Ciegos en Fremont. Programas residenciales y escuela externa son ofrecidos a estudiantes desde la infancia hasta los 21 años de edad en las dos Escuelas Estatales para Sordos. En la Escuela para los Ciegos estos programas se ofrecen a estudiantes de cinco (5) hasta los 21 años de edad. Las Escuelas Especiales del Estado también ofrecen servicios de evaluación y asistencia técnica. Para más información sobre las Escuelas Especiales del Estado, favor de visitar el Web del Departamento de Educación de California, <http://www.cde.ca.gov/sp/ss/>, o pida más información al equipo del IEP de su niño/a o contacte a la Oficina de SELPA.

¿Bajo que circunstancias se le designará al niño/a un Padre Sustituto?

Dentro de 30 días que la organización local educativa determina que un estudiante necesita un padre sustituto, la LEA designará un padre sustituto al niño/a si:

1. El niño/a ha sido puesto en custodia o bajo la tutela de la corte y la corte ha limitado los derechos de los padres o apoderados para tomar decisiones educacionales por el niño/a, y el niño/a no tiene un padre o guardián responsable quien lo represente; o
2. El niño/a no está bajo la tutela o custodia de la corte pero ningún padre o tutor puede ser localizado, o no hay una persona que cuide del niño/a, o el niño/a es un jovencito sin compañía alguna y sin hogar.

Al determinar quien actuará como un padre sustituto para un niño/a, el SELPA considerará, si cualquiera de estos individuos existe, un pariente vigilante, padre fomenta (foster) o un defensor especial designado por el tribunal de lo contrario se designará a una persona de la elección del SELPA.

El padre sustituto será una persona con conocimiento y habilidades adecuadas para representar al niño/a. El sustituto debe conocer al niño/a y tratarlo por lo menos una vez y debe ser culturalmente sensible al niño/a, a menos que tal persona no esté disponible. El padre sustituto debe representar al niño/a en cuestiones de identificación, evaluación, planificación y desarrollo de la instrucción, colocación educacional, repasando y revisando el programa de educación individualizado. También representará al niño/a en toda cuestión de la provisión de una educación pública adecuada gratuita incluyendo la provisión de consentimiento por escrito al programa de educación individualizada (IEP) para servicios médicos sin urgencia, servicios de tratamiento de salud mental y servicios de terapia ocupacional y física.

Personas que puedan tener un conflicto de interés al representar al niño/a no podrán ser señalados como padres sustitutos. Conflictos de interés existen cuando el padre sustituto es un empleado de la "LEA", una agencia pública que le provee servicios al niño/a, o padres fomento (foster) que derivan su primera fuente de ingresos por el cuidado de este niño/a u otros. Cuando tal conflicto no existe, padres fomento, proveedores de cuidado, maestros retirados, trabajadores sociales y oficiales de libertad condicional (Probation) podrían servir como padres sustitutos. En el caso de un joven sin hogar no acompañado, el personal de refugios de emergencia de transición, programas de vivienda independiente, y los programas de alcance de calle pueden ser designados padres sustitutos temporalmente sin la consideración a los conflictos descritos anteriormente, sólo hasta que se consiga otro padre sustituto que satisfaga los requisitos.

Alternativamente, el padre sustituto puede ser asignado por el juez que supervisa el cuidado del niño/a en vez de la LEA, siempre y cuando el sustituto satisfaga los requisitos descritos anteriormente.

Personas para contactar:

Oficina de Educación del Condado de Los Ángeles, Plan del Área Local de Educación Especial

Ellen Gong-Guy, Directora
9300 E. Imperial Hwy
Clark Building, Room 207
Downey, CA 90242
Teléfono (562) 401-5737
Fax (562) 922-8952

Servicios de Apoyo al Cliente y Custodio de Registros

Dr. Gary Levin, Administrador de Proyecto
9300 E. Imperial Hwy
Clark Building, Room 3xx
Downey, CA 90242
Teléfono (562) 803-8336
Fax: (562) 469-4236

Veces y Ocasiones Cuando se le Deben Dar las Salvaguardias Procesales por Escrito a los Padres

La Acta de IDEA 2004 requiere que se les provee una copia de la Notificación de Salvaguardias Procesales a los padres:

Quando	Lugar o Acontecimiento
Anualmente	En la junta Anual o Trienal del IEP. NO es necesario en la junta para Cambiar un Programa o en otras juntas del IEP que no sean Anual o Trienal.
Al hacerse una recomendación para educación especial inicial	Con el Plan de Evaluación o con la Notificación Previa por Escrito de rehúso de iniciar una evaluación.
Al pedir los padres una evaluación	Con el Plan de Evaluación o con la Notificación Previa por Escrito de rehúso de iniciar una evaluación.
Al primer acontecimiento de una solicitud para una audiencia de proceso	Al avisarle al distrito de una solicitud para una audiencia de proceso
A solicitud de los padres	Al recibo de una solicitud, por oral o escrito, de los padres.



**Revocation of Consent
for Special Ed. Services
Forms & Database Info**



**Prior Written Notice to a Parent
Revoking Consent for Special
Education and Related Services**

Student Name	Birth Date	School	Date: of Notice
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Dear

On _____, the Los Angeles County Office of Education (LACOE) received your written statement revoking your consent for your child, _____, to receive special education and related services.

LACOE proposes to agree to your revocation and will cease providing special education and related services to _____ on _____. After this date, your child will receive no special education or related services and will not be considered a student with a disability. LACOE is taking this action after review of your written statement.

LACOE is directed by the federal law, the Individuals with Disabilities Education Act (IDEA), and its regulations to agree to your written revocation in a timely manner. LACOE is not provided other options to consider in such a situation.

State and federal law and regulations provide protections and procedural safeguards for parents of students with disabilities. A statement of those protections and procedural safeguards is enclosed with this prior written notice. By your revocation of consent for your child to receive special education and related services, these protections and procedural safeguards no longer are applicable to your child. The services and modifications that were agreed to in your child's most current IEP will no longer be available to your child. Your child will not have any of the procedural safeguards available to students with disabilities in the event of any disciplinary action.

If you wish assistance in understanding the protections and safeguards, you may contact the principal or special education teacher at the number below. You may also contact one or more of the resources indicated in the procedural safeguards notice for additional information and assistance.

If you wish to have your child considered for special education and related services in the future, you may contact staff at your child's school with your request for evaluation and identification.

We have appreciated the opportunity to provide your child with the special education and related services that LACOE believed were necessary for your child. We wish you and your child much success in the future.

If you have any questions regarding your rights, please contact the school at the number below or call the LACOE SELPA Office at (562) 401-5737.

Sincerely,

Name	Title	Phone Number
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Parents' Right to Revoke Consent for Continued Special Education and Related Service

As of December 31, 2008, parents have the right to revoke consent for special education and related services subsequent to the initial provisions of services. When parents revoke their consent for services, the school may not challenge the decision through mediation or due process.

34 CFR Section 300.300(b)(4) has been revised to require that parental revocation of consent for the continued provision of special education and related services must be in writing and that upon revocation of consent a public agency must provide the parent with prior written notice in accordance with 34 CFR Section 300.503.

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

- May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing the provision of special education and related services
- May not use the procedures in subpart E of this part (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
- Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
- Is not required to convene an individualized education program (IEP) team meeting or develop an IEP under 34 CFR sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note: In accordance with 34 CFR Section 300.9 (c)(3), if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

When parent revokes consent for special education and related services, the school must cease to provide special education services to the child, but before doing so, they must provide the parent with prior written notice and a copy of procedural safeguards. Prior Written Notice must advise the parent about the change in the student's educational program.



Prior Written Notice for an Adult Student who Revokes Consent for Provision of Special Education Services

Date of Notice

Student Name	Birth date	School
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Dear Student,

This notification is in response to your written request that the school discontinue providing special education and related services to you. This form is also the school's required Prior Written Notice acknowledging that we have received and will act on your request. In response to your revocation of consent for services, the school will take the following action(s):

- you will no longer be identified as having a disability under the Individuals with Disabilities Education Act (IDEA)
- your educational placement will be changed to _____
- The district will have no authority to provide, and will not provide, special education and related services to you

The change(s) will be made on: _____

Please sign below to indicate your understanding of the changes that will occur based on your request to discontinue special education and/or related services.

- I hereby **revoke** my consent for the provision of special education and related services.
- I understand that once I revoke consent to receive special education and related services, I am considered a general education student and my rights in special education will end.
- I understand that should I be involved in a disciplinary situation I would not receive the special education protections available only to students with a disability or suspected of having a disability.
- I understand that after I revoke consent, the school is not required to amend my records to remove any references to my receipt of special education and related services.
- I understand that after revoking consent, I maintain the right to subsequently request an initial evaluation to determine if I am an individual with a disability who needs special education and related services.

Please see back of this form for additional information on voluntary revocation of special education and related services.

Signature of Parent/Guardian/Adult Student
Date

Procedural Safeguards to Protect Parent Rights: Both the state and federal laws concerning special education of children with disabilities include many parental rights. Receiving notices about the actions or decisions the school intends to take with regard to you and your being a part of the educational planning team are examples of rights given to you by these laws. These laws also require that the school follows certain procedures to make sure you know your rights and have the opportunity to exercise those rights. A copy of these rights is enclosed. You should read them carefully. If you have any questions regarding your rights, please contact the school at the number below or call the LACOE SELPA Office at (562) 401-5737.

Sincerely,

Signature
Name / Title
Phone

Parents' Right to Revoke Consent for Continued Special Education and Related Service

As of December 31, 2008, parents have the right to revoke consent for special education and related services subsequent to the initial provisions of services. When parents revoke their consent for services, the school may not challenge the decision through mediation or due process.

34 *CFR* Section 300.300(b)(4) has been revised to require that parental **revocation of consent** for the continued provision of special education and related services **must be in writing** and that upon revocation of consent a public agency must provide the parent with prior written notice in accordance with 34 *CFR* Section 300.503.

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

- May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing the provision of special education and related services
- May not use the procedures in subpart E of this part (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
- Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
- Is not required to convene an individualized education program (IEP) team meeting or develop an IEP under 34 *CFR* sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note: In accordance with 34 *CFR* Section 300.9 (c)(3), if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

When parent revokes consent for special education and related services, the school must cease to provide special education services to the child, but before doing so, they must provide the parent with prior written notice and a copy of procedural safeguards. Prior Written Notice must advise the parent about the change in the student's educational program.

Procedure for Inactivating a student in the Special Education Database when Parent or Adult Student Revokes Consent for Continued Special Education and/or Related Services.

When an adult student or a parent withdraws their consent for special education services, it's necessary to indicate in the database that the student is no longer active. We do not want to delete the record entirely from the Special Education Database, but we do need to ensure it does not come up on out of compliance lists or get reported inappropriately when caseload or other reports are run.

To inactivate a student who is no longer eligible for services, take the following steps.

In Log II,

- put an "N" in the SE field
- put an "N" in the Active field
- Remove the "Tri Due" date from the Tri Due field
- Carefully log that the parents or adult students written revocation was received, scanned and the original sent to the Student File Center.

Sp Ed DB 3.0

LACOE SELPA

Special Education Log

Date

Last Name SE	First Site	Gp	DOB HCP	Annual Tri Due	Sex HL	IEP req IEP rec	PTA Req PTA Rec	Act Eth	Enter Exit	Admin PI Addend	Ser Provider IEP Sched	Ot
Johnson	Emmanual		4-16-95	10-26-08	M	1-8-2009		N	1-7-09	1/13/09		
N						1-12-2009						

Foster	Parent Name	Address	City	State	ZIP	A/C	Home Phone
	Violet Johnson	11237 Wilmont Ave.	Shelby Acres	CA	90030	213	555-1212

District of Residence	School of District IEP	Original IEP	SPT Date	Req SE	504 Date	Parent Work Phone
LAUSD		2-12-2002		<input type="checkbox"/> Yes		

Last School	City	Last Sp Ed Sch.	Language	Race
				Hispanic

Date	Init	Action
1/13/09	SPS	Recieved copy of 2/25/2008 Annual IEP from Shelby High School. Administrative Placement completed.
1/20/09	alr	Mother, Mrs. Johnson, called to ask that her son be removed from special education services. She faxed a letter stating that she withdraws consent for all special education services. AP faxed Mrs. Johnson a copy of Parent Rights, and our Prior Written Notice advising her that services would cease based on her request. Student no longer is eligible for services due to Parental revocation of consent for services. Parent's Written revocation, and a copy of our Prior written notice have been scanned to Optical and originals sent to the Student File Center.

On database copy of Page 1 of the last IEP where services are shown, uncheck the boxes on the services grid.

This removes the providers from the Serv Pro and the Serv Pro Caseload fields, which prevents the students from appearing on anyone's register.

III. INSTRUCTION, PROGRAMS, AND SERVICES TO BE PROVIDED

By LACOE:

	Length	Frequency	Duration
<input type="checkbox"/> DIS Remedial Language/Speech			
<input type="checkbox"/> DIS Counseling			
<input type="checkbox"/> Behavior Management Assistant			
<input type="checkbox"/> Resource Specialist Program			
<input type="checkbox"/> Special Day Class			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			

By other agencies:

<input type="checkbox"/>			
<input type="checkbox"/>			



IEP TEAM MEMBER EXCUSAL

From a Meeting in Whole or in Part

Student's Name	Student's Birthdate	Date of Notice
----------------	---------------------	----------------

School	Type of Meeting <input type="checkbox"/> Annual <input type="checkbox"/> Addendum <input type="checkbox"/> Other:
--------	--

A member of the Individual Education Plan (IEP) team may be excused by mutual agreement between the parent or adult student, and designated representative of the local education agency. The presence and participation of the IEP team member(s) identified below is/are not necessary and the school proposes to excuse the member or members from being present and participating in the meeting scheduled on _____ because:

- The member's area of the curriculum or related services is not being modified or discussed in the meeting, or
- The excused IEP team member's area of curriculum or related service will be discussed and the excused member will provide / has provided written input to the development of the IEP prior to the meeting. Their written information will be/ is available to the parent and the IEP team to consider during the IEP team meeting.

IEP Team Member Excused (Title)	Area Of Curriculum Or Related Services	Area Not to be Discussed	Written Input Provided
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>

If you agree to excusing the above team member, then, by mutual agreement, the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

If a member is excused, but during the team meeting, the team determines the excused member's participation is necessary, that the excused member will be brought in, or if unavailable, another meeting will be scheduled to include the absent team member. Please call the school at the number below if you have questions.

Signature of Designated District Representative:	Title/Position	Phone	Date:
--	----------------	-------	-------

I Agree to Excuse the members as indicated above:

Signature of Parent/Guardian/Surrogate or Adult Student	Relationship to Student	Date:
---	-------------------------	-------

If you do not agree to the excusal, please sign below. If you are requesting to reschedule the meeting, please also provide a contact phone number.

I Do NOT Agree to Excuse the members as indicated above:

Signature of Parent/Guardian/Surrogate or Adult Student	Relationship to Student	Date:
---	-------------------------	-------

Additional Information: Please check any that apply below.

- I'd like to reschedule the IEP Team meeting.
Please call me to arrange a new date or time at: _____
- I am unable to participate in person, but can participate in the meeting by phone

Step-by-Step IEP Writing Instructions

An Overview of
information that
should be included
in each section of
the IEP Forms.



The Basic IEP Pages

- ✓ **Page 1 – Student Information, Eligibility & Services**
- ✓ ***Page 2 (Transition Page 1) – Transition Information, Post-secondary Goals and Referrals to other agencies ****
- ✓ **Page 2/3 – Graduation, Mandated Assessments, Accommodations, Assistive Technology...**
- ✓ **Goals Page – Present Levels, Goals & Benchmarks**
- ✓ **Signature Page - Signatures & Permissions (in English & Spanish)**

* Transition Plan, page 1 (TP-1) is used as page 2 of the IEP when a student is 16+ or will be 16 by the time of his/her next IEP. If child is under 15, then the page 2/3 becomes the page 2 of the IEP.

Step-by-Step IEP Writing Instructions

IEP Page #1

Page 1 of the IEP is where IEP-related dates, English language learner status and student and parent information is entered. The Page 1 also indicates what kind of IEP is being held, or if transition planning is to be included. In addition, eligibility is established and services to be provided are outlined.

In many regards, Page 1 acts as a summary of relevant information and gives us an idea of what kinds of needs or services will be addressed within the IEP document.

On Page 1, check the following:

- ✓ **Verify** all dates are correct (Tri, Annual, years agree, etc.)
 - *The IEP cannot be written for a duration exceeding 1 year. An Annual may be written for less than one year, if the IEP is out of timeline and the TRI is due before the year is over.*
 - *An Addendum does not affect the dates an Annual or Triennial IEP is due. Those stay the same as they were before the addendum.*

 Los Angeles County Office of Education	Individualized Education Program (IEP)				Page <u>1</u> of ____
		IEP MEETING DATE	NEXT ANNUAL DATE	TRIENNIAL DUE	
	INITIAL REFERRAL DATE	INITIAL CONSENT	INITIAL IEP DATE	INITIAL SERVICE DATE	
TYPE OF MEETING <input type="checkbox"/> Initial <input type="checkbox"/> Annual <input type="checkbox"/> Triennial <input type="checkbox"/> Special Review <input type="checkbox"/> Transition Plan					

NOTE - Date of Triennial: *The triennial date should be preserved as much as possible. If we receive an IEP that's well out of Tri, we need to bring it up to date, even if that means the next regularly scheduled tri ends up being due the next year. For instance, an Initial IEP was done in 2005. The Tri that was due in 2008 was never done. It's now 2010 and we assess and hold the tri. When is the next tri due, 2011 or 2013?*

While 2013 is three years from when this new triennial IEP was done, the next tri, is due in 2011, based on the original schedule established by the 2005 Initial. Because we have done extensive testing, it's suggested that the IEP team write in the IEP notes that a new formal assessment will not be necessary for the 2011 Triennial. If that's written in, and parent agrees to this, then we will simply update the IEP at the 2011 Tri, rather than conducting new formal assessment. If the Initial date is not known, then we use the last known triennial date on the most recent IEP to establish when the next triennial is due.

- ✓ **Type of meeting** (Annual, TRI, Special Review, etc.*): *Review dates for accuracy.*

*Type of Meeting Notes:

- ✓ If the student arrives with a **current (in-date) Annual**, and we're doing a 30-day (Special Review), the team determines the appropriateness of the current goals and either continues them or updates them, as necessary. Annual date stays fixed, as noted in the incoming IEP.

(Note: even if we adopt goals from an earlier IEP, those should be rewritten on the new IEP. We do not attach pages from an old IEP to a new one.)
- ✓ If the **Annual is due/overdue**, the 30-day becomes the Annual, *as long as the Triennial is not yet due or overdue.*
- ✓ If the **Tri is overdue**, and the team does not have formal assessment due to lack of time to complete or lack of parent permission, then hold a records review Triennial IEP to continue services and document efforts being taken to complete formal assessment.

- ✓ If **Tri assessment is delayed due to lack of response from parent**, document attempts to gain permission and hold the triennial meeting, using informal measures such as work samples, observation, school records, etc. (*Records Review Triennial*) to establish current functioning and progress on past goals.
- ✓ **Demographics**: If speaking to parent by phone, or if parent attends the IEP meeting, confirm address, birth date, Home district, last school, grade, etc. Document any changes to information in the IEP and log the changes/updates in the special ed log.
- ✓ Check **Language Proficiency Status** in previous IEP and CELDT information on databases for English Language Learners. Document in the IEP (and on the database) any changes. If uncertain, check with your EL lead prior to IEP meeting.

LAST NAME OF PUPIL	FIRST	M	BIRTHDATE	GRADE	HOME LANGUAGE	LANGUAGE PROFICIENCY STATUS <input type="checkbox"/> EO <input type="checkbox"/> EL/LEP <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP		
ADDRESS OF PUPIL (NUMBER, STREET, APARTMENT NUMBER)					CITY	STATE CA	ZIP CODE	
DISTRICT OF RESIDENCE		SITE			PAU			

Section #I - Educational Alternative Placement

During the IEP Meeting, various educational placement options will be discussed. This is the area where you can briefly check off any that apply.

- ✓ Return to district for placement
- ✓ Transfer from Parallel Program (Also write in where the child is transferring in from),
- ✓ Extended School Year (days and minutes),
- ✓ **Extent of participation in Special Education** (percentage and list General Ed. classes)
 - This is a **required field**. Database will calculate this for you, once the services and service times are filled in on the page one Instruction, Programs & Services grid.

After discussing educational alternatives, the Individualized Education Program Team (IEPT) makes the following recommendations:

I. EDUCATIONAL ALTERNATIVE PLACEMENT

Return to district for placement _____

Transfer from parallel program: From _____

Extended school year is appropriate and will be implemented: _____ days, _____ minutes per day average.

Extent of participation in special education instruction and service (list percentage): _____ %.

List regular ed. classes: _____

Other: (Specify) _____

Set class list

If other options are also discussed and decided upon, check off “other” and write in what the recommendation was.

Use the “Set Class List” button on the database to auto-enter the student’s current classes.

In some of our settings, **return to district** is not a viable option (JCS), so this is unlikely to be checked. However, students may transfer from one LACOE SELPA program to another (*i.e. one DAE site to another DAE site due to site based problem or parent request to be closer to home*) and in those cases, we may do a transfer IEP to document the transfer and how the child will be served in the new setting. In this case, if using the regular IEP forms, you would check off that this is a ‘transfer’ IEP on page 1 and indicate the program the child is transferring out of.

Extended school year is also not a usual option in many of our settings, as they are 12-month programs and thus there is no ‘summer school’. In some cases, such as the specialized high schools, which are 10 month programs, summer school (extended school year) may be something that’s needed.

Extent of Participation in Special education should always be filled in with a percentage. The database automatically calculates this based on the services to be provided. Be sure to check that this is there, and that it’s updated if the service times are changed during the IEP from what was indicated on the draft.

Section II: Eligibility

Indicate: Appropriate area/s.

There are only 13 areas of eligibility* defined under IDEA. They are:

- | | | |
|---|--|--|
| <input type="checkbox"/> Specific Learning Disability | <input type="checkbox"/> Visually Impaired | <input type="checkbox"/> Deaf / Blind |
| <input type="checkbox"/> Speech/Language Impaired | <input type="checkbox"/> Orthopedic Handicaps | <input type="checkbox"/> Multiple Handicaps |
| <input type="checkbox"/> Emotionally Disturbed | <input type="checkbox"/> Autistic-Like Behaviors | <input type="checkbox"/> Developmental Delays (Children aged 3 to 9) |
| <input type="checkbox"/> Mental Retardation | <input type="checkbox"/> Traumatic Brain Injury | <input type="checkbox"/> Other Health Impairments |
| <input type="checkbox"/> Deaf and Hard of Hearing | | |

A child may be eligible under more than one category. Fill in the primary disability and any additional areas (if applicable) on the Eligibility Grid.

II. ELIGIBILITY			
PRIMARY DISABILITY	SECONDARY DISABILITY	OTHER DISABILITY	OTHER DISABILITY
<input type="checkbox"/> Not eligible. Reason: _____			

If the student does not meet the criteria for one of the 13 areas defined in IDEA, he or she is not eligible for services through an IEP. Consider other options, such as an Individual Learning Plan (ILP) or a 504 Plan.

If the student is not eligible for services, check off the *Not Eligible* box and enter the reason. There are choices to select from in a drop down menu box on the database such as:

- ✓ *Does Not Qualify*
- ✓ *Graduated*
- ✓ *Reached Maximum Age, etc.*

Even if the student does not qualify, the IEP team may still be responsible for recommending alternative supports for the student, if the student is struggling either academically or behaviorally.

Also be aware that, even if a child does have a disability in one of the areas outlined in IDEA, he or she may *not* require or be eligible for services - if there is ***no educational impact*** from the disability.

Consider any/all evaluation results in all areas of suspected disability (including independent evaluations, if appropriate).

Eligibility is an IEP Team decision; At an **Initial or Tri IEP, these areas should not be filled in ahead of time on the draft. This determination is made after results of assessment have been discussed and goals developed.*

NOTE: It is essential that the previous IEPs (Annual/Tri) and any available assessment reports be reviewed whether writing an Administrative Placement, Annual, Tri, Special Review or Addendum, so that all prior services and needs are addressed in the new IEP. If the district IEP contains any errors, missing parts, in correct dates, etc. those should also be noted and corrected in our IEP.

Section III - Instruction and Services

Check appropriate services to be provided.

- ✓ Services and amounts of service should be based on the student’s needs/areas of weakness. The previous IEPs should be reviewed and, whenever services are changed, a written rationale for the revision must be provided in the IEP document.
- ✓ Fill in:
 - Length (*number of minutes*),
 - frequency (*number of x per week, etc*),
 - duration (*6 months, one year, etc*)
 - location (*Resource Room, , gen. ed classroom, in the community, etc.*)

In an Initial or Tri IEP this should be filled in after assessments and other reports have been discussed and all goals and objectives have been finalized.

III. INSTRUCTION, PROGRAMS, AND SERVICES TO BE PROVIDED						
By LACOE:	Length	Frequency	Duration	Location	Individual/Group	
<input type="checkbox"/> DIS Remedial Language/Speech						
<input type="checkbox"/> DIS Counseling						
<input type="checkbox"/> Behavior Management Assistant						
<input checked="" type="checkbox"/> Resource Specialist Program	50 mins	2x/wk	1 yr	Resource Rm	individual	
<input type="checkbox"/> Special Day Class						
<input type="checkbox"/> Other:						
<input type="checkbox"/> Other:						
By other agencies:						
<input type="checkbox"/>						
<input type="checkbox"/>						

If another agency (not LACOE) will be providing the service, such as Dept. of Mental Health, Regional Center, etc., indicate those services in the “By other agencies” portion of the grid.

Do not enter services for another agency unless they have agreed to provide them and their agreement has been documented in the IEP.

Section IV - Referral for Assessment

Check if applicable.

- ✓ Verify with team members that there are no other areas of suspected disability at this time.
 - If there are additional areas of concern that may require assessment, check box pertinent to area and provide rationale for the need for the additional assessment within the IEP notes. If parent is at the meeting, provide a *Permission to Assess form* to sign at the meeting in order to expedite the process (mail one home, if parent did not attend). *After the IEP meeting, ensure all assessors are aware of the referrals and are provided a copy of the signed Permission to Assess form.*
- ✓ “Other” can be Assistive Technology, Mobility, Visually Impaired, etc.

IV. REFERRAL FOR ASSESSMENT <input type="checkbox"/> Adapted PE <input type="checkbox"/> Remedial Language and Speech <input checked="" type="checkbox"/> Other (specify): <u>Assistive Tech.</u>
V. JUSTIFICATION FOR ELIGIBILITY <p style="text-align: center;">Based on information from an LAUSD IEP of 2-26-2009, student meets the eligibility criteria for due to deficits in the area(s) of, etc.</p>
Form No. 301-521-1 Rev. 12/98 DISTRIBUTION 1 - Student File Center; 2 - Site; 3 - Parent.

Section V - Justification for Eligibility

Team decision and rationale should be written into the IEP.

- ✓ Write eligibility statement clearly stating why student is eligible. (*If student is not eligible, document reason why not and offer other appropriate options to help address the student’s educational needs*.*)
- ✓ *If student does not qualify, then Team signs off on the signature page and, if parents disagree with team decision, parent concerns are noted in the IEP. Team must also discuss options for resolving these concerns and review Due Process rights with the parent.*

* *When a student does not qualify for services, the IEP team should also make recommendations for general education supports or accommodations that may help to address the student’s lack of progress or behavior needs.*

IEP Page #2 (Transition Information & Post Secondary Goals)

The Transition Plan outlines the student’s current status in regards to graduation requirements and also indicates some of the student’s long-range plans for postsecondary life. *(See Chapter 9, Transition Plans & Planning, for more information.)*

As with all pages, the student’s name, birthdate and other information is filled in on the first line.

 Los Angeles County Office of Education		LACOE SELPA Individualized Transition Plan			Page ____ of ____	
LAST NAME OF PUPIL	FIRST	BIRTHDATE	GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female	AGE	DATE	
PROJECTED GRADUATION	CREDITS TO DATE	CAHSEE MATH PASSED	DATE TESTED	CAHSEE ELA PASSED	DATE TESTED	

The second line of boxes should contain information regarding the students projected date of graduation *(based on # of Credits / not student age)*, the credits earned to date and CAHSEE status. Your school counselor or clerk may be able to provide this information. If Credit or CAHSEE information is not yet available, note this in the IEP narrative and indicate when it will be available, or what efforts we’ve made or will make to obtain it. *Once the information is located, provide it to the parent.*

Sections I, II and III of the transition plan outline the student’s postsecondary goals. *(We should be projecting 5-10 years in the future, rather than 2 or 3.)* The postsecondary goals are based on what the student states as his or her future plans for employment, education or training. Postsecondary goals can be somewhat broad initially, but should become more specific as student gets closer to graduating. If student is undecided note that as well, and follow up with services that will assist the student to explore possibilities.

I. Postsecondary Goals - Employment:	
<input type="checkbox"/> Competitive employment as:	_____ <input type="checkbox"/> Full time <input type="checkbox"/> Part time
<input type="checkbox"/> Supported Employment as:	_____ <input type="checkbox"/> Full time <input type="checkbox"/> Part time
<input type="checkbox"/> Other:	_____
II. Postsecondary Goals - Education / Training:	
<input type="checkbox"/> College / University	<input type="checkbox"/> Community College <input type="checkbox"/> Vocational Training Program
<input type="checkbox"/> Adult Education Classes	<input type="checkbox"/> Other: _____
III. Postsecondary Goals - Independent Living:	
Living Arrangements:	<input type="checkbox"/> With Family/ Relations <input type="checkbox"/> Independent <input type="checkbox"/> Other: _____
Leisure & Recreation:	<input type="checkbox"/> Leisure & recreation through organizations <input type="checkbox"/> Leisure & recreation through family/friends <input type="checkbox"/> Other: _____
Personal / Social:	<input type="checkbox"/> Developing adequate social skills <input type="checkbox"/> Achieving independence / Self-advocacy <input type="checkbox"/> Other: _____

In **Section I, Employment**, “competitive” employment refers to a regular job.. the kind most people get and work in. On the other hand, “supported” employment is much more common for more severely handicapped individuals who may require mentoring and close monitoring on the job in order to be successful. In a ‘supported employment situation, someone may be assigned to go to work with the student and assist them very specifically in learning the job, job routines and discovering which accommodations are needed and appropriate to the setting. This is rarely something that would be appropriate to our mildly handicapped population. (See gray box at bottom of this page.)

Section III, Independent Living, is an optional goal area, but we strongly recommend providing a goal in this area. Many students who are mildly handicapped still need assistance planning for how to live on their own as adults. Training or assistance in how to find or rent an apartment, shop for nutritious foods, locate recreational facilities or help to study for and obtain a driver’s license may all be appropriate goals in this area, depending on what the student’s vision for his or her future is.

Section IV of the transition plan outlines some items students may need in order to establish their identity or to apply for work. This section also shows what kind of referrals to other agencies or institutions have been made or will be made on behalf of the student. If school staff is making or facilitating any referrals to outside providers or internal partners, these referrals can be part of the *transition services* the school will provide, and should also be indicated as a service on the *Transition Services* page later in the IEP.

IV. Preparation for Adulthood - Needs and Referrals:			
Pupil Has:		Pupil Needs:	
<input type="checkbox"/>	Social Security Card	<input type="checkbox"/>	
<input type="checkbox"/>	Driver license	<input type="checkbox"/>	
<input type="checkbox"/>	California ID	<input type="checkbox"/>	
<input type="checkbox"/>	Bus ID	<input type="checkbox"/>	
Pupil Has:		Pupil Needs:	
<input type="checkbox"/>	Resume completed	<input type="checkbox"/>	
<input type="checkbox"/>	Birth Certificate	<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	
A = Active; I = Inactive			
Agency Referral	A	I	Date to be Referred
<input type="checkbox"/> Department of Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> College or University	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Community College	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Social Security Admin. (SSI)	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> County Mental Health	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Dept. of Social Services	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Vocational Training Program	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p style="color: red;">Only check off these boxes if a referral is to be made, or if you know there is already an active (or inactive) case with the agency for the student.</p>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

What is Supported Employment?

Supported employment facilitates competitive work in integrated work settings for individuals with the most severe disabilities (i.e. psychiatric, mental retardation, learning disabilities, traumatic brain injury) for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need ongoing support services in order to perform their job. Supported employment provides assistance such as job coaches, transportation, assistive technology, specialized job training, and individually tailored supervision.

Source: US Department of Labor (<http://www.dol.gov/odep/archives/fact/supportd.htm>)

IEP Page #3 (this will be page 2 for students younger than 15, for whom no Transition Plan is required or completed.)

Section VI - Graduation Proficiency and State Testing Requirements

- ✓ Check if proficiencies have been met and in what areas (what parts of the CAHSEE have been passed. This should also be addressed on Page 1 of the *Transition Plan* (if there is one). Check *Regular Graduation Proficiencies* for diploma bound students.
 - *If this is a year where a CAHSEE or other state assessment waiver is in effect, student may still be required to take the test, but may not have to pass it in order to receive a diploma. **Be sure to check the particulars of any waiver and make appropriate notes in the narrative section.***

- ✓ If **differential standards** will apply, the student will not be on a diploma bound track. Instead s/he will be taking a modified assessment. State the areas to be assessed and specify what the differential standards are.
 - *Students on a diploma track may use certain accommodations during other state mandated assessments without jeopardizing the chance to earn a diploma. Consult the CDE Testing Variation, Accommodations, and Modifications Matrix to determine allowable accommodations. (Available from the CDE website or the SELPA office.)*

- ✓ Address **state mandated test participation** and extent. Students participate in the State Testing and Reporting (STAR) via the California Standards Tests (CST). If student will not participate, indicate why and how s/he will be assessed. *This is an IEP Team decision. If student has a significant cognitive impairment, indicate which alternative assessment the student will take and the rationale for this decision. Make sure parent understands the student is not on a diploma track and agrees s/he is not.*

Database Note: The Special Ed database for this page includes a "SET TESTING" button that will, based on grade level, fill in the required State Mandated tests for the student.

	Los Angeles County Office of Education	Individualized Education Program (IEP)	Page ___ of ___
LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	DATE
VI. GRADUATION PROFICIENCY AND STATE TESTING REQUIREMENTS			
Required state testing: <input type="checkbox"/> CAHSEE (Grades 10-12) <input type="checkbox"/> CST (Grades 2-11) <input type="checkbox"/> STAR CAT-6 (Grades 3 and 7)			
<input type="checkbox"/> CELDT (EL student) <input type="checkbox"/> Fitness (Grades 5, 7, and 9)			
Level of participation in CAHSEE and state testing requirements:			
Specify accommodations/modifications: Any Accommodations? Note here.			
CAHSEE requirements have been met in <input type="checkbox"/> English-Language Arts <input type="checkbox"/> Mathematics			
<input type="checkbox"/> Student will participate in a high school curriculum Leading to a Diploma (or ??)			
VII. PARENT CONTACT/CONCERNS <i>Provide descriptions of parent contact/concerns in the space provided below:</i>			
<input type="checkbox"/> Documentation of attempts to contact parent			
<input type="checkbox"/> Meeting held at parent's request without advance written notice			
<input type="checkbox"/> The parents' concerns for enhancing the child's education			

Section VII - Parent Contact/Concerns - Check off that we have documentation of attempts to contact parent, and/or if meeting was held without advance notice at parent's request and/or if parent shared any particular concerns about their child's education. If any of these things occurred, note particulars in the narrative box at the bottom of the page, or on a supplemental page, if more room is needed.

Note: When entering information about parent notifications or contacts, do NOT copy verbatim from the database log. Instead, summarize the information, giving dates when the contact – or attempted contact – occurred.

Section VIII - Accommodations for Instruction and Assessment

Check appropriate boxes and give explanation in the box at the bottom of the page. Information that may be important to make note in the narrative box or on a supplemental page may include all or some of the following information, as appropriate to the particular circumstance.

- A. **Parent Participation & Contacts** – Did parents attend the meeting? If not, what was done to notify, include and accommodate them? Indicate that *Annual Notification of Parent Rights and Procedural Safeguards* were given to parents, and, if they attended that rights were reviewed. Document if they waive the explanation of rights.
- B. **Purpose of meeting** - What kind of meeting is happening and are there any particular circumstances and issues of importance to be discussed?

VIII. ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT INCLUDING OTHER AGENCY CONTACTS

Identify any accommodations by checking box and giving an explanation in the space provided below:

- Specialized health care needs / assistive technology / communication needs / Braille instruction
- Documentation for Hearing and Vision screening (required for Initials and Triennials)
- Inclusion of positive behavioral interventions (see behavior plan)
- Documentation for limited assessment needed in preparation for the next triennial evaluation
- Documentation of Mental Health AB 3632 referral, discussion, or other mental health access
- Documentation of current County Mental Health AB 3632 eligibility **Services type:** Outpatient Residential
- Services from other agencies

This section of the page is to be used for any additional IEP space needed by the committee.

Use this area for any further information or explanations necessary, such as:

- ✓ the purpose of the meeting,
- ✓ efforts to contact parent (if not in attendance)
- ✓ who was in attendance, who was not in attendance if person absent is a required team member, note:
 - how they provided prior input to the team
 - if they were excused by parent
- ✓ Assistive technology or Accommodations needed

..and so on. Use supplemental page if more space is needed for notes.

- C. **Meeting Attendance** - Who is attending the meeting? Use titles, not specific names, i.e.: parent, special education teacher, administrator, probation officer, etc.
- D. **Setting and Least Restrictive Environment** - placement and rationale (do not use #'s but, "low student to teacher ratio"), address general and special education settings in which student will participate.
- E. **Educational Assessments** – If testing was conducted, briefly give types of testing, dates, general statement of overall results and statement of test validity because it was administered by a qualified / credentialed assessor. (*Resource Specialist, Language and Speech Pathologist, etc.*).

*The interpretation of test results (test report) should be provided to parent in a separate report (**not** paginated into or attached to the IEP). This report should provide test results in a manner that parents can understand (e.g. not just a copy of the score print out).*

- F. **Assistive Technology/Devices** - discuss whether or not assistive technology is or may be a need. If referral for AT assessment is to be made, give the rationale for the referral. (*Also see "G" below*).

(Assistive Technology must meet an unmet need for the student. It is not designed to give a student an unfair advantage, but to allow them to fully participate - as much as possible - like a non disabled peer). When describing needed AT devices, do not mention specific people names or names of particular products, etc. Use titles for people and use "with the attributes of..." to describe a needed device, program, etc.

If student does not need AT, indicate this was discussed, but is not an area of concern. If accommodations are being recommended, this can be mentioned here, and the accommodations page should be used and numbered into the IEP.

- G. **Classroom / Assessment Accommodations** - If accommodations are written for classroom and testing, be specific and provide rationale regarding why the student requires the particular accommodations. As with AT, any accommodations provided must help the student meet an unmet need. If recommending accommodations, the accommodations page should be used and numbered into the IEP. Be sure what is being offered is accommodation and not modification, unless modifications are truly what is necessary.

We can provide acceptable *accommodations* without altering a student's ability to graduate, but *modifications* will invalidate test results and can affect a student's ability to obtain a diploma.

- H. **Physical Education** - must be addressed. Fitness test for ninth grade students is required. Students in grades 7-12 are mandated to receive 400 minutes of Physical Education instruction every ten days. (*Beginning in July '07, a student who passes the physical performance test may be exempted from two years of PE in grades 10, 11, or 12 by the governing board of the local school district, with the student's permission... Two years of PE remain the graduation requirement for California high school students after July '07. (EC 5222, 51241.)*

- I. **Credit Check** - Prior to the IEP meeting, ask the School Counselor or A.P. for information regarding status of courses and credits (*For student who have a transition plan, credits will be noted on the first page of the plan; additional information regarding credits can be entered in this area of page 3*). The IEP team should discuss credits earned and needed, as well as the credits required for student to graduate, and/or to meet his/her transition goals. Projected graduation/completion date should be indicated. Document how student will be promoted to next grade (meeting district standards or based on substantial progress toward meeting goals and objectives). All 11th and 12th grade students should have this information documented in the IEP.

- J. **Graduation Requirements** - can be included or merged with credit check information. Discuss Standards and CAHSEE requirements. If student has passed the CAHSEE indicate which part(s) and date passed (*For students with a transition plan, CAHSEE information will appear on the first page of the transition plan, which is page 2 of the IEP*). Document requirements needed to obtain a diploma and how often parents will be notified of their child's progress toward the goals. *Special Education progress reporting is required to be done at least as often as general education reports to parents*
- K. **FAPE** (Free and Appropriate Public Education)
- ✓ LACOE is a District of Service, rather than a District of Residence (DOR). We do not offer FAPE, nor do we make a FAPE statement in our IEP. The DOR makes this offer, but we state that student is eligible until the age of 22 or until he/she receives a HS diploma. (30 EC 56026, states: *If student reaches the age of 22 during the months of January to June, inclusive, while participating in a program under this part may continue his/her participation in the program for the remainder of the current fiscal year...*)
 - ✓ JCS is a twelve month program, the statement of Extended School Year (ESY) does not apply [*we state 244 days, # of minutes (240 / 300 / 360... as appropriate to your program)*]. We could make a note in the IEP that extended minutes may apply should the student return to district before his/her next IEP is due.
- L. **Age of Majority** - Students who are 17 during this IEP year or will be 18 years of age, need to have transfer of rights discussed and documented in the IEP. Team should also review the *Annual Notification of Parent Rights and Procedural Safeguards* with the parent and student at 17 and with the student at 18. Give the parent and the student each a copy. The Age of Majority letters are in the database and can be printed as needed.
- M. **Behavior Support Plan** - if behavior is impeding learning, specify how. If behavior is impeding learning, the student requires a Behavior Plan and goal that addresses the positive behavior interventions, strategies and supports used to address the student's inappropriate behavior.
- If there was a prior behavior plan, but we are not observing the behavior in our setting, and the student is doing well, document that there was a prior behavior support plan. Also note what the area of support was, and why it's appropriate to discontinue the plan within in our setting. It's also a good idea, in some cases, to indicate that we'll monitor the student for a time to ensure the behavior continues to be a non-issue within our environment.*
- N. **Vocational and Transition Plan**- The IEP must indicate student's participation in the transition planning process.
- ✓ For students who are or will be 16+ by their next IEP, there must be a transition plan that outlines the *Student's* post high school goals. It is the student's interest, dreams and preferences that are reflected in the Transition Plan. If student requires related services, these should be described. Transition Plan should contain goals for Education/Training, and Employment. It may also include a goal in the area of Independent Living, if needed. Goals should be measurable. IEP should also contain *annual goals* in each transition area.

- ✓ If student is younger than 15, describe the student's needs related to the course of study and include a vocational goal that addresses work habits, initiative and completion of work. Goals should be developed with the student (student should be present at IEP where Transition is being discussed).
- ✓ Students aging out or graduating with a HS diploma require a *Summary of Performance (SOP)*. *Please Note: SOP is not part of the IEP. This is a separate process and is not to be attached to the IEP.* Team may note that student is graduating and an SOP will be done prior to graduation. *(For SOP forms and more information about the SOP, see Chapter 7, The IEP & IEP Team's Resources Section.)*

O. **TRI and Initials require:**

- ✓ Psycho-educational brief (summary by Psych.).
 - *Comprehensive Psych. report should be provided separately.*
 - *Do not attach any assessment reports to the IEP itself.*
- ✓ Vision and hearing screening results (obtained from nurse or medical personnel). *Also, include any medical information that relates to student's educational progress.*
- ✓ Educational benefit based on previous IEPs, consideration of any independent evaluations parent may provide and interpretation of assessments done in areas of suspected disabilities (confidential information, although discussed at the IEP meeting should not be included in IEP without parental consent).

P. **CELDT-** if student is an English Learner (EL), Specify how student's level of English proficiency related to the IEP will be addressed (refer to LAGO template or EL Lead for assistance on this narrative). Goals should be linguistically appropriate and developed at his/her level based on area of need. Fill out LAGO form with pertinent information from test administered to student at site or by the home district. *(For more information on preparing a LAGO form, see Additional IEP Pages section at the back of this chapter.)*

Q. **Mental Health AB3632** - If student is eligible for, currently receiving or will be referred to county mental health services, make note of this in the IEP.

If additional space is needed for any of the above documentation, use a supplemental IEP page.

Please note: The database offers many standard statements for the required narratives. These statements are accessed by 'buttons' off to the side of the layout where this page 3 is filled in. Standard statements won't cover all necessary information, but can be helpful with information that is commonly needed in most IEPs. These statements can be modified to better reflect the needs of the team and/or the student.

IEP Writing Aids within the Special Education Database

Database Note: The special education database (SpEd DB) includes a variety of buttons on the layout for page 3 of the IEP. These buttons offer several pre-programmed statements that can be used on this page or on a supplemental page.

Not all IEPs will require the use of all the buttons. Select only those that apply.

JCCS Setting	JCCS Setting Non-HS
DAE Setting	DAE Setting Non-HS
JCCS Setting SDC	
Purpose of Meeting	Procedural Safeguards
Assistive Technology	
Graduation Requirements	Graduation Reqs w/ extended learning
Age of Majority	Current Credits
Collaboration	15 min Offered
Behavior Statement- No Need	Behavior Statement- Needs Support

When using the pre-programmed database buttons, it's essential that you read the pre-programmed statements carefully to ensure they exactly fit the situation being discussed. If not, once the statements are brought in, they can be edited so they are more appropriate to the specific setting or situation being noted.

To make it easier to read, insert spaces between each of the statements so that they do not all run together.

Also, verify that the student's name is correctly entered within the programmed statements.

Below is a listing of the statements pre-programmed into the database.

DATABASE PRE-PROGRAMMED 'BUTTONS' FOR PAGE 3

(Also available for use on the Supplemental Pages)

SETTINGS: HIGH SCHOOL

JCS High School Setting: *Student* currently participates in the highly structured and small sized class within Juvenile Court Schools where the regular education program is modified to meet the individualized needs for *Student* per academic assessment and ongoing classroom observation. *Student* needs specially designed instruction (SDI) to fully address the standards-based core curriculum and to help pass the California High School Exit Exam (CAHSEE) needed for graduation from high school. This is the least restrictive environment for *Student* at this time. Upon return to district of residence a new IEP will be needed to determine the most appropriate educational placement within that setting.

DAE High School Setting: *Student* currently participates in the structured and relatively small sized class within the Division of Alternative Education where the regular education program is modified to meet the individualized needs for *Student* per academic assessment and ongoing classroom observation. *Student* needs specially designed instruction (SDI) to fully address the standards-based core curriculum and to help pass the California High School Exit Exam (CAHSEE) needed for graduation from high school. This is the least restrictive environment for *Student* at this time. Upon return to district of residence a new IEP will need to be held to determine the most appropriate educational placement within that setting.

JCS High School Setting with SDC: *Student* currently participates in the highly structured and small sized special day class of Juvenile Court School (JCS) where the regular education program is modified to meet the individualized needs for *Student* per academic assessment and ongoing classroom observation. *Student* needs specially designed instruction (SDI) in the SDC program to assist with academic and social needs in support of the regular education program and to pass the California High School Exit Exam (CAHSEE) required for graduation from high school. This is the least restrictive environment for *Student* at this time. Upon return to district of residence a new IEP will need to be held to determine the most appropriate educational placement within that setting.

Non High School Settings:

JCS: *Student* currently participates in the highly structured and small sized class within Juvenile Court Schools where the regular education program is modified to meet the individualized needs for per academic assessment and ongoing classroom observations. *Student* needs specially designed instruction (SDI) to assist with academic weaknesses in support of the regular education program. This is the least restrictive environment for *Student* at this time. Upon return to district of residence a new IEP will need to be held to determine the most appropriate educational placement within that setting.

DAE: *Student* currently participates in the highly structured and small sized class within Juvenile Court Schools where the regular education program is modified to meet the individualized needs for *Student* per academic assessment and ongoing classroom observations. *Student* needs specially designed instruction (SDI) to assist with academic weaknesses in support of the regular education program. This is the least restrictive environment for *Student* at this time. Upon return to district of residence a new IEP will need to be held to determine the most appropriate educational placement within that setting.

PROCEDURAL SAFEGUARDS

The Annual Notification of Parent Rights and Procedural Safeguards have been provided and were also discussed at this IEP meeting. *Student* is entitled to a free appropriate public education (FAPE) up to and including the academic semester during which he reaches age 22, or until he receives a high school diploma, whichever comes first.

PURPOSE OF MEETING

INITIAL: The purpose of this meeting is to review initial assessment results and to determine if *Student* meets eligibility criteria for special education services. Based upon eligibility, academic and/or behavioral goals are being considered and developed as appropriate by the IEP Team for this school setting.

TRIENNIAL: The purpose of this triennial meeting is to review assessment results including portfolio samples, school records, and teacher/staff observations, and for the IEP team to determine if *Student* continues to meet eligibility criteria for special education services. An additional purpose of this meeting is for the IEP Team to review, discuss, and modify, as appropriate, the most recent academic and/or behavioral goals, as well as any new goals deemed appropriate within this school setting.

ANNUAL: The purpose of this annual IEP meeting is to determine appropriate special education services for *Student*, to review any previous academic and behavioral goals, and to develop new goals to be addressed during the next twelve months. The IEP team discussed and developed new annual goals as appropriate within this current school setting.

SPECIAL REVIEW: The purpose of this Special Review IEP meeting is to determine appropriate special education services for *Student*, to review current academic and/or behavioral goals, and to continue or modify these goals, as appropriate, in order to best address these goals within the current school setting.

ASSISTIVE TECHNOLOGY/DEVICES: As considered within the current academic setting, *Student* does not require assistive technology devices, and/or services in order to progress in the general curriculum. However, accommodations are recommended. See pages 3, 5, and goal pages.

CREDITS AND GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS:

LACOE graduation requirements are in alignment with the state of California for the requisites to a high school diploma and includes 220 specific and elective course credits. The team discussed the need for *Student* to complete these requirements to earn a high school diploma as well as the need to take and pass the California High School Exit Exam (CAHSEE). Possible accommodations for taking this exam were also discussed.

GRADUATION REQUIREMENTS – EXTENDED MINUTES – CAHSEE Prep:

LACOE graduation requirements are in alignment with the state of California for the requisites to a high school diploma and includes 220 specific and elective course credits. The team discussed the need for *Student* to complete these requirements to earn a high school diploma as well as the need to take and pass the California High School Exit Exam (CAHSEE). Possible accommodations for taking this exam were also discussed. *Student* is currently accessing an extended learning program beyond normal school hours to help prepare for taking the CAHSEE.

CURRENT CREDITS: Based on the high school credit reports received from the reported high school districts of attendance it appears that *Student* has received _____ credits at this point in time.

(Note: If credit info is not available in time for the IEP, note when it will be available and that it will be provided to the parent at that time.)

AGE OF MAJORITY: The transfer of educational rights to the *Student* at the age of 18 has been discussed during the IEP meeting. *Student* is currently __ years of age.

COLLABORATION: A collaborative model between the special education teacher and the general education teacher is used within the Resource Specialist Program at this site to promote the success of *Student* within the regular education classroom.

BEHAVIOR STATEMENT – NO NEED

The IEP Team discussed this *Student's* behaviors as observed within the school setting and has determined that *Student* does not currently demonstrate a need for any behavioral interventions which would require a behavioral goal, DIS Counseling, or a Behavior Support Plan.

BEHAVIOR STATEMENT– NEEDS SUPPORT

The IEP Team discussed this *Student's* behaviors as observed within the school setting and has determined that *Student* currently does need behavioral support in order to achieve academic success in school. Behavioral support through the development of a behavioral goal, or DIS Counseling, or, if needed, a Behavior Support Plan are being considered in order to address this area of needed support.

VISION AND HEARING *(Button is just below the Vision and Hearing Results area on both Page 2/3 and the Supplemental Pages.)*

Vision and hearing screenings indicate that *Student passed/did not pass* the vision screening that was administered on (DATE) . Results from the hearing screening administered on (DATE) report that *Student passed / did not pass* the hearing screening which is a measure to determine if hearing is within normal limits.

DOJ - HALLS ONLY*:

15-MIN OFFERED (Refers to a visit with parent and student):

The Student and their parent/guardian were offered 15 minutes to discuss the Individualized Education Plan/Meeting before and/or after the meeting.

**This statement is not required by law, but was included by agreement with DOJ monitor.*

Other Buttons:

~~AB3632 Services Statement for Camps/Halls~~ (for Administrative Placement):

~~AB 3632 services are a community-based program and are available while a student is enrolled in a Juvenile Court School setting. Consequently, JCS is increasing the quantity of DIS Counseling services via this Administrative Placement to compensate for the missing DMH AB 3632 services, and #111111 will be referred for counseling services with the Department of Mental Health at this facility in lieu of the AB 3632 DMH services outlined in the district IEP. The Department of Mental Health at this JCS facility will be invited to attend the next IEP meeting to address their role in the provision of counseling services in lieu of the AB 3632 services.~~

DO NOT USE

English Learner Related (found on Goals Pages)

Standard Statement / Functioning Levels:

Student, whose primary language has been identified as _____, was tested using the California English Language Development Test (CELDT) and determined to be functioning at the _____ language proficiency level. *Student* receives services in a _____ setting. Comprehensible input will be provided using specialized instructional materials and strategies supported by an English Learner certified teacher.

In accordance to ELD standards, *Student* is currently able to _____

Student has difficulty with _____

The teaching strategies or methods to be utilized in the classroom are _____

The above information is based on this student's linguistic development and a known developmental structure of English.

EL, Newcomer Class / hall only

Students at the beginner or early intermediate levels may be enrolled in an intensive two period ELD course in a newcomer class setting while at a juvenile hall.

Note:

In addition to the buttons noted above, there are some on the signature page which allow for the easy input of test names and other sources of input/information in the area that is for noting: *Tests, Evaluation and Information Relied Upon.*

Achen. P	Achen. T	Achen. Y	
BASC-2	Bender	BRIEF	Brigance
CAS	CASL		
DAS	Devereux		
EOWPVT			
grades			
KTEA			
OWLS			
records	ROWPVT		
STAR	Student		
TAPS-3	Teacher	TONI-3	TVPS-2
VMI	VMI 5th		TVPS-3
WAIS III	WASI		
WJ III Ach	WJ III Cog		
WIAT-II	WISC IV	WLPB-R	WRAML-2

The IEP Goals and Benchmarks Page

The goal and benchmark page is where the IEP team writes specific annual goals for the students and outlines milestones (benchmarks) on the way to reaching the goal.

The goal is a broad statement that tells which specific skill the student is expected to achieve within the time frame covered by the IEP. The benchmark is a shorter-term goal that acts as a checkpoint and/or an early warning sign when expected achievement is lagging.

Goals and benchmarks relate to skill areas that the student has not yet mastered, but that are necessary for functioning at grade level. With a standards based system, the goal statement may be a standard or a portion of a standard. Benchmarks can also be drawn from the standards, using either a simplified standard or an earlier grade level standard that logically builds toward the goal.

Progress on goals must be reported at least as frequently as progress reports are given in general education. In our systems, that means we must report to the parent on goal progress each 80 days, or roughly about 3 times per 12-month school year. The Special Education database contains a copy of a reporting form. Whenever a progress report is sent, a copy must also be made for the student file.

IEP Goal Page (Level of Performance, Goals & Benchmarks)

IX. Levels of Performance (PLoP)

- ✓ For Initials, write a PLoP for each goal area that summarizes tests results, assessment data, areas of weaknesses and strengths, as well as student's performance in class, on tests, and levels of mastery on Standards. The information in the PLoP should directly relate to the specific goal area being addressed. *Assessment reports with more detail and that offer an explanation of results from assessors, should be provided to the parent separately. Do not attach or include full assessment reports as part of the IEP. They are separate documents.*
- ✓ For Annuals and Triennials- Briefly review the areas noted above as relate to the students identified needs, but also include information regarding students' progress on previous goals. *(Were these met or not met? How did you determine they were/were not met? If not met, what still needs to be worked on? If there are reasons why the goal wasn't met, you may also want to include them.. i.e. student goals were not met due non- attendance at school. etc.)*

Provide a rationale for new or continued goals based on student's identified needs (*present levels*). The student's need to pass the CAHSEE is not a rationale in itself, if not tied to student's present levels of skill and areas of identified need.

Number and identify the area of the goal and check if goal was or was not met.

Parents' input, and their areas of concern regarding child's progress should be addressed and documented in the PLoP.

The student's Present Levels of Performance should form the basis for the goals and benchmarks. If student is well below grade level standards, simplify the standard (*i.e. use only part of it*) and/or use lower grade level standards as benchmarks to scaffold up towards the grade level standard.

Be sure all areas of need are documented and addressed. If a previously identified area is no longer an issue, you should document why it is currently not an area of concern and indicate whether the past need /goal will be modified, monitored or deleted. *Keep in mind an area may not be of concern in our particular environment, but may recur in a different environment student may be exposed to in the near future. Therefore, it's important to acknowledge in the IEP what this area of past concern was, and why it's not an issue within our setting.*

Present levels of Performance should, for student who are are, or will be, 16+ by their next IEP, also include a statement on how the goal will support them in achieving their stated post secondary goals.

X. Goals and Benchmarks

When writing Annual goals, begin with the student's Grade Level Standard – or as close as possible to the grade level standard. Do not select an elementary standard for a secondary student on a diploma track.

The standard can be simplified, if necessary, but must move the student towards grade level skills. For instance:

- ✓ The first benchmark might be a related standard at or near the student's present level of performance as a means to scaffold.
- ✓ The second benchmark could be the next higher grade level standard the student would be able to achieve.
- ✓ Alternately, if the goal (standard) has multiple parts, the benchmarks can each address one (or more) of the parts.

Also remember:

- ✓ All areas of identified need must have measurable goals and objectives that enable student to be involved or progress in the curriculum.
- ✓ Check evaluation timeline (weekly, bi-monthly, etc.) and person responsible.
- ✓ Goal should be achievable by student within the one-year time frame.
- ✓ Goal should offer 'educational benefit'. Consider using *essential or power* standards.

Essential or Power Standards are those standards that relate to skills necessary for the student to be successful on State Standardized testing such as the CST and CAHSEE. Some time ago, the California Association of Resource Specialists (CARS) and The Association of California School Administrators (ACSA) collaborated on a guide that lists these essential standards. As many special needs students have difficulty learning new material, it is suggested that IEP teams become familiar with the Essential Standards to aid them in determining the most appropriate educational goals for individuals with exceptional needs (IWEN).

Further information on Essential Standards is available through the CARS and ACSA websites: www.CARSPLUS.org and www.acsa.org

The CDE website also has the Standards on line. CDE website is at www.cde.ca.gov

The California Department of Education website also lists past CAHSEE questions and test blueprints that can help us determine what goals may be important to work on.
<http://www.cde.ca.gov/ta/tg/hs/>

CDE refers to the past CAHSEE questions as “Released” items. This mean they are available to view and copy. As they resemble the format and type of information asked for on the actual CAHSEE exam, these make very good practice questions for preparing students for the test.

The test blueprints give an overview of how the test is structured and what standards are most likely to be tested.

Having this kind of information can be helpful to you in selecting the goals or standards that will most help the student refine skills he or she will need when taking the CAHSEE.



LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	DATE
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Fill in all information completely in this area

IX. LEVELS OF PERFORMANCE:

Levels of Performance Area:

Note Goal Area Here

Who Will Provide the Services?

DRAFT

Note levels of educational performance in areas relating to special needs (i.e., Academic, Social, Adaptive, Psycho-Motor, Pre-Vocational, Self-help, Speech/Language, Medical, LES, etc.) as indicated by most recent evaluation and/or state or district assessment. Such data should include achievement and needs.

Previous Goal Number: Met Unmet Date Met: _____

Until parent initials here, the goals are considered to be in draft form. If parent doesn't attend, then goals are draft until signed Cover Letter is received.

Indicate if prior goals were met and if not, why not.

Briefly describe the student's academic strengths and weaknesses. Also include notes regarding things that may help or hinder the student's progress.

This is a **summary** statement that targets the areas of need and will form the basis for the goals to be written.

Do not use this space to write a full assessment report.

For students 15 and older, make a brief statement regarding how this skill will be useful for the student in meeting his post secondary goals.

How the disability affects the pupil's involvement and progress in the general curriculum:

What effect does the disability have on the student's ability to access and succeed in the regular school program?

X. GOALS AND BENCHMARKS:

Annual Goal	CA State Std:	By
-------------	---------------	----

Goals should be directly linked to the students needs and, as closely as possible, to the grade level state standards. The standard, or a portion of a standard, could be the basis for your goal.

Benchmark / Short term instructional objective	By
--	----

Benchmarks are steps along the way to the goal, and are used to verify that we are moving along the right path. Benchmarks can be a simplified version of the goal or may be a standard from an earlier grade level.

Benchmark / Short term instructional objective	By
--	----

If the student is well behind when a benchmark reporting period comes around, it may be time to consider holding an addendum to discuss strategies or to reconsider what goals or service might be more appropriate.

Remember, goals and benchmarks must include evaluation information:

- Criteria (90%, 100%)
- Measure (work samples, teacher made tests, etc.)
- How frequently the skill will be evaluated (weekly), and
- Who will evaluate progress on the goal? (Must be a psych, specialist or teacher)

The goal & benchmarks should coincide with reporting periods that are approximately 80 days (one trimester) in length.

Evaluated: Weekly Bi-monthly Monthly Bi-semesterly Person Responsible: _____

Parents will be provided with notice of Pupil Progress toward IEP Goals. Progress is reported every 80 school days in accordance with the dates listed above.

NOTE: A pupil's individual program includes all areas of the curriculum appropriate to his/her level(s) of functioning. The above goals and benchmarks are written in priority areas of instruction to ameliorate the effects of the handicapping condition(s).

SOURCE ABBREVIATION CODE:

- Pa-Parent
- Ad-Administrator
- Au-Audiologist
- LSS-Language/Speech Specialist
- PS-Program Specialist
- Outside-Agency/Medical Report

- APE-Adapted Phys. Ed.
 - Psy-Psychologist
 - T-Teacher
 - SDI-District
 - Nu-School Nurse
- DISTRIBUTION 1 - Student File Center; 2 - Site; 3 - Parent

It's very important that the person or persons who will provide the services be noted in the *Service Provider* area on each goal page. For example, if both the RST and RS-IA will provide, then it must be shown that way. The database shows a non-printing field (in red) that tells where this information is to be entered. Please be sure this area is always filled in accurately. If your Para Ed will work with the student as well as yourself, then enter both titles into this *Service Provider* area.

Los Angeles County Office of Education **Individualized Education Program** Print Page ___ of ___

LAST NAME OF PUPIL _____ FIRST NAME OF PUPIL _____ BIRTHDATE _____ DATE _____

IX. LEVELS OF PERFORMANCE: Area Addressed _____ Service Provider _____ DRAFT _____

Levels of Performance Area: _____

Note levels of educational performance in areas relating to special needs (i.e., Academic, Social, Adaptive, Psycho-Motor, Pre-Vocational, Self-help, Speech/Language, Medical, LES, NES) as measured by most recent evaluation and/or state or district assessment. Such data should include strengths and needs.

Previous Goal Number: Met Unmet **Date Met:** _____

Providers: RST, RS-IA, or RST & RS-IA.

It is imperative that the person or persons who provide services be listed so that it's clear to the parent who will be involved in working with their child on the particular goal.

Some times it is wholly appropriate for the IA to follow up to do skill building with students, but the IA must be specifically trained to provide the services correctly and be given specific assignments by the Teacher or Specialist so that the goals are appropriately worked on. If the RST or other specialist is the only one listed, then that listed person is the only one who should be providing service on that particular goal.

Area Addressed _____ Service Provider _____

Reading _____ **RST & RS-IA** _____

i.e. Academic, Social, Adaptive, Psycho-Motor, Pre-Vocational, Self-help, Speech/Language

If no one is listed, then it's not clear who the provider is, and the parent can make a strong case that *only* a teacher or specialist should be providing services. In such an instance, we may be found out of compliance for services provided by a para ed and be liable for compensatory services.

The bottom section of the Goal page indicates how the goal will be EVALUATED and by whom. The "Person Responsible" will be the Psych, Specialist, Special Ed Teacher, General Ed. Teacher or another credentialed provider. The para ed, parent and the student do not evaluate, the teacher or specialist does.

Evaluated: Weekly Bi-monthly Monthly Bi-semesterly **Person Responsible:** _____

Parents will be provided with notice of Pupil Progress toward IEP Goals. Progress is reported every 90 school days in accordance with the dates listed above.

NOTE: A pupil's individual program includes all areas of the curriculum appropriate to his/her level(s) of functioning. The above goals and benchmarks are written in priority areas of instruction to ameliorate the effects of the handicapping condition(s).

SOURCE ABBREVIATION CODE:

Pa-Parent	LSS-Language/Speech Specialist	APE-Adapted Phys. Ed.	SDI-District
Ad-Administrator	PS-Program Specialist	Psy-Psychologist	Nu-School Nurse
Au-Audiologist	Outside-Agency/Medical Report	T-Teacher	

The IEP Signature Page

In brief, the Signature page of the IEP indicates specifically who participated in the IEP team meeting, whether the individual team members agreed to the plan crafted by the team and tells whether or not the parent(s) gave permission to implement the plan.



The signature page also verifies the notifications the parent received or if the parent requested primary language translations of the IEP document. In addition, this page gives an overview of the least restrictive environment considerations discussed and a brief statement regarding what kind of information was used in making placement decisions.

Age of Majority is one of the important notifications that is verified on the signature page. If the student is 17 years of age, or will turn 17 prior to his next IEP, both the parent and the student must be informed of the transfer of educational rights that will take place when the student reaches age 18. At this time, the team provides both with copies of the *Annual Notification of Parent Rights and Procedural Safeguards* and asks the parent to initial the appropriate area on the signature page.

If the student is 18 years of age or will turn 18 prior to his or her next IEP the student must be reminded that the transfer of educational rights goes into effect upon his or her 18th birthday. Again, the facilitator of the IEP team will provide the student, if s/he is 18+, or the parent (*if student is not yet 18*) with a copy of the *Annual Notification of Parent Rights and Procedural Safeguards* and asks the student or parent, as appropriate, to initial the area on the signature page that verifies this was done.

It should be noted, that, although the parent may have given permission to implement the IEP at the time of the meeting (or shortly thereafter), such permission may be revoked at any time. By signing the statement at the bottom of the signature page, parent is simply verifying that they have been informed that their consent is voluntary and may be revoked.

Permission to implement is not valid unless the parent specifically initials the line under Section XI. CONSENT FOR PLACEMENT IN SPECIAL EDUCATION that states “*Permission is granted for my child to be placed in the program/services as described in the IEP, effective (Date)*”

If parent is Spanish speaking ask the parent to initial that the IEP was interpreted orally (if it was) and whether or not they require a written translation. Ask them to sign and initial both the English and Spanish signature pages. This allows us to verify they understood what they were signing and consenting to. Both signature pages should be numbered into the IEP.



THIS PAGE MUST BE WRITTEN DURING THE IEP IN THE PARENT'S HOME LANGUAGE.

LAST NAME OF PUPIL	FIRST	BIRTHDATE	DATE
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Fill in all information in this area

XI. LEAST RESTRICTIVE ENVIRONMENT (IEP)

The educational placements considered by the committee have been checked below.

- General education setting only
- Modified general education setting with smaller class sizes and Individualized Learning Plans
- Designated Instructional Services
- Resource Specialist Program
- Special Day Class
- Other educational settings (include description)

} Check any that Apply

REASONS FOR DECISION
Brief statement regarding why the team chose this particular placement
TESTS, EVALUATION, AND INFORMATION RELIED UPON
Did you use standardized tests, informal measures, review of previous IEPs, etc?
OTHER RELEVANT FACTORS
Additional comments regarding placement decisions may be written here.

XII. PARTICIPANTS

The following were participants in the development of this Individualized Educational Program:

Agree	Disagree		DATE	Agree	Disagree		DATE
<input type="checkbox"/>	<input type="checkbox"/>	ADMINISTRATOR/DESIGNEE		<input type="checkbox"/>	<input type="checkbox"/>	SCHOOL NURSE	
<input type="checkbox"/>	<input type="checkbox"/>	SPECIAL EDUCATION TEACHER		<input type="checkbox"/>	<input type="checkbox"/>	DISTRICT REPRESENTATIVE	
<input type="checkbox"/>	<input type="checkbox"/>	SCHOOL PSYCHOLOGIST		<input type="checkbox"/>	<input type="checkbox"/>	AGENCY REPRESENTATIVE (SPECIFY)	
<input type="checkbox"/>	<input type="checkbox"/>	LANGUAGE AND SPEECH SPECIALIST		<input type="checkbox"/>	<input type="checkbox"/>	OTHER (SPECIFY)	
<input type="checkbox"/>	<input type="checkbox"/>	TEACHER		<input type="checkbox"/>	<input type="checkbox"/>	PUPIL	
<input type="checkbox"/>	<input type="checkbox"/>	TEACHER		<input type="checkbox"/>	<input type="checkbox"/>	PARENT / GUARDIAN	

Each person participating in the IEP signs and dates here.

Use the check boxes to indicate agreement or dissent with the team decisions regarding services or placement.

DISSENTING MEMBER: ATTACH RATIONALE INCLUDING SPECIFIC RECOMMENDATIONS.

XIII. CONSENT FOR PLACEMENT IN SPECIAL EDUCATION

Parent must give specific permission for plan implementation.

Please initial each applicable statement below:

Parent, Guardian, Adult Student or Surrogate to initial any of these that apply

- I have been advised of and given a copy of special education due process rights.
- I have been offered a copy of the psycho-educational report. (Initial and triennial assessments c
- Permission is granted for my child to be placed in the _____ program/services as described in the IEP, effective _____
- Age of Majority has been addressed with parents. (Students 17 years of age and older)
- Age of Majority has been addressed with student. (Students 18 years of age and older)
- I have been informed which agencies will be receiving my child's records and I have signed a rel
- I request a copy of the IEP to be provided in my primary language.
- IEP has been interpreted orally and written translation is not requested.

Age of majority letters must be given when student is 17 and again at 18.

Are Translations needed or not? If done orally, by whom?

I have been informed that my child cannot be assessed for or placed in special education and related services without my consent. I understand that I have a right to receive this notice of consent in writing in my native language. If my language is not written, this information will be translated orally or manually. I further understand that my **CONSENT IS VOLUNTARY AND CAN BE REVOKED AT ANY TIME.**

Parent/Guardian/Adult Student: _____ Date: _____

Parent/Guardian/Adult Student: _____ Date: _____

Signature here indicates only that parent understands placement in Special Ed requires their consent and that consent may be revoked

part of the IEP only if it's completed at the meeting and before the meeting ends. *If a dissenting statement is completed AFTER the IEP meeting ends, it does NOT become part of the IEP document and may not be attached later.*

XIII. Consent for Placement in Special Education

This section of the IEP is where the parent verifies receipt of certain required notifications and actually gives consent for the implementation of the services agreed to within the IEP. It also gives parents an opportunity to request a copy of the IEP in their primary language.

Fill in:

- ✓ Permission granted to be placed in the (program) and the (effective date) of the placement. *The effective date may be the date of the IEP if the parent is present.* If the parent is not present, effective date will be the date that the school receives the signed IEP Cover Letter.

Parent is to initial all areas pertinent to IEP discussions, such as:

- ✓ Receipt of Due Process Rights
- ✓ Receipt of Psycho-educational Report for Initials and Triennials
- ✓ Consent for Program Placement and services and effective date
- ✓ Receipt of Age of Majority for 17 and 18 year olds
- ✓ Consent to release information, if we are to share with another agency
- ✓ Whether or not a request for translation to primary language was made (if IEP was orally translated-include name of person who did translation).
- ✓ ***If parent is Spanish speaking, ask them to sign and initial both the English and Spanish versions of the Signature page.*** This helps us to ensure they did understand what they were signing.

XIII. CONSENT FOR PLACEMENT IN SPECIAL EDUCATION

Please initial each applicable statement below:

- _____ I have been advised of and given a copy of special education due process rights.
- _____ I have been offered a copy of the psycho-educational report. (Initial and triennial assessments only)
- _____ Permission is granted for my child to be placed in the _____ program/services as described in the IEP, effective _____.
- _____ Age of Majority has been addressed with parents. (Students 17 years of age and older)
- _____ Age of Majority has been addressed with student. (Students 18 years of age and older)
- _____ I have been informed which agencies will be receiving my child's records and I have signed a release.
- _____ I request a copy of the IEP to be provided in my primary language.
- _____ IEP has been interpreted orally and written translation is not requested.
Interpreted by (when appropriate): _____.

I have been informed that my child cannot be assessed for or placed in special education and related services without my consent. I understand that I have a right to receive this notice of consent in writing in my native language. If my language is not written, this information will be translated orally or manually. I further understand that my **CONSENT IS VOLUNTARY AND CAN BE REVOKED AT ANY TIME.**

Parent/Guardian/Adult Student: _____ Date: _____

Parent/Guardian/Adult Student : _____ Date: _____

Form No. 301-521-4 Rev. 12/98

DISTRIBUTION 1 - Student File Center 2 - Site; 3 - Parent

It's also important to have parent or adult student sign and date the area that indicates their understanding that **consent is voluntary and can be revoked at any time**.

Note: IEP drafts should be prepared at least 5 days in advance of the scheduled meeting. This allows time for the site administrator and other team members to review information and seek clarification, as needed, before the meeting. Parents have the right to request a copy of the "Draft" as well. Being prepared and proactive helps relieve much of the last minute stress, as well as presenting a much more professional appearance at the meeting.

There should be several copies of the draft IEP available at the meeting: One for the parent, one for the chair (administrator or designee) and at least one copy for the service providers presenting. Chair or designated note taker will make all the necessary additions, corrections or other changes on one 'master copy'.

At the end of the meeting, the chair or designee will collect the extra copies, and make final copies for the parent and others who require them off of the 'master'. The 'master' becomes the original, and that should be scanned to optical immediately after the meeting is concluded. Any Draft copies should be shredded.



Additional IEP Pages

- ✓ **LAGO (Language Appropriate Goals & Objectives)**
 - **Using the Database to assist with filling in the LAGO form.**
- ✓ **Individual Transition Plan (ITP)**

Language Appropriate Goals & Objectives (LAGO)

Filling in the IEP's Language Appropriate Goals and Objectives (LAGO) Page

The LAGO Page of the IEP gives important information about a language learner's level of competence in English. It is, like the IEP document, a collaborative effort. Your EL teacher can provide much of the information for this section. If you do not have an EL teacher, check StuData for the information and also the Optical Imaging Database for this information. See information at end of this section, entitled: *Using the Special Education Database to Assist with EL Data Entry.*

Section I:



Individualized Education Program (IEP)

Supplemental Information for English Learners (EL/LEP)

Standard Assessment LAGO

Page ___ of ___

NOTE: The information below is in addition to all required forms & services for each student identified and participating in Special Education per the student's IEP.

LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	DISABILITY(IES)	PRIMARY LANGUAGE	IEP DATE
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Fill in all information in this top section to identify the student.

SECTION I - English and Primary Language Proficiency Test Results

Most current CELDT Assessment Date: _____ Test Date: _____

B=Beginning; EI=Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced **Write in Code for Level of Proficiency, i.e. B, EI, I...**

Skill Area	Scale Score	Proficiency Level	Test Level	PREVIOUS Date / Score	PREVIOUS Date / Score	INITIAL Date/Designation
Listening / Speaking						
Reading						
Writing						
OVERALL Score						
Primary Language Test						
STAR % Ranking						
Date						

Optional: Fill in if this information is available.

EL teacher should be able to provide this information to you.

Needed only if student is brand new to the USA and is being tested for first time

Only use STAR section if re-designating the student as R-FEP

These two sections will generally not be needed.

Filling in the LAGO form, Sections III & IV

The final sections of the LAGO outlines the instructional strategies, the EL services to be provided and how these services will be delivered. For section III, the most usual boxes to check are ELD and SDAIE for students with some English language skills, and ELD, SDAIE and L1 Support for students who have more basic English Language skills.

If a student should require Primary Language (L1) instruction (this is rather unusual) or Primary Language Support you'll also need to fill out one of the first two portions of Section IV (1 or 2), to indicate how this service will be effected.

If student does not require Primary Language Instruction or Primary Language Support, then only fill out the third (3) item in Section IV.

SECTION III - EL Services and Instructional Strategies	SECTION IV - Staff and Delivery Setting
<p>Curriculum delivery will include the following major EL approaches:</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELD (English Language Development) <input type="checkbox"/> ELD and L1 (Primary Language) Support <input type="checkbox"/> ELD and L1 (Primary Language) Instruction <input type="checkbox"/> ELD and SDAIE (Specially Designed Academic Instruction in English) <input type="checkbox"/> ELD, SDAIE, and L1 Support <input type="checkbox"/> ELD, L1 Instruction, and SDAIE as needed <p>Comprehensible input in English is also provided utilizing one or more of the following methods:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Total Physical Response (TPR) - (B) <input type="checkbox"/> Natural Approach - (B) <input type="checkbox"/> Language Experience Approach (LEA) - (B/EI) <input type="checkbox"/> Realia - (B/EI/I) <input type="checkbox"/> Cooperative Learning - (B/EI/I) <input type="checkbox"/> K-W-L - (EI/I) <input type="checkbox"/> Thematic Instruction - (B/EI/I) <input type="checkbox"/> OTHER _____ 	<p>Primary language instruction will be provided by:</p> <p style="text-align: center;">1.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher (BCLAD) <input type="checkbox"/> Resource teacher/specialist (BCLAD) <p>Primary language support will be provided by:</p> <p style="text-align: center;">2.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher <input type="checkbox"/> Bilingual paraeducator/assistant <input type="checkbox"/> Parent <input type="checkbox"/> Volunteer <input type="checkbox"/> Peer or cross-age tutor(s) <p>Instructional delivery setting:</p> <p style="text-align: center;">3.</p> <ul style="list-style-type: none"> <input type="checkbox"/> SEI (Structured English Immersion) <input type="checkbox"/> EMI (English Mainstream Instruction) <input type="checkbox"/> API (Alternative Program Instruction) <input type="checkbox"/> OTHER _____

Using the Special Education Database to Assist with EL Data Entry

Using the tools included in the Sp Ed DB should make processing EL students a lot quicker, easier, and more accurate.

How do we identify EL students in the Sp Ed DB?

If the EP# (English Proficiency Level, located on List III) is a “3”, that student is currently identified as an EL student.

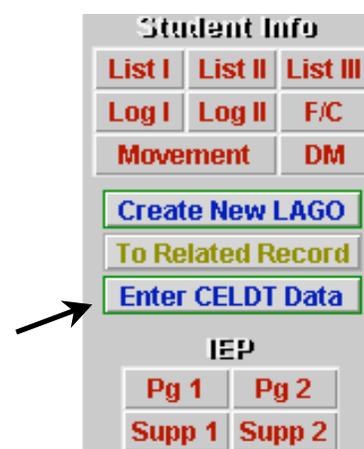
If we are doing an IEP for an EL student, two components must be included on the IEP:

1. The LAGO page
2. An ELD Goal (written on one of the Goal pages).

Entering EL Information on the LAGO Page

EL information may come from outside districts or as a result of our own assessments. When we have this information, it is input into Studata. Once in StuData, that information is immediately accessible to users of SPED3, regardless of password.

If there is available CELDT data in Studata, the database can automatically fill in a large part of the LAGO form. To do this, you’d push the “**Enter CELDT Data**” button located to the right of the form, in the grey palette of the LAGO page in the database. *Be aware that by pushing the button not every component of the form is filled in.* You’ll need to review the entire form such that it is filled in completely.



Please note that the Listening and Speaking components of the CELDT form have been separated, as they are now both assessed independently of one another.

One other note: the red radio button at the top right of the form is defaulted to “IEP”. If you are doing an Addendum with the LAGO form being part of the Addendum, be sure to identify it as such by selecting the “Addendum” radio button.



Entering Levels of Performance

You can use any one of the available Goal pages for your ELD Goal (as long as you are not leaving any blank goal pages earlier in the IEP document). First, for the Levels of Performance component of the Goal page you will find to the right of the grey palette a light grey box that includes two scripts.

Before running these scripts, place cursor in "Levels of Performance" field.

EL levels of performance	Possible classroom Strategies / Methods (from LAGO)
EL Hall Newcomer Class	

- Total Physical Response (TPR) - (B)
- Natural Approach - (B)
- Language Experience Approach (LEA) - (B/E)
- Realia - (B/EV)
- Cooperative Learning - (B/EV)
- KWL - (EV)
- Thematic Instruction - (B/EV)
- OTHER _____

The first script, labeled “**EL levels of performance**” will input much of the information identified by our EL Coordinator as needing to be in the levels of performance.

To use this script simply put your cursor in the *Levels of Performance* field on the form, and then push the script button.

There will be three areas of this dialogue put in by the script that you will have to complete.

They are:

- 1) EL areas of strength
- 2) EL areas of need, and
- 3) classroom strategies / methods.

Use scripts, place cursor in "Levels of Performance" field.

Possible classroom Strategies / Methods (from LAGO)

- Total Physical Response (TPR) - (B)
- Natural Approach - (B)
- Language Experience Approach (LEA) - (B/E)
- Realia - (B/E/V)
- Cooperative Learning - (B/E/V)
- K/W-L - (E/V)
- Thematic Instruction - (B/E/V)
- OTHER _____

Note that the component from the LAGO page that lists possible strategies / methods is included in the grey box to help you with the third area. (If you filled in the strategies when you completed the LAGO form they will be filled in here as well, or you can fill it in here in the goal page so you won't have to fill it in when you go to the LAGO page.)

Entering Hall Newcomer Class information

Also, for HALL staff, the second script, “**EL Hall Newcomer Class**” can be used to identify when the hall students that may be enrolled in the newcomer class for two periods of the day. If this were the case, it would be best to run this script immediately after you ran the first script. In any case, the statement will go wherever the cursor is when you run the script.

Entering an ELD Goal

You may already be aware that there are about 25 standard ELD Goals available for you to use depending on the level of the student. They are available in the same manner as the other standardized goals, and are listed contiguously at the bottom of the value list of the field labeled “CA State Std.”. They are identifiable as “ELD” goals, and further broken down by the 5 EL levels (Beginning, Early Intermediate, etc.), and then even further by “LS” (Listening and Speaking), “R” (Reading), and “W” (Writing).

Hopefully you will find these additions useful and time saving in your preparation of IEPs for EL students. If you run across any problems or difficulties please do not hesitate to let our database people know so that they can be addressed / corrected quickly.

Individual Transition Plan

The Individualized Transition Plan

The LACOE SELPA Individualized Transition Plan (ITP) is a two-page document that gives the rationale and direction for much of the IEP. For children 16 or older, or who will become 16 by the time of their next IEP, this is a required piece. Transition plans may also be done for younger students, if the team feels that transition of any kind is an issue for the child.

For students 16 and older, the transition from school to postsecondary settings becomes a primary concern. The team needs to ask the question, “*What does this student need to know and be able to do to meet his or her goals for adult life?*”. At this point, the IEP focuses more on those postsecondary goals and assisting the student to acquire some of the pre-requisite skills or other requirements that will put them on a path towards these goals.

Transition planning includes discussing future plans with the student as well as probing for information about interests, dreams and skills when the student is unsure of the direction he or she wants to move towards. Transition plans also may evolve year to year, as the student explores possible career and life style options.

The first page of the ITP form, which outlines the student’s postsecondary goals, becomes the second page of the IEP for students who are or will be 16 or older by their next IEP. By placing their goals up front, it helps remind the team of what the focus is for the student.

The second page of the transition plan outlines the services we’ll provide, the things that the school staff will do to help the student acquire some of the skills or information he or she needs to move forward in his or her chosen direction.

This page can be found later in the IEP document, generally after the goal pages. It’s important to remember that the ITP services page is, in effect, goals for the school or partner agency staff. The provider of, or responsible person for, these services is not the student. It is one or more school or agency persons. Services, like goals, must be stated in measurable / observable outcomes so that we can easily determine if they’ve been met. The services offered also should be a good match for the student’s goal areas.

Within the IEP itself, annual transition goals are also required, and should link back to the postsecondary goals noted in the ITP.



Also see Chapter 9 (Transition Plans & Planning) in this handbook for additional information.



Grad date is set by # of credits, not by age!

Last Name of Pupil	First	Birthdate	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Age	Date
--------------------	-------	-----------	---	-----	------

Projected Graduation Date	<i>Fill in identifying information above & Graduation / Credit / CAHSEE info below.</i>			
	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> YES	<input type="checkbox"/> NO <input type="checkbox"/> YES

I. Postsecondary Goals - Employment:

Competitive Employment as: _____ Full Time Part Time

Supported employment as: _____ Full Time Part Time

Other: _____

II. Postsecondary Goals - Education / Training:

College / University C

Adult Education Classes V

Other: _____

III. Postsecondary Goals - Independent Living:

Living Arrangements: With Family or Friends
 Independently
 Other: _____

Leisure & Recreation Leisure & recreation through family / friends
 Leisure & recreation through organizations
 Other: _____

Personal / Social: Developing adequate social skills
 Achieving Independence / Self Advocacy
 Other: _____

Check off the appropriate information in Postsecondary Goal areas I, II & III. These become the student's post-secondary goals.

IV. Preparation for Adulthood - Needs and Referrals

Pupil Has	Pupil Needs	Pupil Needs
<input type="checkbox"/> Social Security Card	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Driver's License	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> California ID	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Bus ID	<input type="checkbox"/>	<input type="checkbox"/>

Does the student have or need any of the listed items? If so, our help in obtaining any needed items may become Transition Services.

A = Active; I = Inactive

Agency Referral(s)	A	I	Date to be Referred	Person Responsible
<input type="checkbox"/> Dept. of Rehabilitation				
<input type="checkbox"/> College or University				
<input type="checkbox"/> Community College				
<input type="checkbox"/> Vocational Training				
<input type="checkbox"/> County Mental Health				
<input type="checkbox"/> Dept. of Social Services				
<input type="checkbox"/> Social Security Admin.				

What referrals to other agencies will be made (or have been made) and when? If prior referrals have been made, are the cases active or inactive? Who will be responsible for ensuring needed referrals are done.

Services should be written to reflect what provider will do, rather than what the student will accomplish.



Last Name of Student	First Name	Birthdate	Date

Transition Services

(See Goal pages for Annual Transition Goals)

I. Employment:

Supports Goal Number	Transition Service(s)	Person / Agency Responsible	Due Date
Give the number of the academic, behavioral, transition, or other goal the service relates to.	<p><i>How will the provider support the student's postsecondary goal in the area of future employment?</i></p> <p><i>Can the provider help the student describe his or her disability so they can tell what accommodations he/she may need to be able to perform well in the work place? Does the student get along well with others and work as part of a team or will the provider make a referral for behavior counseling, as appropriate?</i></p> <p><i>In general, list how the provider will help the student determine what they need</i></p>	<p><i>Do not make a provider or agency responsible if they have not agreed. If they've agreed, note that in the IEP.</i></p>	<p><i>When do you expect each of the listed activities to be done?</i></p>

II. Education / Training:

Supports Goal Number	Transition Service(s)	Person / Agency Responsible	Due Date
	<p><i>What are some of the things provider will do to help the student prepare for his/her goals in the area of postsecondary education and/or training?</i></p> <p><i>Will the student's goals require additional training or education after high school in order to fulfill the student's postsecondary career or lifestyle goals? Can the provider supply or assist the student to locate that information?</i></p> <p><i>Services in this area may include career counseling to find job interests, or school counseling to help determine courses needed for graduation or to suggest electives or other activities that may support the student's goal(s).</i></p>	<p><i>Do not name names. Put the title of the service provider(s) or agency that will assist the student in meeting the listed objectives?</i></p>	

III. Independent Living:

Supports Goal Number	Transition Service(s)	Person / Agency Responsible	Due Date
	<p><i>What services (if any are appropriate) will the provider work on to support the student's needs in the area of postsecondary independent living?</i></p> <p><i>This might be an appropriate area for the provider to assist the student learn</i></p> <ul style="list-style-type: none"> <i>• appropriate self-advocacy</i> <i>• how to find an apartment and pay household bills</i> <i>• ways of getting around the community (i.e. reading bus schedules)</i> <i>• about community activities and to access services available to them.</i> 	<p><i>All who will provide services should be invited to the IEP where transition will be discussed.</i></p>	

Blank IEP Forms



Index to IEP Forms

Pre IEP Meeting

Invitation to Planning Conference (IEP)

Basic IEP Pages

IEP Page 1

IEP Page 2 (ITP-1)

IEP Page 3 (page 2/3)

Annual Goal and Benchmarks (Goal Page)

Transition Services (ITP-2)

Signature Page

Supplemental Pages, *(Use as needed)*

Accommodations Page

Supplemental Page

Behavior Plan

Linguistically Appropriate Goals and Objectives (LAGO) Page

IEP Follow Up, *(Use as needed)*

Cover Letter to Parent Following Planning Conference

Addendum

Assessment

Notice of Intent to Conduct Pupil Assessment

Assessment Plan & Backer (PTA) *(copy both back and front)*

Other Forms located in alternate Handbook Sections

Administrative Placement, *See Chapter 2 Resources*

Parent & Teacher Input forms, *See Chapter 3 Resources*

Parent Rights & Procedural Safeguards, *see Chapter 5 Resources*

Request for Bilingual Services, *see Chapter 5 Resources*

Assistive Technology Checklist, *see Chapter 7 Resources*

Summary of Performance, *see Chapter 7 Resources*

SOP Student Input form, *see Chapter 7 Resources*

Assistive Technology Screening for Transitioning Secondary Students, *see Chapter 7 Resources*

- Initial
- Annual
- Triennial
- Transfer
- Special Review
- Transition Plan
- Addendum

Planning Conference Invitation for IEP Development or Review and Transition Plan Development or Review *(If Applicable)*

Dear

The planning team will meet to discuss special education needs and transition plan needs (if applicable) for the pupil named below.

DATE OF THIS NOTICE	FIRST NAME OF PUPIL	LAST NAME	BIRTHDATE
ADDRESS OF PUPIL		CITY	STATE
ADDRESS		DATE	TIME
CONFERENCE INFORMATION		NAME OF SCHOOL OR PLACE OF MEETING	
		ADDRESS	

This team will include:

- | | |
|---|--|
| <input type="checkbox"/> Administrator/Designee _____ | <input type="checkbox"/> Special Education Teacher _____ |
| <input type="checkbox"/> Language/Speech Specialist _____ | <input type="checkbox"/> Regular Education Teacher _____ |
| <input type="checkbox"/> Pupil _____ | <input type="checkbox"/> Other (1): _____ |
| <input type="checkbox"/> School Psychologist _____ | <input type="checkbox"/> Other (2): _____ |

No one else will participate in the planning without your prior knowledge.

We would like you to assist us in planning and would like to schedule meetings at a mutually convenient time. You have the right to have your son/daughter participate in the meeting if you feel it would be helpful.

You may bring someone such as a social worker, teacher, or friend with you. If you need an interpreter, you may bring one with you or we will provide one if you telephone and let us know.

The specific purposes of the meeting are to discuss or review the pupil's eligibility for special education and/or services and to discuss appropriate educational placements. If eligible for special education, an individualized education program will be developed (or reviewed, for continuing pupils).

If the pupil is at least 14 years of age this academic year a transition plan will be developed or reviewed if one has already been developed. The purpose of the transition plan is to facilitate the pupil's transition from the programs and services provided by the educational agency to programs and services within the community as determined appropriate for the pupil by the transition committee.

- Transitional planning will be discussed at this IEP meeting.
- Parent Rights are enclosed.

SIGNATURE	TITLE	TELEPHONE NUMBER
-----------	-------	------------------

Please check below and return one copy as soon as possible.

- I will attend the conference as scheduled above. If unforeseen circumstances prevent my attendance and I do not contact you to reschedule, I understand you will proceed as scheduled.
- I will not be attending the pupil planning conference but would like to participate in the meeting via a conference call over the telephone. I can be reached the day of the scheduled conference at the following number(s): _____ If I am unavailable, please proceed without me.
- I will not be attending the pupil planning conference. I understand that results of the meeting will be sent to me. No initial placement or service will begin without my written informed consent.
- I would like to attend the conference but cannot come at the time scheduled. Please call me at _____ to arrange another time.
- I withdraw permission for consideration of special education services.
- I need an interpreter who speaks _____.

SIGNATURE OF PARENT/GUARDIAN	DATE SIGNED
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Individualized Education Program (IEP)

IEP MEETING DATE	NEXT ANNUAL	TRIENNIAL DUE
INITIAL REFERRAL DATE	INITIAL CONSENT	INITIAL IEP DATE
INITIAL SERVICE DATE		

TYPE OF MEETING
 Initial Annual Triennial Special Review Transition Plan

LAST NAME OF PUPIL	FIRST	M	BIRTHDATE	GRADE	HOME LANGUAGE	LANGUAGE PROFICIENCY STATUS <input type="checkbox"/> EO <input type="checkbox"/> EL/LEP <input type="checkbox"/> I-FEP <input type="checkbox"/> R-FEP	
NAME OF PARENT OR GUARDIAN		ADDRESS OF PUPIL			CITY	STATE	ZIP CODE
DISTRICT OF RESIDENCE		SITE			PAU		

After discussing educational alternatives, the Individualized Education Program Team (IEPT) makes the following recommendations:

I. EDUCATIONAL ALTERNATIVE PLACEMENT

- Return to district for placement _____
- Transfer from parallel program: From _____
- Extended school year is appropriate and will be implemented: _____ days, _____ minutes per day average.
- Extent of participation in special education instruction and service (list percentage): _____ %.
List regular ed. classes: _____
- Other: (Specify) _____

II. ELIGIBILITY

PRIMARY DISABILITY	SECONDARY DISABILITY	OTHER DISABILITY	OTHER DISABILITY
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Not eligible. Reason: _____

III. INSTRUCTION, PROGRAMS, AND SERVICES TO BE PROVIDED

By LACOE:	Length	Frequency	Duration	Location	Individual/Group
<input type="checkbox"/> DIS Remedial Language/Speech					
<input type="checkbox"/> DIS Counseling					
<input type="checkbox"/> Behavior Management Assistant					
<input type="checkbox"/> Resource Specialist Program					
<input type="checkbox"/> Special Day Class					
<input type="checkbox"/> Other:					
<input type="checkbox"/> Other:					

By other agencies:

<input type="checkbox"/>					
<input type="checkbox"/>					

IV. REFERRAL FOR ASSESSMENT

Adapted PE Remedial Language and Speech Other (specify): _____

V. JUSTIFICATION FOR ELIGIBILITY



LAST NAME OF PUPIL	FIRST	BIRTHDATE	GENDER <input type="checkbox"/> Male <input type="checkbox"/> Female	AGE	DATE
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PROJECTED GRADUATION	CREDITS TO DATE	CAHSEE MATH PASSED	DATE TESTED	CAHSEE ELA PASSED	DATE TESTED
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I. Postsecondary Goals - Employment:

Competitive employment as: _____ Full time Part time

Supported Employment as: _____ Full time Part time

Other: _____

II. Postsecondary Goals - Education / Training:

College / University Community College Vocational Training Program

Adult Education Classes Other: _____

III. Postsecondary Goals - Independent Living:

Living Arrangements:	<input type="checkbox"/> With Family/ Relations <input type="checkbox"/> Independent <input type="checkbox"/> Other:
Leisure & Recreation:	<input type="checkbox"/> Leisure & recreation through organizations <input type="checkbox"/> Leisure & recreation through family/friends <input type="checkbox"/> Other:
Personal / Social:	<input type="checkbox"/> Developing adequate social skills <input type="checkbox"/> Achieving independence / Self-advocacy <input type="checkbox"/> Other:

IV. Preparation for Adulthood - Needs and Referrals:

Pupil Has:	Pupil Needs:
<input type="checkbox"/> Social Security Card	<input type="checkbox"/>
<input type="checkbox"/> Driver license	<input type="checkbox"/>
<input type="checkbox"/> California ID	<input type="checkbox"/>
<input type="checkbox"/> Bus ID	<input type="checkbox"/>

Pupil Has:	Pupil Needs:
<input type="checkbox"/> Resume completed	<input type="checkbox"/>
<input type="checkbox"/> Birth Certificate	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

A = Active; I = Inactive

Agency Referral	A	I	Date to be Referred	Responsible Person
<input type="checkbox"/> Department of Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> College or University	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Community College	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Social Security Admin. (SSI)	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> County Mental Health	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Dept. of Social Services	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Vocational Training Program	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



Individualized Education Program (IEP)

LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	DATE
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VI. GRADUATION PROFICIENCY AND STATE TESTING REQUIREMENTS

Required State Testing:	<input type="checkbox"/> CAHSEE (Grades 10-12)	Level of Participation	Math:
	<input type="checkbox"/> CST (Grades 2-11)	Level of Participation	SCI:
	<input type="checkbox"/> STAR CAT-6 (Grades 3 and 7)		ELA:
	<input type="checkbox"/> CELDT (EL student)	<input type="checkbox"/> Fitness (Grades 5, 7, and 9)	

Specify accommodations/modifications: _____

CAHSEE requirements have been met in English-Language Arts Mathematics

Student will participate in a high school curriculum

VII. PARENT CONTACT/CONCERNS *Provide descriptions of parent contact/concerns in the space provided below:*

- Documentation of attempts to contact parent
- Meeting held at parent's request without advance written notice
- The parents' concerns for enhancing the child's education

VIII. ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT INCLUDING OTHER AGENCY CONTACTS

Identify any accommodations by checking box and giving an explanation in the space provided below:

- Specialized health care needs / assistive technology / communication needs / Braille instruction
- Documentation for Hearing and Vision screening (required for Initials and Triennials)
- Inclusion of positive behavioral interventions (see behavior plan)
- Documentation for abbreviated assessment needed in preparation for the next triennial evaluation
- Documentation of Mental Health AB 3632 referral, discussion, or other mental health access
- Documentation of current County Mental Health AB 3632 eligibility **Services type:** Outpatient Residential
- Services from other agencies

This section of the page is to be used for any additional IEP space needed by the committee.



LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	DATE
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IX. LEVELS OF PERFORMANCE:

Area Addressed

Service Provider

Levels of Performance Area:

DRAFT _____

Note levels of educational performance in areas relating to special needs (i.e., Academic, Social, Adaptive, Psycho-Motor, Pre-Vocational, Self-help, Speech/ Language, Medical, LES, NES) as measured by most recent evaluation and/or state or district assessment. Such data should include strengths and needs.

Previous Goal Number: Met Unmet **Date Met:**

How the disability affects the pupil's involvement and progress in the general curriculum:

X. GOALS AND BENCHMARKS:

Annual Goal	CA State Std:	By _____, _____, _____
Benchmark / Short term instructional objective		By _____, _____, _____
Benchmark / Short term instructional objective		By _____, _____, _____

Evaluated: Weekly Bi-monthly Monthly Bi-semesterly **Person Responsible:** _____

Parents will be provided with notice of Pupil Progress toward IEP Goals. Progress is reported every 80 school days in accordance with the dates listed above.

NOTE: A pupil's individual program includes all areas of the curriculum appropriate to his/her level(s) of functioning. The above goals and benchmarks are written in priority areas of instruction to ameliorate the effects of the handicapping condition(s).

SOURCE ABBREVIATION CODE:

Pa-Parent LSS-Language/Speech Specialist
Ad-Administrator PS-Program Specialist
Au-Audiologist Outside-Agency/Medical Report

APE-Adapted Phys. Ed. SDI-District
Psy-Psychologist Nu-School Nurse
T-Teacher

DISTRIBUTION 1 - Student File Center; 2 - Site; 3 - Parent

LAST NAME OF PUPIL	FIRST	BIRTHDATE	DATE
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Transition Services

(See Goal pages for Annual Transition Goals)

V. Employment:

Supports Goal Number	Transition Service(s)	Person/ Agency Responsible	Date Due

VI. Education / Training:

Supports Goal Number	Transition Service(s)	Person/ Agency Responsible	Date Due

VII. Independent Living:

Supports Goal Number	Transition Service(s)	Person/ Agency Responsible	Date Due



THIS PAGE MUST BE WRITTEN DURING THE IEP IN THE PARENT'S HOME LANGUAGE.

Table with 4 columns: LAST NAME OF PUPIL, FIRST NAME OF PUPIL, BIRTHDATE, DATE

XI. LEAST RESTRICTIVE ENVIRONMENT (IEP)

The educational placements considered by the committee have been checked below.

- General education setting only
Modified general education setting with smaller class sizes and Individualized Learning Plans
Designated Instructional Services
Resource Specialist Program
Special Day Class
Other educational settings (include description)

REASONS FOR DECISION
TESTS, EVALUATION, AND INFORMATION RELIED UPON
OTHER RELEVANT FACTORS

XII. PARTICIPANTS

The following were participants in the development of this Individualized Educational Program:

Table with columns for role (ADMINISTRATOR/DESIGNEE, SCHOOL NURSE, etc.), date, and agreement (Agree/Disagree)

DISSENTING MEMBER: ATTACH RATIONALE INCLUDING SPECIFIC RECOMMENDATIONS.

XIII. CONSENT FOR PLACEMENT IN SPECIAL EDUCATION

Please initial each applicable statement below:

- I have been advised of and given a copy of special education due process rights.
I have been offered a copy of the psycho-educational report.
Permission is granted for my child to be placed in the ...
Age of Majority has been addressed with parents.
Age of Majority has been addressed with student.
I have been informed which agencies will be receiving my child's records and I have signed a release.
I request a copy of the IEP to be provided in my primary language.
IEP has been interpreted orally and written translation is not requested.
Interpreted by (when appropriate):

I have been informed that my child cannot be assessed for or placed in special education and related services without my consent. I understand that I have a right to receive this notice of consent in writing in my native language. If my language is not written, this information will be translated orally or manually. I further understand that my CONSENT IS VOLUNTARY AND CAN BE REVOKED AT ANY TIME.

Parent/Guardian/Adult Student: _____ Date: _____
Parent/Guardian/Adult Student: _____ Date: _____



LAST NAME OF PUPIL	FIRST	BIRTHDATE	DATE
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Strategies to support access to Core Curriculum in General Education / Special Education Environment

- _____
- _____
- _____
- Notetaking
- Short instructions (1 or 2 steps)
- Access to computer on campus
- Highlight textbooks / study notes
- Peer tutor / staff assistance in: _____
- Use of scribe**
- Use of calculator**

Strategies Related to Instruction

- _____
- _____
- Present one task at a time
- Instructions repeated / rephrased
- Check for understanding
- Extended time on in-class assignments
- Access to separate study area
- Use of Essential Standards (instruction/grades)
- Special projects in lieu of assignments**
- Out of grade reading level**

Organization / Behavioral Support

- _____
- _____
- Preferential / assigned seating
- Use of assignment notebook planner
- Short breaks between assignments
- Cues / prompts / reminders of rules
- Supervision during unstructured time
- Extra time to complete assignments
- Implementation of behavior support plan
- Offer choices
- Home & School Communication system

Adaptation of Materials

- _____
- _____
- Books on tape
- Assignments adapted to student's level
- Reduced / shortened assignments
- Modified assignments
- Use of manipulatives in the area of: _____
- Large print
- Use of place markers / mask
- Use of visual place holder

Strategies Related to Test Situations

- _____
- Flexible setting (where): _____
- Large print
- Use of notes
- Test broken into parts (explain below)
- Multiple sessions (explain below)
- Word processor with functions disabled
- Test items read aloud except for reading and English Language Arts**

- _____
- Flexible time / scheduling
- Braille
- Open book
- Alternative response
- Given in shortened time segments
- Test items read aloud for entire test**
- Calculator / multiplication table**
- Dictations / spell check grammar check**

Explanations / Notes:

Important Information: Modifications are in **bold type** (Category 3 modifications). Modifications lower or alter the standards and tests for standards. Significant modifications may lead to **non-diploma** outcome and modified test results.



Individualized Education Program Supplement Page

LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	DATE
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THIS OPTIONAL PAGE IS TO BE USED WHEN ADDITIONAL IEP SPACE IS NEEDED BY THE COMMITTEE.



Behavior Plan

Support Plan for Behavior Interfering with Learning of Student or Peers

LAST NAME OF PUPIL	FIRST NAME OF PUPIL	BIRTHDATE	MEETING TYPE <input type="radio"/> IEP <input type="radio"/> Addendum	DATE
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Behavior interfering with learning

Behavior impacting learning is _____

It impedes learning because _____

Team estimate of current severity of behavior problem: Extreme Serious Moderate Needing attention.

Current frequency / intensity / duration of behavior: _____

Current predictors for behavior: _____

IEP Team believes behavior occurs because (team hypothesis) _____

What team believes student should do instead of this behavior (match to hypothesis): _____

What supports the student using the problem behavior (in environment, missing in environment, or instruction): _____

Behavioral Goals. Objectives related to this plan: _____

Interventions

To achieve this outcome, both teaching of new alternative behavior and reinforcement is needed . . . Yes No

To achieve this outcome, reinforcement of alternative behavior alone is emphasized (no new teaching) Yes No

To achieve this outcome, environmental supports are needed Yes No

Are curriculum accommodations necessary? Yes No Is there a curriculum accommodation plan? Yes No

Teaching strategies and necessary curriculum or materials for new behavior instruction

By whom?

How frequent?

Environmental structure and supports to be provided (Time/Space/Materials/Interactions)

Who will establish?

Who will monitor?

Reinforcement procedures

By whom?

Frequency?

Reactive strategy to employ / debriefing procedures to use if problem behavior occurs again

Personnel:

Communication provisions -Daily/Weekly Reports/Record Keeping

Between:

Frequency?



Individualized Education Program (IEP) Supplemental Information for English Learners (EL/LEP) Standard Assessment LAGO

NOTE: The information below is in addition to all required forms & services for each student identified and participating in Special Education per the student's IEP.

Table with 6 columns: LAST NAME OF PUPIL, FIRST NAME OF PUPIL, BIRTHDATE, DISABILITY(IES), PRIMARY LANGUAGE, IEP DATE

SECTION I - English and Primary Language Proficiency Test Results

Most current CELDT Assessment Date: _____ B=Beginning; EI=Early Intermediate; I=Intermediate; EA=Early Advanced; A=Advanced

Table with columns: Skill Area, Scale Score, Proficiency Level, Test Level, PREVIOUS Date / Score, PREVIOUS Date / Score, INITIAL Date/Designation. Rows include Listening, Speaking, Reading, Writing, OVERALL Score, Primary Language Test, STAR, and OTHER TEST.

The student has been assessed and identified as:
[] Fluent English Proficient (R-FEP)
[] English Learner (EL/LEP) - If EL, complete the box below.
[] Linguistically appropriate goals and objectives (LAGO) are needed/provided for this English learner.
Note: The EL/LEP student will receive appropriate instructional services designed to meet the student's assessed/identified language and academic needs using curriculum and instructional strategies designed for non-native English speakers by a teacher with appropriate certification.

Due to the nature of the student's disability, and as determined by the IEP Team, the student can take:
[] STAR Assessment
[] Without accommodations [] With accommodations
[] CELDT Assessment
[] Without accommodations [] With accommodations

SECTION II - Core Content Delivery and Comprehensible Input

Comprehensible input as follows: E=English PS=Primary Language Support P1=primary Language Instruction and provided by:

Table with columns E, PS, P1 for Language Arts, Mathematics, Social Studies, Science, ELD, Physical Education, Art, Music, DIS, Other.

SECTION III - EL Services and Instructional Strategies

Curriculum delivery will include the following major EL approaches:
[] ELD (English Language Development)
[] ELD and L1 (Primary Language) Support
[] ELD and L1 (Primary Language) Instruction
[] ELD and SDAIE (Specially Designed Academic Instruction in English)
[] ELD, SDAIE, and L1 Support
[] ELD, L1 Instruction, and SDAIE as needed
Comprehensible input in English is also provided utilizing one or more of the following methods:
[] Total Physical Response (TPR) - (B)
[] Natural Approach - (B)
[] Language Experience Approach (LEA) - (B/EI)
[] Realia - (B/EI/I)
[] Cooperative Learning - (B/EI/I)
[] K-W-L - (EI/I)
[] Thematic Instruction - (B/EI/I)
[] OTHER _____

SECTION IV - Staff and Delivery Setting

Primary language instruction will be provided by:
[] Teacher (BCLAD)
[] Resource teacher/specialist (BCLAD)
Primary language support will be provided by:
[] Teacher
[] Bilingual paraeducator/assistant
[] Parent
[] Volunteer
[] Peer or cross-age tutor(s)
Instructional delivery setting:
[] SEI (Structured English Immersion)
[] EMI (English Mainstream Instruction)
[] API (Alternative Program Instruction)
[] OTHER _____

Cover Letter To Parent Following Planning Conference

DATE					
LAST NAME OF PUPIL	FIRST	M	BIRTHDATE	HOME LANGUAGE	DATE OF EDUCATIONAL PLAN

Attached is the Educational Plan for the above named pupil which includes the results of our conference. We would like to have your input in pupil planning. If you have any questions or concerns about this plan, please call me. Our staff would be pleased to meet with you. If we are unable to resolve any concern about assessment, planning or placements, you have the right to appeal. Although such problems are infrequent, the procedures for appeal are included with the Educational Plan, and I will assist you if it becomes necessary to use them.

- 1. The enclosed plan contains information regarding lack of need/eligibility for service or that a current special education service is no longer needed for your son/daughter.
- 2. The enclosed plan is a review and continuation of present service.
- 3. The enclosed plan contains recommended services/placement not previously provided to your son/daughter.

Please do not hesitate to call if you have any questions regarding this letter or any of the enclosed materials. If you do not want recommended special education service(s) to continue, please contact me. Your consent is completely voluntary, but is necessary if we are to provide the service(s).

SIGNATURE	TITLE	TELEPHONE NUMBER
SCHOOL	ADDRESS	

CONSENT FOR PLACEMENT IN SPECIAL EDUCATION

If you consent to the special education placement/services outlined on Page 1 of the enclosed Individualized Education Plan (IEP), please initial the appropriate spaces below and sign and return one copy of this letter to us as soon as possible. We cannot begin these services for a new pupil without your written permission.

Please initial each applicable statement below:

- _____ I have been advised of and given a copy of special education due process rights.
- _____ I have been offered a copy of the psycho-educational report. (Initial and triennial assessments only)
- _____ Permission is granted for my child to be placed in the _____ program/services as described in the IEP, effective _____.
- _____ Age of Majority has been addressed with parents. (Students 17 years of age and older)
- _____ Age of Majority has been addressed with student. (Students 18 years of age and older)
- _____ I have been informed which agencies will be receiving my child's records and I have signed a release.
- _____ I request a copy of the IEP to be provided in my primary language.
- _____ IEP has been interpreted orally and written translation is not requested.
Interpreted by (when appropriate): _____.

I have been informed that my child cannot be assessed for or placed in special education and related services without my consent. I understand that I have a right to receive this notice of consent in writing in my native language. If my language is not written, this information will be translated orally or manually. I further understand that my **CONSENT IS VOLUNTARY AND CAN BE REVOKED AT ANY TIME.**

Parent/Guardian/Adult Student: _____ Date: _____
 Parent/Guardian/Adult Student: _____ Date: _____

Enclosures:

Addendum

To Individualized Education Program

Current Annual IEP Date:
Addendum Date:
Next Annual Review Date:
Triennial Due Date:

Page 1 of

LAST NAME OF PUPIL	FIRST	BIRTHDATE
SITE	PAU	DISTRICT OF RESIDENCE

I. FUNCTIONING LEVELS:

II. ANNUAL GOALS/OBJECTIVES FOR ADDED OR REVISED SERVICE(S):

III. ADDITION, DELETION OR REVISION OF SERVICES:

By LACOE:	Length	Frequency*	Duration	Location	Individual/Group
<input type="checkbox"/> DIS Remedial Language/Speech					
<input type="checkbox"/> DIS Counseling					
<input type="checkbox"/> Behavior Management Assistant					
<input type="checkbox"/> Resource Specialist					
<input type="checkbox"/> Special Day Class					
<input type="checkbox"/> Other:					
<input type="checkbox"/> Other:					
By other agencies:					
<input type="checkbox"/>					
<input type="checkbox"/>					

*In accordance with Board adopted school calendar.

Total adjusted percentage of participation in special education instruction and service is %.

IV. OTHER RECOMMENDATIONS including changes regarding integration and specific qualifications for above service(s).

V. ADDENDUM PARTICIPANTS

We have reviewed this pupil's Individualized Education Program of the above date and recommend the changes noted above.

Agree	Disagree	Agree	Disagree	* Signature of parent or person acting as parent indicates permission for service
<input type="checkbox"/>	<input type="checkbox"/>	ADMINISTRATOR OR DESIGNEE	DATE	<input type="checkbox"/> <input type="checkbox"/> PARENT / GUARDIAN DATE
<input type="checkbox"/>	<input type="checkbox"/>	SPECIAL EDUCATION TEACHER	DATE	<input type="checkbox"/> <input type="checkbox"/> PUPIL DATE
<input type="checkbox"/>	<input type="checkbox"/>	TEACHER	DATE	<input type="checkbox"/> <input type="checkbox"/> OTHER (SPECIFY) DATE

DOCUMENTATION INDICATING RATIONALE FOR MEETING WITHOUT THE PARENT PRESENT (SPECIFY CONTACTS BY DATES, PERSON(S) AND COMMENT(S))

PLEASE NOTE: Attach Appeals Procedures. Use Form 301-521-6 if additional space is needed.

Form No. 301-540 Rev. 9/99

DISTRIBUTION 1 - Student File Center; 2 - Site; 3 - Parent

LA COUNTY OFFICE OF EDUCATION

Special Education Local Plan Area

NOTICE OF INTENT TO CONDUCT PUPIL ASSESSMENT

Dear

Enclosed you will find our proposed plan to assess _____ educational needs.

Please read it carefully, sign and return the plan. The purpose for the assessment is for effective educational planning.

This planning may be either for initial identification / eligibility for Special Education service or to reassess current needs. Before we can begin the assessment, we must have your written consent. Before providing any Special Education services, we will request your approval.

All new assessments must be completed within sixty (60) days after we receive the signed form giving your approval. If the pupil is now in one of our programs, we need to have your consent before each reassessment. A complete pupil evaluation is required at least every three years.

You may make an appointment with our assessment staff to discuss procedures and tests to be used in this assessment. You may also identify or provide any information which you feel needs to be considered in the assessment. You have the right to know the results. We will conduct our assessment to avoid discrimination based on race, sex, culture or handicapping conditions. The results of this assessment will be made available only to those persons meeting the requirements of the family Rights and Privacy Act of 1974.

If you should disagree with the results of this assessment you have the right, at public expense, to obtain an independent educational assessment. We will explain this procedure to you upon request.

Your prompt return of the second copy of the enclosed permission form, signed and dated, will help us serve your pupil more quickly. If you have any questions regarding this plan, please contact us at school.

Sincerely,

Signature	
Title	Site
Site Address	
Site Phone	

Enclosures:



LACOE SELPA Assessment Plan

Please sign and return one copy to school

Form with fields: LAST NAME, FIRST NAME OF STUDENT; BIRTHDATE; ASSESSMENT PLAN DATE

Assessment will be done by appropriately qualified staff members in the areas checked below. The assessment may include student observation in a group setting and may include an interview, and review of current school records. The purpose of this evaluation is to determine individual educational needs and may result in a recommendation for special education placement or services.

Examiner Academic/PreAcademic Achievement

(See Below)* Purpose: These tests measure current reading, spelling and arithmetic skills or skills such as matching or sorting. Test to be used include but are not limited to: Peabody Individual Achievement Test -, KeyMath Woodcock Reading Mastery-R. Wide Range Achievement Test III, Brigance, Kaufman Tests of Educational Achievement, Detroit Test of Learning Abilities-2; Woodcock Johnson-R: Achievement.

Social/Adaptive Behavior

Purpose: These test of development help to tell what an individual coordinates body movement and how (s) he gets along with other people. Those to be used include but are not limited to: Adaptive Behavior Scale, Vineland Adaptive Behavior Scales, Burke's behavior Rating Scale, Scales of Independent Behavior, Behavior Assessment Scale for Children.

Social/Emotional/Behavior

Purpose: To assess personal, social and emotional development and self-help skills. Tests may include but are not limited to: Vineland Test of Social Maturity, Burke's Behavior Rating Scale, House-Tree-Person, Scales of Independent Behavior, Connor's Rating Scale.

Psycho-Motor Development

Purpose: Instruments in this area measure how well an individual coordinates body movement in both small and large muscle activities. They may also measure visual perceptual skills. Assessment tools to be used include but are not limited to: Bender-Gestalt, motor free Test of Visual Perception Developmental Scales, Beery Development Test of Visual-Motor Integration.

Language/Speech/Communication Development

Purpose: These tests measure the individual's ability to understand, relate to and use language and speech clearly and appropriately. Those to be used may include but are not limited to: Goldman-Fristoe Test of Articulation, Clinical Evaluation of Language Fundamentals III, Peabody Picture Vocabulary Test, Language Samples, Fisher Logemann Articulation Test, Woodcock Language Proficiency Battery-R, Test of Adolescent Problem Solving, Word Test 2: Adolescent, Comprehensive Receptive and Expressive Vocabulary Test.

Psychological Processing and/or Motor Development

Purpose: To assess an individual's Visual/auditory perception and body coordination of small and large muscle activity. Test may include but are not limited to: Beery Test of Visual Motor Integration, Bender-Gestalt Visual Motor Integration Test, Motor Free Visual Perception Test, Test of Auditory Perceptual Skills, Test of Visual Perceptual Skills, Hughes Basic Gross Motor Assessment.

Cognitive Development

Purpose: This assessment measures how well an individual remembers what (s) he has seen and heard, how (s) he can use that information and how (s) he solves problems. They also reflect learning rate and assist in predicting how well (s) he will do in school. Verbal and non-verbal instruments are used, as appropriated. Instruments to be use include but are not limited to: Wechsler Test of Intelligence, Leiter International Performance Scale, Southern California Ordinal Scales, Naglieri Non-Verbal Assessment Test, Woodcock Johnson: Differential Abilities Test II Cognitive Assessment System.

Audiological Assessment

Purpose: These instruments measure the nature and degree of possible hearing loss. Tests may include measures of how well an individual hears, understands and listens to speech. On-going Assessment of adequacy of hearing aids and monitoring of hearing levels in indicated for some individuals. Tests to be used include but are not limited to: Air and bone conduction pure-tone audiometry, speech awareness, reception, discrimination tests, impedance audiometry, and visual inspection of the external ear.

Transition/Other

Purpose: Includes transitions planning, vocational, medical, or special provision to be made for Non-English Speaking or Limited English Speaking Students. May also include teacher interview, class work, records review, observations, and student interview. [] FBA/PBSP [] AB 3632 Referral [] Function Analysis Assessment/PBIP

* The following professional will be involved in the individual assessment as indicated above: 1. Adapted Physical Education Teacher: 2 Audiologist: 3. School Nurse: 4. Program Specialist: 5. School Psychologist: 6. Language/Speech Specialist; 7. Special Education Teacher: 8. Teacher.

SPECIAL LANGUAGE STUDENT SPEAKS AT HOME (IF OTHER THAN ENGLISH) [] EL/LEP [] FEP [] English Only [] R-FEP

Parental Consent for Student Assessment

I authorize the use of a suitable interpreter or pre-recorded tests in individual's primary language as appropriate. I have received a Notice of Intent to Conduct Student Assessment, From No. 301-539, and proposed Agreement Plan, Form No. 301-552, and understand the purpose. Consent is voluntary and can be revoked at any time. My signature below indicates my decision.

Signature area with checkboxes: [] Yes, I give permission to conduct an informal assessment. [] Yes, I give permission to conduct a formal assessment. [] No, permission is denied. SIGNATURE OF PARENT/GUARDIAN/ADULT STUDENT/PERSON ACTING AS PARENT (SPECIFY RELATIONSHIP TO STUDENT)

For Office Use Only DATE RECEIVED AT SCHOOL

Please sign and return one copy to school.

Los Angeles County Office of Education

Parent Rights and Procedural Safeguards

As part of a free appropriate public education, parents have a right to:

1. Attend and assist in all planning conferences, be notified in advance of all such meetings, and bring someone to assist if you so desire.
2. Be informed of procedures used; question decisions regarding identification, assessment and placement; request assessment reports and request a review of the individualized education program (IEP).
3. Obtain an outside assessment for the student. Procedures for obtaining such an assessment shall be provided upon request. Assessment results will be considered in educational planning.
4. Review, with appropriate interpretation, and request copies of student records which are maintained in a secure and confidential manner. No fee is charged other than copying costs.
5. Challenge content of student record if thought to be inaccurate, misleading or a violation of privacy. Records may be changed if parent and parent and school agree to do so. An appeals process may be used if necessary.
6. Give or withhold consent for both student assessment and enrollment for service(s). Consent may be revoked at any time.
7. Receive information regarding legal services.

Procedure for Resolving Differences Regarding Identification, Assessment, or Placement

The teacher/specialist who provides services welcomes the opportunity to discuss any concern or question you have regarding the school program. In the event that we cannot resolve your concern, the following steps are provided to initiate a due process hearing.

1. Inform the administrator (principal) of the Individualized Education Program Team of your concern. If the problem cannot be solved at the school level, we welcome the opportunity to discuss your concern at an informal conference in an effort to come to mutual resolution.
2. The area administrator will complete informal review of your concern within ten (10) days. You will be notified in advance in writing of this conference which will be arranged at a mutually convenient time.
3. If this conference fails to resolve the problem, or if you do not wish to participate in informal conference, you may initiate a formal appeal by submitting a written appeal to the Institute for Administrative Justice, McGeorge School of Law, University of Pacific, 3200 5th Avenue, Sacramento, CA 95817-2799, with a copy to this office. During the appeal process, the student remains in current placement except by mutual consent.
4. Upon receipt of your request, the Institute for Administrative Justice will notify both parties in writing of procedures for resolving the issue(s).
5. These procedures may include a mediation conference.
6. Due Process Hearings are conducted by an administrative hearing officer knowledgeable in laws governing special education.

Note To Parents: If you have any questions about the above or need further information, please contact the school principal.



Spanish Forms

Spanish Language Forms

Pre-IEP

Invitation to Planning Conference (IEP)

Assessment

Notice of Intent to Conduct Pupil Assessment

Assessment Plan & Backer (PTA) (*copy both back and front*)

Post IEP: Consent for IEP

Signature Page

Cover Letter

Parent Rights: *See Chapter 7 Resources*



- IEP Inicial
- IEP Anual
- IEP Trienal
- Transferir
- Reviso Especial
- Plan de Transición
- Suplemento

Invitación a la Conferencia de Planeamiento para Desarrollar o Revisar el IEP (y si amerita) el Plan de Transición

Estimado

Nuestro equipo de planeamiento se reunirá para discutir las necesidades especiales de educación y (si amerita) el Plan de Transición de:

FECHA DE NOTICIA		NOMBRE DEL ALUMNO		FECHA DE NACIMIENTO
DIRECCION				
CONFERENCIA INFORMACION	FECHA	HORA	ESCUELA O LUGAR DE REUNION	
	DIRECCION			

Este equipo incluirá:

- | | |
|--|--|
| <input type="checkbox"/> Administrador/Designado | <input type="checkbox"/> Maestro/a de Educación Especial |
| <input type="checkbox"/> Patólogo del Habla/Lenguaje | <input type="checkbox"/> Maestro/a de Educación General |
| <input type="checkbox"/> Estudiante | <input type="checkbox"/> Otro (1): |
| <input type="checkbox"/> Psicólogo/a de la Escuela | <input type="checkbox"/> Otro (2): |

Ninguna otra persona participará en el planeamiento sin previo conocimiento suyo.

Nos gustaría su asistencia en el planeamiento y para programar reuniones a una hora mutuamente conveniente. Usted tiene el derecho de que su hijo/a participe en esta reunión si usted lo considera conveniente.

Usted puede traer a alguien tal como un trabajador social, maestro, o amigo suyo. Si necesita un intérprete, usted puede traer a alguien o nosotros le proveeremos uno si nos comunica por teléfono que lo necesita.

Los objetivos específicos de esta reunión son discutir y revisar la elegibilidad del alumno para educación especial y/o servicios y discutir las asignaciones de educación apropiada. Si es elegible para educación especial, un programa de educación individualizado se desarrollará (o revisará para alumnos que ya están en el programa.)

- Planificación de Transición será discutida en esta conferencia del IEP
- Adjunto se encuentra *Notificación Anual de Derechos de Padres y Salvaguardias Procesales*

FIRMA	TITULO	TELEFONO
-------	--------	----------

POR FAVOR MARQUE UNA CAJA ABA JO Y REGRESE LO ANTES POSIBLE.

1. Asistiré ala conferencia en la fecha indicada arriba. Si por circunstancias imprevistas yo no pudiera asistir, y si no me pusiera en contacto con ustedes para asistir a la conferencia en otra fecha, ustedes pueden proceder según lo estipulado anteriormente.
2. No podré asistir a la conferencia de planeamiento pero me gustaría participar por teléfono. El día de la conferencia, me podrán llamar al número: _____. Si no estoy disponible, favor de proceder sin mi.
3. No podré asistir a la conferencia de planeamiento. Entiendo que me enviarán los resultados de la reunión. No podrán empezar ningún servicio o asignación sin mi previo consentimiento por escrito.
4. Me gustaría asistir a la conferencia pero no puedo asistir a la hora programada. Por favor llámeme al número: _____ para programar otra hora.
5. Retiro el permiso para consideración de servicios de educación especial.
6. Necesito un intérprete que hable _____

FIRMA DEL PADRE	FECHA
-----------------	-------



Division de Educación Especial

Aviso de Intento de Conducir una Evaluación Estudiantil

FECHA	NOMBRE DEL ALUMNO
-------	-------------------

Adjunto encontrará nuestro plan propuesto para evaluar las necesidades la susodicho estudiantil.

Favor de leerlo cuidadosamente, firme y regrese el plan. El propósito de la evaluación es para asegurar un planeamiento educacional efectivo.

Este plan podría servir para la identificación inicial/eligibilidad para el servicio de Educación Especial o para reevaluar necesidades corrientes. Antes de poder empezar la evaluación, tenemos que tener su permiso por escrito. Antes de proveer cualquier Servicio de Educación Especial pediremos su aprobación.

Todas las evaluaciones nuevas deben ser completadas dentro de 50 (cincuenta) días después de que recibamos la forma firmada dandonos su permiso. Si el alumno está corrientemente registrado en uno de nuestros programas, ahora necesitaremos tener su consentimiento o aprobación antes de cada evaluación. Una evaluación estudiantil completa se requirere, por los menos, cada tres años.

Usted puede hacer una cita con nuestro personal de evaluación para discutir los procedimientos y exámenes o pruebas que serán usadas en esta evaluación. Usted tiene el derecho de saber los resultados. Conduciremos nuestra evaluación de modo para evitar discriminaciones basadas sobre raza, sexo, cultura o condiciones de incapacidad. Los resultados de esta evaluación serán disponibles solamente a aquellas personas llenando los requisitos del Decreto de Privación y Derechos Familiares de 1974.

Usted tiene el derecho de tener la evaluación del alumno hecha por otra persona. Le explicaremos este proceso al pedirlo.

Su regreso inmediato de la segunda copia de la forma de permiso incluida, firmada y fechada, nos ayudará a servirle a su alumno con mayor rapidez. Si Usted tiene algunas preguntas tocantes a este plan, favor de ponerse en contacto con nosotros en la escuela.

Atentamente,

Firma y Título

Dirección de la Escuela

Teléfono

Formas Incluidas



Los Angeles County
Office of Education

Plan de Evaluación

FECHA DEL PLAN DE EVALUACIÓN

APELLIDO, NOBRE DEL ALUMNO	FECHA DE NACIMIENTO	FECHA DE ENVIO
La evaluación se llevará a cabo por miembros del personal apropiadamente capacitados en las áreas marcadas debajo. La evaluación puede incluir la observación del alumno en un ambiente de grupo, una entrevista y una revisión de los archivos actuales de la escuela. El propósito de esta evaluación es para determinar las necesidades educativas individuales y puede resultar en una recomendación para asignación en educación especial o servicios.		ESPECIFIQUE EL IDIOMA QUE HABLA EL ALUMNO (SI ES DIFERENTE AL INGLÉS)
		<input type="checkbox"/> LEP <input type="checkbox"/> FEP <input type="checkbox"/> Solo Inglés

Examinador
(Vea debajo*)

LOGROS PREACADÉMICOS/ACADÉMICOS / ACADEMIC/PREACADEMIC ACHIEVEMENT

Propósito: Estas pruebas miden las habilidades actuales de lectura, deletreo y destrezas en matemática, sumar o restar. Las pruebas que se emplearan incluyen pero no están limitadas a: Wide Range Achievement Test III, Brigance, Kaufman Tests of Educational Achievement; Woodcock Johnson-III: Achievement.

CONDUCTA SOCIAL/ADAPTIVA / SOCIAL/ADAPTIVE BEHAVIOR

Propósito: Estas pruebas de desarrollo ayudan a saber lo que una persona puede hacer independientemente y cómo él/ella se socializa con otras personas. Las pruebas empleadas incluyen pero no están limitadas a: Adaptive Behavior Scale, Vineland Adaptive Behavior Scales, Burke's Behavior Rating Scale, Scales of Independent Behavior, Devereaux Scales, Reynolds Adolescent Depression Scale.

DESARROLLO PSICO-MOTOR / PSYCHO-MOTOR DEVELOPMENT

Propósito: Los instrumentos de esta área miden qué tan bien coordina una persona los movimientos de su cuerpo tanto en las actividades de músculos mayores como en las actividades de músculos menores. También pueden medir las habilidades de percepción visual. Los instrumentos de evaluación incluyen pero no están limitados a: Bender-Gestalt, Motor Free Test of Visual Perception Development Scales, Beery Development, Test of Visual-Motor Integration.

DESARROLLO DE LENGUAJE/HABLA/COMUNICACIÓN / LANGUAGE/SPEECH/ COMMUNICATION DEVELOPMENT

Propósito: Estas pruebas miden la habilidad de entender, relacionar y usar el lenguaje y hablar claramente y apropiadamente. Pruebas incluyen pero no están limitadas a: Peabody Picture Vocabulary Test, Language Samples, Fisher-Logemann Articulation Test, Woodcock Munoz Language Survey, Test of Adolescent Problem Solving, Word Test Adolescent.-R, Comprehensive Receptive and Expressive Vocabulary Test.

DESARROLLO COGNOSCITIVO / COGNITIVE DEVELOPMENT

Propósito: Esta evaluación mide que tan bien recuerda una persona lo que él/ella ha visto y oído, qué tan bien puede él/ella usar esa información y cómo resuelve problemas. También reflejan la tasa de asimilación de conocimientos y ayudan a predecir qué tan bien le irá en la escuela. Se usan instrumentos de desempeño y verbales, según sean apropiados. Los instrumentos a usarse incluyen pero no están limitados a: Weschler Tests of Intelligence, Leiter International Performance Scale, Southern California Ordinal Scales, Matrix Analogies Test, Woodcock Johnson: Scales of Cognition, Learning Efficiency Test II, y/o análisis de información disponible.

EVALUACIÓN AUDIOLÓGICA / AUDIOLOGICAL ASSESSMENT

Propósito: Estos instrumentos miden la naturaleza y grado de una posible pérdida auditiva. Las pruebas pueden incluir medidas de qué tan bien una persona escucha, entiende y oye el habla. Para algunas personas se indica una evaluación continua de la idoneidad de los audífonos y monitoreo de los niveles de audición. Las pruebas incluyen pero no están limitadas a: audiometría de tono puro de conducción ósea y aérea, percepción del habla, recepción, pruebas de discriminación, audiometría de impedancia e inspección visual del oído externo.

TRANSICIÓN/ OTRO / TRANSITION / OTHER

Propósito: Incluye el planeamiento de transición, provisiones vocacionales, médicas o especiales para alumnos que no hablan inglés o que hablan un inglés limitado. También puede incluir una entrevista con el maestro/a, revisión de los trabajo de clase, archivos, observaciones, y entrevista con el alumno.

*Los siguientes profesionales participarán en la evaluación individual tal como se indica a continuación:

1. Maestro de Educación Física Adaptada
2. Audiólogo;
3. Enfermera de la Escuela;
4. Especialista del Programa;
5. Psicólogo de la Escuela;
6. Especialista de Habla/Lenguaje;
7. Maestro de Educación Especial;
8. Maestro.

CONSENTIMIENTO DEL PADRE O TUTOR PARA LA EVALUACIÓN DEL ALUMNO

Yo autorizo el uso de un intérprete adecuado o de pruebas pre-registradas en el idioma natal como sea apropiado. He recibido un Aviso de Intento de Conducir la Evaluación del Alumno y el Plan de Evaluación Propuesto. Entiendo el propósito y que mi consentimiento es voluntario y puedo revocarlo en cualquier momento. Mi firma abajo indica mi decisión.

<input type="checkbox"/> Sí , doy permiso para realizar la evaluación descrita.		<input type="checkbox"/> NO , me niego a dar permiso	Sólo para el uso de la Oficina Fecha en que se recibió en la escuela
FIRMA DEL PADRE/ TUTOR /ALUMNO ADULTO	ESPECIFICAR LA RELACION CON EL ALUMNO	FECHA	

Por favor firme y regrese una copia a la escuela



DERECHOS Y PROCEDIMIENTOS DE SALVAGUARDIA DE LOS PADRES

COMO PARTE DE UNA EDUCACION PUBLICA APROPIADA, LOS PADRES TIENEN EL DERECHO A:

1. Atender y asistir en todas las conferencias de planeamiento, ser notificado con anticipación de todas las reuniones' y traer consigo a alguien que lo asista si así lo desea.
2. Ser informado de los procedimientos usados; interrogar acerca de las decisiones referentes a identificación' evaluación y colocación; requerir reportes de evaluación y una revisión del programa de educación individualizada (IEP).
3. Obtener una evaluación externa para el alumno. Los procedimientos para obtener dichas evaluaciones se proveerán a pedido dei interesado. Los resultados de evaluación serán considerados en el planeamiento educacional.
4. Revisar, con interpretación apropiada, y requerir copias de los datos del alumno que se mantienen en forma segura y confidencial. No se hace ningún cargo a no ser los costos de las copias.
5. Discutir el contenido de los datos del alumno si los considera incorrecto' dudoso o una violación de privacidad. Los datos pueden ser cambiados si los padres y las escuela lo deciden. Un proceso de apelación puede ser usado si es necesario.
6. Dar o retirar el consentimiento de la evaluación dei alumno e inscripción para servicio(s). El consentimiento puede ser revocado en cualquier momento.
7. Recibir información referente a servicios legales.

PROCEDIMIENTO PARA RESOLVER DIFERENCIAS RELACIONADAS CON IDENTIFICACION, EVALUACION, O UBICACION

El maestro/especialista que provee los servicios le ofrece la oportunidad de discutir cualquier preocupación o pregunta que tenga referente al programa de la escuela. En el caso de que no resuelva su problema, los siguientes pasos se proveen para iniciar un debido proceso.

1. Informe su problema al Administrador (Principal) del Equipo del Programa de Educación individualizada. Si el problema no puede ser resuelto a nivel escolar, le ofrecemos la oportunidad de discutirlo en una conferencia informal con el objeto de llegar a una resolución mutua.
2. El Administrador del Area completara una revisión informal de su problema dentro de los diez (10) días. Usted será notificado con anticipación por escrito de esta conferencia que será programada a una hora mutuamente conveniente.
3. Si esta conferencia no resuelve el problema, o si no desea participar en una conferencia informal, usted puede iniciar una apelación formal remitiendo una apelación escrita al Office of Administrative Hearings (OAH), Special Education Unit, 1102 Q Street, 4th Floor, , Sacramento, CA 95814, con una copia a esta oficina. Durante el proceso de apelación, el alumno permanece en colocación corriente excepto en casos de acuerdos mutuos.
4. Al recibir su solicitud, el Office of Administrative Hearings notificara a ambas partes por escrito acerca de los procedimientos para resolver el problema..
5. Estos procedimientos pueden incluir mediación por un designado dei Superintendente del Estado.
6. Las Audiencias de Debido Proceso son conducidas por un oficial administrativo de audiencia conocedor de las leyes que gobiernan la educación especial.

NOTA A LOS PADRES: Si tiene algunas preguntas acerca de lo expuesto r as arriba' o necesita información adicional, por favor comuníquese con el principal de la escuela.



ESTA PÁGINA SE DEBE ESCRIBIR DURANTE EL IEP EN EL IDIOMA DE LOS PADRES.

Table with 4 columns: APELLIDO DEL ALUMNO, NOMBRE DE EL ALUMNO, FECHA DE NACIMIENTO, FECHA

IX. MEDIO AMBIENTE MENOS RESTRICTIVO (IEP)

Las colocaciones educativas consideradas por el comité se marcaron abajo.

- Environment of General Education Only
Environment of general education modified with smaller classes and individualized learning plans
Designated instruction services
Program of specialist resources
Special day class
Other Educational Placements (include description)

RAZONES PARA LAS DECISIONES
PRUEBAS, EVALUACIÓN, E INFORMACIÓN UTILIZADA PARA LA DETERMINACION / DECISION
OTROS FACTORES PERTINENTES

X. PARTICIPANTES

Los siguientes fueron los participantes en el desarrollo del Programa de Educación Individualizado:

Table with 6 rows and 4 columns for participant roles: Administrador/Designado, Maestro de Educación Especial, Psicólogo Escolar, Especialista de Lenguaje y Habla, Maestro, Enfermera Escolar, Representante del Distrito, Representante de la Agencia, Otro, Alumno, Padre/Tutor. Includes 'Asentir' and 'Disentir' checkboxes.

MIEMBRO DISIDENTE: Adherir racional incluyendo recomendaciones específicas.

XI. CONSENTIMIENTO PARA LA COLOCACIÓN EN EDUCACIÓN ESPECIAL

Por favor ponga su inicial en cada declaración pertinente:

- Se me habló y se me dio una copia de los derechos de procedimiento jurídico para la Educación Especial.
Se me ha ofrecido una copia del reporte psicoeducacional.
Se otorga el permiso para que mi hijo sea colocado en el programas/servicios de...
Edad de mayoría a sido discutida con los padres y el alumno.
Se me ha informado de las agencias que recibirán los archivos de mi hijo y he firmado una autorización.
Pido una copia del IEP en mi idioma primario.
El IEP fue interpretado oralmente y no se requiere de traducción escrita.
Interpretado por (cuando sea apropiado):

Se me ha informado que mi hijo no puede ser evaluado o colocado en educación especial y servicios relacionados sin mi consentimiento. Entiendo que tengo el derecho de recibir esta notificación de consentimiento por escrito en mi idioma natal. Si no está escrito en mi idioma, esta información se traducirá oral o manualmente. Además entiendo que mi consentimiento es voluntario y puede revocarse en cualquier momento.

Padre/Guardian/Estudiante Adulto _____ Fecha: _____

Padre/Guardian/Estudiante Adulto _____ Fecha: _____



Carta a los Padres Después de la Conferencia de Planeamiento

Form with fields: FECHA, APELLIDO DEL ALUMNO, NOMBRE DEL ALUMNO, FECHA DE NACIMIENTO, SEXO, IDIOMA NATAL, FECHA DEL PLAN EDUCACIONAL

Adjunto está el Plan Educativo para el alumno nombrado arriba el cual incluye los resultados de nuestra conferencia. Nos gustaría obtener su opinión en el planeamiento para el alumno. Si usted tiene preguntas o preocupaciones referentes a este plan, por favor llámenos. Nuestro personal con gusto se reunirá con usted. Si no podemos solucionar cualquier preocupación sobre la evaluación, el planeamiento o las colocaciones, usted tiene el derecho a una apelación. Aunque tales problemas no son frecuentes, los procedimientos de apelación están incluidos con el Plan Educativo y yo le ayudaré si es necesario utilizarlos.

- 1. El plan incluido contiene información referente a la falta de necesidad/elegibilidad para servicios o que un servicio actual de educación especial ya no es necesario para su hijo(a).
2. El plan incluido es una revisión y una continuación del servicio actual.
3. El plan incluido contiene servicios/colocaciones recomendadas los cuales no le fueron provistos previamente a su hijo(a).

Por favor no dude en llamar si usted tiene cualquier pregunta referente a esta carta o cualquiera de los materiales incluidos. Si usted no desea que el/los servicio(s) recomendados de educación especial continúen, por favor póngase en contacto conmigo. Su consentimiento es completamente voluntario, pero necesario para proveerle servicio(s).

Form with fields: Firma, Título, Número Telefónico, Escuela, Domicilio

CONSENTIMIENTO PARA LA COLOCACIÓN DENTRO DE LA EDUCACIÓN ESPECIAL

Si usted da su consentimiento para la colocación/servicios de la Educación Especial delineados en la 1ra página de este Programa de Educación Individualizado (IEP), por favor ponga sus iniciales en las declaraciones pertinentes, firme y regrésenos una copia de esta carta en cuanto le sea posible. No podemos comenzar estos servicios para un(a) alumno(a) nuevo(a) sin su consentimiento por escrito.

Favor de poner sus iniciales junto a cada declaración pertinente abajo:

- Se me avisó y se me dio una copia de las garantías procesales para la educación especial.
Se me ha ofrecido una copia del reporte psicoeducacional. (solamente para la evaluación Inicial y Trienal)
Doy mi permiso para que mi hijo(a) sea colocado(a) en el programa/servicio de ... como se ha descrito en el IEP, efectivo ...
Edad de mayoría ha sido discutida con los padres del alumno. (El alumno tiene 17 años de edad o más)
Edad de mayoría ha sido discutida con el alumno. (El alumno tiene 18 años de edad o más)
Se me ha informado cuales agencias recibirán los registros de mi hijo(a) y he firmado una autorización.
Solicito que se me provee una copia del IEP traducido en mi idioma natal.
El IEP fue interpretado oralmente y no se requiere de traducción escrita.
Interpretado por (cuando sea apropiado):

Se me ha informado que mi hijo(a) no puede ser evaluado(a) para o ser colocado(a) en educación especial y servicios relacionados sin mi consentimiento. Entiendo que tengo el derecho a recibir esta notificación de consentimiento por escrito en mi lenguaje natal; si mi lenguaje no es escrito, esta información será traducida oralmente o manualmente. También entiendo que mi CONSENTIMIENTO ES VOLUNTARIO Y PUEDE SER REVOCADO EN CUALQUIER MOMENTO.

Padre/Guardián/Alumno Adulto: Fecha:
Padre/Guardián/Alumno Adulto: Fecha:

Adjunto:



LACOE SELPA



Transition Plans & Planning

9.



Transition Plans & Planning

By the time a student turns sixteen years of age, the focus of the IEP shifts slightly from a purely educational perspective to one that includes a view of postsecondary outcomes. If the student is at least sixteen years old, or will become sixteen by the time of his or her next scheduled IEP, a transition plan is added to define the student's goals for life after high school. The intent of transition services is to prepare students to move from the educational environment out into the world of adulthood.

When planning what transition services a student may need to prepare for life as an adult, the IEP Team considers areas such as:

- ★ postsecondary education or vocational training,
- ★ employment,
- ★ independent living, and
- ★ community participation.

With these areas in mind, the IEP team crafts a coordinated set of activities or transition services, based on the student's needs, preferences and interests.

Transition services may include:

- ★ instruction,
- ★ community experiences,
- ★ employment development, and
- ★ *if appropriate*, the acquisition of daily living skills and functional vocational assessment.





Transition Plans & Planning

The Law

IDEA 2004 states that measurable postsecondary goals must be:

- ★ Included in the IEP of every child beginning no later than the first IEP to be in effect when the child is 16 (or younger if determined appropriate by the IEP team);
- ★ Updated annually; and
- ★ Based upon age appropriate transition assessments related to:
 - Education;
 - Training;
 - Employment; and
 - Independent living skills (where appropriate).

The Areas to be Addressed

The following descriptions are provided to help differentiate between the areas that are required for the IEP and Transition Plan. Both postsecondary and annual goals must be written, at least, in the areas of education, training, and employment. A goal for independent living skills may be required, if determined appropriate by the team.

LACOE SELPA recommends writing a separate goal for each of the necessary areas. However, the areas of Education and Training are often combined, as they are closely related. Also keep in mind that every goal, including those for transition, must be clearly measurable.

While the postsecondary goal is a statement of the student's future plans, the annual goal will tell what we'll do now to support the student's future goals. Annual goals may include:

★ Education:

- exploring which colleges or universities will offer a course of study that matches the student's career goals, or
- learning about the application process, or
- becoming familiar with the campus, or
- determining the kinds of services available to students with disabilities.

★ Training:

- participating in a program leading to a high school certificate of completion or a diploma
- short-term employment training (e.g., Workforce Investment Act, Job Corps);
- vocational Technical School (less than a two year program).

★ **Employment:**

- part-time or full-time employment, or
- preparing for employment.
- how to search for a job,
- writing resumes,
- interviewing skills

★ **Independent living skills:** (refers to the skills necessary to be self-reliant and self-sufficient).
Such skills may center on

- personal grooming and hygiene,
- self-advocacy,
- budgeting and personal finances,
- home maintenance and repair,
- community involvement,
- transportation,
- other daily living skills.



Assessments for Transition

Transition assessment is an *ongoing process* of data collection regarding an individual's needs, preferences and interests as they relate to current and future working, educational, living, as well as personal and social environments. The assessment data serves as the common thread in the transition process and forms the basis for goals and services to be included within the IEP for each student who will be 16 or older by the date of his or her next regularly scheduled IEP.

Appropriate assessments are a critical piece, in that many students are unsure of what they want to do after leaving high school. Transition assessments serve to assist students in discovering their strengths, interests, and preferences in order to help them determine their future plans. As such, the Planning for the Future interview alone is not an adequate assessment. Additional inventories, interviews and/or aptitude tests must also be used.

Assessments help to identify the skills the student possesses, as well as the skills the student needs to acquire in order to meet his or her goals.

Goals must be based upon age appropriate transition assessments. Age appropriate transition assessments may include both informal and formal assessments. The assessments to be used to determine appropriate measurable postsecondary goals will depend upon the individual needs of the student and are best determined on an individual basis. The IEP team may choose to utilize assessments completed by other sources, such as TPP or Department of Rehabilitation, in order to avoid duplication and to ensure coordination.

Examples of informal and formal assessments are listed below:

Informal Assessments

Observations
Parent/Family Surveys
Curriculum-Based Assessments
Student Interviews/ Discussions
Environmental Analysis

Formal Assessments (standardized)

Achievement (or IQ) testing
Aptitude Tests
Interest Inventories
Daily Living Assessments
Self-determination Assessments

Note: If student requires assistive technology, assessments should incorporate the use of the assistive technology employed by the student.

Appropriate Measurable Postsecondary Goals

While IDEA does not specifically define the term “postsecondary goals”, it is generally understood that this refers to those goals that a student hopes to achieve after leaving high school. In order for a goal to be measurable, it must specify the observable results to be attained. To be measurable, goals must have an outcome that multiple people should be able to agree that the goal has been reached. Given that a student’s goals are likely to change as s/he moves through the high school years, it is particularly important that the goals be reviewed and updated at least annually.

Examples of Measurable Postsecondary Goals

Following are examples of measurable postsecondary goals that are believed to meet the intent of the law. There are different interpretations as to the degree of specificity required for these goals, however, it may be appropriate to begin writing the postsecondary goals in broader terms in the early years and narrowing the focus as the student moves toward completion of high school. The key is to ensure that the goals clearly describe what the student intends to achieve after high school and that the goals are measurable.

An example of a measurable postsecondary **training** goal may be:

Jonathan will apply for an apprenticeship in the industrial field.

An example of a measurable postsecondary **education** goal may be:

Jonathan will enroll in a community college to study computer graphics and animation.

An example of a measurable postsecondary **employment** goal may be:

Jonathan will work in the area of auto mechanics.

An example of a measurable postsecondary **independent living skills** goal may be:

Jonathan will live independently in his own apartment.

The above examples are written in such a way to identify what the student's plans are for life after high school and to provide a clear mechanism for measuring whether the goal was achieved. (e.g. Did the student obtain work in the chosen field? Is the student living independently in his own apartment? Is the student attending community college?)

In short, measurable postsecondary goals serve as the guide for a student's transition plan. In the early years of transition planning for a student, these goals may be broad descriptions reflecting the student's preferences, interests or vision. They should be refined each year as the student moves toward exiting high school. The development of measurable postsecondary goals, identification of the needed transition services, and implementation of the transition plan must all come together to ultimately prepare the student for a successful life after high school.

The first page of the LACOE SELPA Individualized Transition Plan form, which is page 2 of the IEP, incorporates check boxes and fill in areas to simplify the inclusion of postsecondary goals.

See the section resources, at the back of this chapter, for more information on using the LACOE SELPA forms to create a transition plan.



Transition Services

IDEA 2004 requires that the IEP identify the transition services the school will provide to assist the child in reaching his/her postsecondary goals. *Transition services are the things we - the educators - will do to support the student towards reaching his or her postsecondary goals.* These services include progress in the course of study, instruction, related services, community experiences, employment, as well as adult living or daily living skills.

The ongoing planning and support of the IEP team is critical for fulfilling our responsibility of preparing the student to meet his or her goals for life after high school. The IEP team must address and refine plans each year for the student's course of study, transition services, and linkages to post school agencies and supports.

Participation of Other Agencies

Regulations require that, to the extent appropriate and with the consent of the parents, the school invite, to the IEP meeting, a representative of any other agency that is likely to be responsible for providing or paying for transition services. It is recommended that we make attempts to secure this participation and that we carefully document those attempts.

If another agency is to be responsible for providing services, they must consent to doing so. *Do not write in services for an agency that did not participate in the meeting or otherwise give their agreement to provide the service or resource needed.*

What to Look for in the IEP

To ensure you cover the requirements, you can use the following checklist when reviewing the IEP team's transition recommendations:

- Is there a *measurable postsecondary* goal in each required and/or necessary area?
- Is there at least one annual IEP goal that reasonably enables a child to meet each postsecondary goal?
- Are there *transition services* in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school activities?
- Are appropriate school or agency staff assigned responsibility for the transition services?
- For transition services that are likely to be provided or paid for by *other agencies*, and with parent or adult student consent, is there evidence that representatives of the agency(ies) were invited?
- Is there evidence that the measurable postsecondary goals were based on *age-appropriate* transition assessments?
- Do the transition services include courses of study that *focus on improving the academic and functional achievement* of the child to facilitate movement from school to post-school activities?

Areas that might be addressed in a Transition Plan or Post Secondary Goal are:

Self-Awareness

Decision about high school
Interest inventories
Self esteem
Interpersonal skills

Career Preparation

Applications/résumés
Interview skills
Punctuality and appearance
Working in teams

Career Awareness

Connecting school to careers
Online career exploration
Job shadowing
Guest speakers

Work Experience

ROP
WorkAbility
Work experience
Internships

Independent Living

Community access
Travel training
Health, housing, recreation

Transition Planning Overview

<p>When is a Transition Plan included in the IEP?</p>	<ol style="list-style-type: none"> 1. Child is 16 or 2. Child will be 16 years old at the time of his/her next scheduled IEP meeting 3. <i>For children under 16, a transition plan may also be included any time the IEP Team feels it's appropriate</i> 	<p>Also may begin transition planning prior to age 16 if the team feels this is a need for a particular child.</p> <p>For example: Transition activities or services may be appropriate for some students who are leaving Middle School for High School.</p>
<p>What is required by IDEA?</p>	<ol style="list-style-type: none"> 1. Measurable Postsecondary Goal(s) 2. Present Levels 3. Transition Services 4. Measurable Annual Goal(s) 	<p>Use age-appropriate assessment to help determine child's skill set and interests.</p> <p>Initial goals may be somewhat broad, but as child nears High School exit (graduation or otherwise), the goals should be much more specific.</p>
<p>What areas need to be addressed in the plan?</p>	<ol style="list-style-type: none"> 1. Education / Training 2. Employment 3. Independent Living (<i>required if the student has needs in this area</i>) 	<p>May also include other areas, as needed.</p> <p>For independent living, consider goals related to self-advocacy and daily living problem solving.</p>

Definitions

- **Postsecondary goals** are long term goals, i.e. what the student plans to do after exiting high school; his or her plans for life as an adult. Think 5-10 years in the future.
- **Measurable** means it is something that will occur or not occur, can be observed or not observed.
- **Age-appropriate** means chronological rather than developmental age.
- **Transition assessment** is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, as well as personal and social environments. Assessment data serve as the common thread in the transition process for defining goals and services to be included in the IEP
- **Transition Services** are services designed to help the student succeed in his/her course of study or to help students accomplish his/her postsecondary goals (i.e. participation in a Workability program, receiving DIS Counseling, getting social security card, writing a resume, locating appropriate colleges and applying to them, etc.)





Section



Resources



Resources Contents:

1. Transition Plan Forms
2. Transition Plan Instructions
3. Sample Transition Goals
 - ★ *Preparing to Work*
 - ★ *Preparing for Postsecondary Education/Training*
4. Planning for the Future Questionnaire
5. SCANS Questionnaire



Last Name of Pupil	First	Birthdate	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Age	Date
--------------------	-------	-----------	---	-----	------

Projected Graduation Date	Credits to Date	Passed CAHSEE Math <input type="checkbox"/> NO <input type="checkbox"/> YES	Date Passed	Passed CAHSEE Language Arts <input type="checkbox"/> NO <input type="checkbox"/> YES	Date Passed
---------------------------	-----------------	--	-------------	---	-------------

I. Postsecondary Goals - Employment:

Competitive Employment as: _____ Full Time Part Time

Supported employment as: _____ Full Time Part Time

Other:

II. Postsecondary Goals – Education / Training:

College / University Community College

Adult Education Classes Vocational Training Program

Other:

III. Postsecondary Goals – Independent Living:

Living Arrangements:	<input type="checkbox"/> With Family or Friends <input type="checkbox"/> Independently <input type="checkbox"/> Other:
Leisure & Recreation	<input type="checkbox"/> Leisure & recreation through family / friends <input type="checkbox"/> Leisure & recreation through organizations <input type="checkbox"/> Other
Personal / Social:	<input type="checkbox"/> Developing adequate social skills <input type="checkbox"/> Achieving Independence / Self Advocacy <input type="checkbox"/> Other:

IV. Preparation for Adulthood - Needs and Referrals

Pupil Has	Pupil Needs	Pupil Has	Pupil Needs
<input type="checkbox"/> Social Security Card	<input type="checkbox"/>	<input type="checkbox"/> Resume Completed	<input type="checkbox"/>
<input type="checkbox"/> Driver's License	<input type="checkbox"/>	<input type="checkbox"/> Birth Certificate	<input type="checkbox"/>
<input type="checkbox"/> California ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Bus ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A = Active; I = Inactive

Agency Referral(s)	A	I	Date to be Referred	Person Responsible
<input type="checkbox"/> Dept. of Rehabilitation				
<input type="checkbox"/> College or University				
<input type="checkbox"/> Community College				
<input type="checkbox"/> Vocational Training				
<input type="checkbox"/> County Mental Health				
<input type="checkbox"/> Dept. of Social Services				
<input type="checkbox"/> Social Security Admin.				
<input type="checkbox"/>				
<input type="checkbox"/>				



Last Name of Student	First Name	Birthdate	Date

Transition Services

(See Goal pages for Annual Transition Goals)

I. Employment:

Supports Goal Number	Transition Service(s)	Person / Agency Responsible	Due Date

II. Education / Training:

Supports Goal Number	Transition Service(s)	Person / Agency Responsible	Due Date

III. Independent Living:

Supports Goal Number	Transition Service(s)	Person / Agency Responsible	Due Date



**Instructions
for the ITP**



Fill in identifying information above & Graduation / Credit / CAHSEE info below.

Last Name of Pupil	First	Birthdate	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Age	Date
--------------------	-------	-----------	---	-----	------

Projected Graduation Date	Credits to Date	Passed CAHSEE Math <input type="checkbox"/> NO <input type="checkbox"/> YES	Date Passed	Passed CAHSEE Language Arts <input type="checkbox"/> NO <input type="checkbox"/> YES	Date Passed
---------------------------	-----------------	--	-------------	---	-------------

I. Postsecondary Goals - Employment:

Competitive Employment as: _____ Full Time Part Time

Supported employment as: _____ Full Time Part Time

Other: _____

II. Postsecondary Goals – Education / Training:

College / University Community College

Adult Education Classes Vocational Training Program

Other: _____

III. Postsecondary Goals – Independent Living:

Living Arrangements: With Family or Friends
 Independently
 Other: _____

Leisure & Recreation Leisure & recreation through family / friends
 Leisure & recreation through organizations
 Other: _____

Personal / Social: Developing adequate social skills
 Achieving Independence / Self Advocacy
 Other: _____

IV. Preparation for Adulthood - Needs and Referrals

Pupil Has	Pupil Needs	Pupil Has	Pupil Needs
<input type="checkbox"/> Social Security Card	<input type="checkbox"/>	<input type="checkbox"/> Resume Completed	<input type="checkbox"/>
<input type="checkbox"/> Driver's License	<input type="checkbox"/>	<input type="checkbox"/> Birth Certificate	<input type="checkbox"/>
<input type="checkbox"/> California ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Bus ID	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check off the appropriate information in Postsecondary Goal areas I, II & III. These become the student's post-secondary goals.

Does the student have or need any of the listed items? If so, our help in obtaining any needed items may become Transition Services (pg 2).

A = Active; I = Inactive

Agency Referral(s)	A	I	Date to be Referred	Person Responsible
<input type="checkbox"/> Dept. of Rehabilitation				
<input type="checkbox"/> College or University				
<input type="checkbox"/> Community College				
<input type="checkbox"/> Vocational Training				
<input type="checkbox"/> County Mental Health				
<input type="checkbox"/> Dept. of Social Services				
<input type="checkbox"/> Social Security Admin.				
<input type="checkbox"/>				
<input type="checkbox"/>				

What referrals to other agencies will be made (or have been made) and when? Who will be responsible for ensuring needed referrals are done.



Plan Date

Last Name of Student	First Name	Birthdate
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Services should be written to reflect what provider would do, rather than what the student will accomplish.

Transition Services

(See Goal pages for Annual Transition Goals)

I. Employment:

Supports Goal Number	Transition Service(s)	Person / Agency	Due Date
Give the number of the academic, behavioral, transition, or other goal the service relates to.	<p><i>How will the provider support the student's postsecondary goal in the area of future employment?</i></p> <p><i>Can the provider help the student describe his or her disability so they can tell what accommodations he/she may need to be able to perform well in the work place? Does the student get along well with others and work as part of a team or will the provider make a referral for behavior counseling, as appropriate?</i></p> <p><i>In general, list how the provider will help the student determine what they need to know and / or be able to do in order to do the work they want to do?</i></p>	Do not name names. Put the title of the service provider(s) or agency that will assist the student in meeting the listed objectives?	When do you expect each of the listed activities to be done?

II. Education / Training:

Supports Goal Number	Transition Service(s)	Person / Agency	Due Date
	<p>How will the provider help the student work towards his/her goals in the area of postsecondary education and/or training?</p> <p>Will the student's goals require additional training or education after high school in order to fulfill the student's postsecondary career or lifestyle goals? Can the provider supply or assist the student to locate that information?</p> <p><i>Services in this area may include career counseling to find job interests, or school counseling to help determine courses needed for graduation or to suggest electives or other activities that may support the student's goal(s).</i></p>	<i>Do not make a provider or agency responsible if they have not agreed.</i>	

III. Independent Living:

Supports Goal Number	Transition Service(s)	Person / Agency	Due Date
	<p>What services, materials or information <i>(if any are appropriate)</i> will the provider offer to support the student's needs in the area of postsecondary independent living?</p> <p><i>This might be an appropriate area for the provider to assist the student learn</i></p> <ul style="list-style-type: none"> <i>appropriate self-advocacy</i> <i>how to find an apartment and pay household bills</i> <i>ways of getting around the community (i.e. reading bus schedules)</i> <i>about community activities and to access services available to them.</i> 	<i>All who will provide services should be invited to the IEP where transition will be discussed.</i>	

Sample Transition Goals

The goals offered on the following pages are samples of measurable goals in that they include observable outcomes; any one observing the student or viewing his/her portfolio would be able to tell if the goal was met or not met, simply by looking for the specified evidence. However, these goals are considered as a starting point for a fully developed plan.

The goals included should be expanded by the provider or IEP team to include additional information to make the observable outcome of the goal more specific to the student's functioning level or needs.

For instance, for the goals related to *Preparing to Work* goal number 5 says: *The student will complete a resume targeted towards a specific job or job category.* For this goal, the specified evidence is a completed resume, and if there is one, then we know the goal has been met. If there is no completed resume, then it was not met.

However, while this goal is measurable, it could be much more descriptive of exactly what the parameters for a 'complete resume' would look like. A more complete goal would give information or a rubric that tells what an acceptable resume will include.

For example, what if this goal were written to say, *The student will complete a resume for a job in sales that will include the student's name and contact information, the specific job being applied for, educational history and work experience, as well as listing personal traits and interests relevant to the job for which the student is applying.*

As you can see from this example, the expanded goal gives a lot more information regarding what is necessary for a resume to be considered complete, and thus gives anyone assessing the goal very specific information on how to grade the completeness of the end product. Therefore, consider the sample goals on the following pages to be minimal examples that offer a basis for a more fully formed goal.



Sample Measurable Annual Transition Goals To Help Support Students' Postsecondary Goals

Preparing to Work:

The student will

1. Chart the relationship between learning and work.
2. Create a time management plan balancing school and other activities.
3. Keep a calendar of important dates and appointments.
4. Write two letters of interest for different job situations.
5. Complete a resume targeted towards a specific job or job category.
6. Write an essay or draw a picture of appropriate dress, including safety equipment, for various jobs.
7. Participate in mock interview (video or audio recorded) and review his/her areas of strength and need.
8. Complete an interest inventory.
9. Use the data from the interest inventory to identify and list three areas of career interest.
10. Use technology or other resources to research and chart education and training, skills required, high school courses needed, salary, and employment trends based on career interests.
11. Write an essay on the career that matches his/her interests and aptitudes.
12. Make a list of possible career choices using information gained through technology.
13. Identify skills that are transferable from one occupation to another.
14. Use technology and other research skills to locate information about post-secondary education, as evidenced by printouts in student's transition portfolio.
15. Demonstrate how societal changes influence employment trends and future training.
16. Assess and modify educational plans to support career goals.
17. Evaluate and update career-planning portfolio.
18. Use personal and career knowledge to determine future plans.
19. Research resources for post-secondary funding.
20. Discuss the purpose of a resume and its various uses.
21. Explore and select resume formats.
22. Gather data for the resume based on the format of the resume.
23. Seek permission from persons to be listed as references, if included.

24. Construct, edit and type the resume.
25. Complete all high school course requirements.
26. Describe the benefits of preparing multiple post-secondary career options.
27. Define and discuss personal qualities unique to each individual.
28. Identify various occupations within his/her own community and the personal qualities needed for those occupations.
29. Assess personal strengths and assets, making a personal “pro” and “con” list.
30. Explain what personal assets he/she brings to a cooperative team.
31. Interpret nonverbal communication in role-played and/or taped interactions.
32. Distinguish between assertive and aggressive communication in role-played and/or taped interactions, and discuss appropriateness of each and possible alternate communication styles.
33. Utilize assessment results in setting of personal goals.
34. Identify key resources to assist in goal attainment.
35. Identify possible effective coping strategies for management of a variety of possible personal crises.
36. Complete application with department of rehabilitation to obtain college/career training assistance.
37. Complete driver’s education training and obtain driver’s license.
38. Identify bus/train travel routes to / from home from / to various locations in the community using a bus/train schedule.
39. Will complete a learning style inventory and describe how he/she learns best.
40. Student will be able to discuss his disability and accommodations and strategies that aid him in completing assigned tasks.
41. Interview 2 working adults and write brief job descriptions and listing of pre-requisites and skills necessary for the jobs.
42. Write an essay or make a short video on life-long learning, accenting what it is, why it’s important and when student may access opportunities in his/her own life.
43. Set goals and develop a step-by-step plan for achieving the goals.
44. Create a post-secondary portfolio which includes items such as interest or personal inventories, resumes, college / trade school/ apprenticeship applications, goals and resources.
45. Identify personal preferences and interests influencing career choice and success.
46. Identify how chosen career may help or hinder other personal goals.

Sample Measurable Annual Transition Goals To Help Support Students' Postsecondary Goals

Preparing for Postsecondary Education / Training:

The student will

1. Write a brief summary stating the purpose of the chosen education field or training program and how this will assist the student in meeting his/her personal goals for postsecondary living.
2. Use a graphic organizer to show the relationship between learning and work.
3. Create a time management plan balancing school and other activities.
4. Keep a calendar of important dates and appointments.
5. Complete an interest inventory.
6. Review college course catalog and select course of study that will move them towards his/her educational/career goal(s), as evidenced by copies of pertinent catalog pages in the student's transition portfolio.
7. Write an Education Plan that includes career goal(s), required courses for desired certification or diploma, and any college work experience.
8. Write a plan for accessing adequate funds for college / trade school expenses, including possible grants, scholarships and full or part time work as appropriate.
9. Use technology and other research skills to locate information about post-secondary education / training options, as evidenced by printouts in transition portfolio.
10. Obtain and fill in applications for postsecondary education/training settings
11. Successfully complete all required high school courses and pass the CAHSEE exam to obtain High School Diploma.
12. Pass the GED.
13. Take an after-school (or Saturday) course to enhance skills that will assist in meeting high school diploma requirements.
14. Use assessment (personal, educational, professional) results when setting goals.
15. Identify key resources to assist in goal attainment.
16. Complete application with department of rehabilitation to obtain college/career training assistance.
17. Identify bus/train travel routes to / from home from / to various locations in the community using a bus/train schedule.
18. Write an essay or make a short video on Life-long Learning, accenting what it is, why it's important and when student may access opportunities in his/her own life.
19. Describe his/her disability and the strategies and accommodations he/she will need to support him/her in the education or training setting.

Planning For The Future

LOS ANGELES COUNTY OFFICE OF EDUCATION

LACOE SELPA
Transition Planning Information

Please complete both pages and return to:

FIRST NAME	LAST NAME
Name: _____	
School: _____	
Birthdate: _____	Date: _____
Projected School Exit Date: _____	

RESIDENTIAL

Where would I like to live after high school?

- My own apartment
- Family / relatives
- Group home
- Residential Care Facility
- Other:

What do I need to do or learn now to achieve my goals?

- Prepare for or get a job
- Find a place to live
- Identify and apply for special services
- Ask family / relatives if fl will be living with them after high school
- Other:

INDEPENDENT LIVING

How will I get around the community?

- Personal car Other:
- Public transportation
- Bicycle / skateboard
- Walk
- Family / relatives

What do I need to do or learn now to achieve my goals?

- Get a driver's license
- Get a car/ insurance, bicycle, or skateboard
- Learn travel skills (city bus, pedestrian travel, safety)
- Ask family / friends if they plan to transport me after high school
- Other:

How will I plan and prepare my meals, shop for food and clothes, clean my home, and do my laundry?

- Do it myself Other:
- Get help from special programs
- Get help from family / friends

What do I need to do or learn now to achieve my goals?

- Learn and practice domestic skills
- Identify and apply for special services
- Ask family / friends if they plan to help me with household chores
- Other:

How will I get and pay for medical services?

- Through employer benefits
- Through special services / programs
- With help from family / relatives
- Other:

What do I need to do or learn now to achieve my goals?

- Obtain a job with benefits
- Identify and apply for special services
- Ask family / relatives if they will help me with my medical needs
- Other:

INDEPENDENT LIVING (CONTINUED)

How will I meet people and make new friends?

Through work Other:
 Use community recreation facilities
 Join clubs
 With help from special programs
 With help from family and friends

What do I need to do or learn now to achieve my goals?

Prepare for or find a job
 Learn more leisure skills
 Learn more social skills
 Identify and join clubs
 Identify and join or apply for special programs
 Other:

How will I manage my money, and pay my bills?

Do it myself
 With help from special programs
 With help from family / relatives
 Other:

What do I need to do or learn now to achieve my goals?

Learn budgeting and money management skills
 Learn banking skills
 Open a bank account
 Identify and apply for special services
 Ask family / relatives if they will help me manage my money
 Other:

FINANCIAL / ECONOMIC

Where will my money come from after high school?

Work
 Supplemental Security Income
 Family / Relatives
 Other:

What do I need to do or learn now to achieve my goals?

Prepare for or get a job
 Apply for Supplemental Security Income
 Ask family / relatives if they can and will give me money
 Other:

EDUCATION / TRAINING

Will I need/want further training/education after high school?

Yes
 No (if no skip to EMPLOYMENT.)

Why do I want to continue my education?

To prepare for a career in:
 To complete my diploma
 For personal enrichment
 Other:

Where do I want to get further training or education?

Four-year college Full time Part time
 Two-year college
 Adult education
 Vocational or trade school
 Special adult day programs
 Other:

What do I need to do or learn now to achieve my goals?

Identify and apply for appropriate schools or programs
 Identify and complete admission requirements
 Identify and apply for financial aid

EMPLOYMENT

Do I want to work after high school?

Yes
 No (if no, stop here.)

How much time do I need to spend working each week?

Full-time (30 or more hours per week)
 Part-time (less than 30 hours per week)

Where do I want to work? _____

What would I do there? _____

Will I need special help finding a job, learning a job, or keeping a job after high school?

Yes
 No (if no, you are finished)

What do I need to do or learn now to achieve my goals?

Prepare for or get a job
 Identify and apply for special job services

Parent Signature _____

Student Signature _____

**SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)
PRE-ASSESSMENT**

The U.S. Department of Labor talked with hundreds of employers, workers and supervisors to identify skills people need in today's workplace. This Pre-assessment will assist staff and student in setting goals for attainment of skills that will lead to success in their chosen career.

Date:

Student Name:

Student School/Grade:

Birth date:

Student's choice for employment after exiting school:

Your teacher will work with you in rating yourself on the following skills areas. Use this scale:

1= I need to learn this **2**= I need more practice/experience **3** = I can do OK, but need supervision **4** = I do this very well

I. BASIC/THINKING SKILLS:

1 2 3 4

Reading:

Do you understand what you read?				
Can you follow written instructions?				
Can you read and follow schedules, like a bus schedule.				

Writing:

Can you complete phone messages accurately?				
Is your spelling and grammar usually correct?				
Can you write down instructions, directions, or appointments accurately?				
Can other people read what you write?				

Comments:

**SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)
PRE-ASSESSMENT**

Scale:

1= I need to learn this **2**= I need more practice/experience **3** = I can do OK, but need supervision **4** = I do this very well

Math:

Do you understand and use adding and subtracting?				
Do you understand and use multiplying and dividing?				
Do you understand percentages and fractions?				
Can you make change?				

Speaking:

Do you make yourself understood without being asked to repeat things?				
Do you speak loudly enough for people to hear you easily?				

Listening:

Do you understand what others are talking about?				
Can you listen to people without interrupting?				
Do you remember what people tell you?				

Problem-solving:

Do you know how to identify problems?				
Can you come up with solutions that work?				
Can you share your ideas appropriately with others?				

II. PERSONAL QUALITIES:

1 2 3 4

Responsibility:

Are you Dependable?				
Do you follow through and finish work or activities?				

Self-awareness:

Are you aware of your limitations?				
Can you ask for assistance you may need without feeling embarrassed?				

Self-management:

Do you get to places on time?				
Are you organized?				

Social:

Do you get along well with others?				
Do you enjoy being around other people?				

Honesty:

Can people count on you to do what you say?				
Do you understand and accept consequences of your own actions?				

Comments:

**SECRETARY'S COMMISSION ON ACHIEVEMENT OF NECESSARY SKILLS (SCANS)
PRE-ASSESSMENT**

SCALE:

1= I need to learn this **2**= I need more practice/experience **3** = I can do OK, but need supervision **4** = I do this very well

III. WORKPLACE COMPETENCIES:

1 2 3 4

Resources:

Do you plan enough time to complete tasks?				
Can you work within a budget?				
Do you understand banks and checking accounts?				
Can you organize materials for a task?				
Do you know where and how to get the things you need to complete a task?				

Information:

Do you know where to find the answers to your questions?				
Do you know how to take notes, keep files, etc.?				
Do you understand information that you read or hear?				
Can you communicate information clearly to others?				
Can you use a computer to help you find the answers to questions?				
Can you use a computer to enter or store information?				

Interpersonal skills:

Do you work well with others to meet a common goal?				
Can you help someone else learn how to do something new?				
Can you help customers get answers or help with their needs in a polite way?				
Can you lead a group by motivating others to work together to meet a goal?				
Can you help solve problems between people?				
Can you help make compromises?				
Do you work well with people who are different from you, including different races, sexes, religions, etc.?				

Comments:

Appendix #1

General Education



Contents:

1. Student Planning Team
 - ★ Sample Procedures
 - ★ SPT form
 - ★ Sample Judge's Letters

2. Section 504 Information
 - ★ Intial 504 Plan form
 - ★ Parent Rights under section 504
 - ★ 504 Review form

The Student Planning Team

The Student Planning Team (SPT), sometimes called the Student Study Team (SST) or Student Success Team, is a group made up of general education personnel, parents and the student. The team may also involve partners such as Probation or Mental Health who also work with the student. The SPT's function is to review progress and/or challenges of each student and to provide recommendations.

In instances where a student is struggling to learn, accommodations or other assistance might be discussed and recommended. Because of its role in implementing appropriate accommodations to aid a struggling youngster, the SPT, for most students, becomes the vital first step in determining whether or not he or she should be referred for special education evaluation.

When appropriate accommodations within the general education setting have repeatedly failed, the SPT can make a referral to special education. By using information from the SPT's documentation, the special education team can select the evaluation tools that will most appropriately assesses the child's particular areas of suspected need.*

**If a referral to special education is made, the special education team may ask individual teachers and/or parents to provide input regarding their observations and concerns about the child. Please see the section on Assessment and Assessment Planning for sample parent and teacher input forms.*



Sample Procedures for Student Planning Team (SPT)

- ★ See SPT Process Chart later in this section.
- ★ The SPT is a General Education Function. Special Ed. service providers do not routinely attend.
- ★ See SPT form at end of this section.
- ★ For additional information regarding SPT, refer to the Student Planning Team handbook.

Note: Outside Referrals, including Court ordered special education assessments, for students without an existing IEP, are referred to the SPT. The team must convene within 15 days of referral receipt - to review the student's current placement, progress, needs and/or accommodations. If the SPT determines that the student may be eligible for special education services, the SPT will make a referral for evaluation and notify the parent. Special education is involved at this point, and special education case carrier or clerk sends the Assessment Plan to the parent.**

The 60-day evaluation and IEP timeline begins on the date the parent's signed permission to assess is received by the school. Signed Assessment Plans must be given to the special ed team as soon as the school receives them.

**Once a written referral for special education assessment is received, the school has 15 days in which to inform the parent – in writing - if the student will or will not be evaluated. If the school will test, an Assessment Plan must be mailed to the parent within the same 15-day timeline (15 days from the date the original written referral was received by the school).*

Identification of Students Who Need Additional Classroom Support

Preparing for the SPT

Once a teacher identifies a student as needing additional classroom support:

- ★ The teacher submits a Student Planning Team Referral Form to the SPT chair.
- ★ SPT chair distributes input forms to all teachers who work with the student.
- ★ The SPT will be scheduled, within 10 school days of the referral (and may be held sooner, if need is urgent, or if the SPT is a result of a written referral for special education assessment).
- ★ Special education service providers, though not usual members of the SPT, may attend if their expertise is needed or if there is a written referral for special education assessment.
- ★ SPT Chair prepares for SPT by collecting the following data:

- Transcripts, current grades and behavior reports
- School history, including test scores
- SPT reports from all teachers and any prior SPT meeting information
- Information from special education service provider, if appropriate
- English Language status & CELDT scores, if appropriate.
- Parent input
- If student is incarcerated, Probation may also give input.

The Student Planning Team Meeting

- ★ The SPT shall include:
 - SPT chair or designee
 - All teachers who teach the student
 - Probation case counselor
 - Student (if available)
 - Parent (if parent is unable to attend, attempt to get their input)

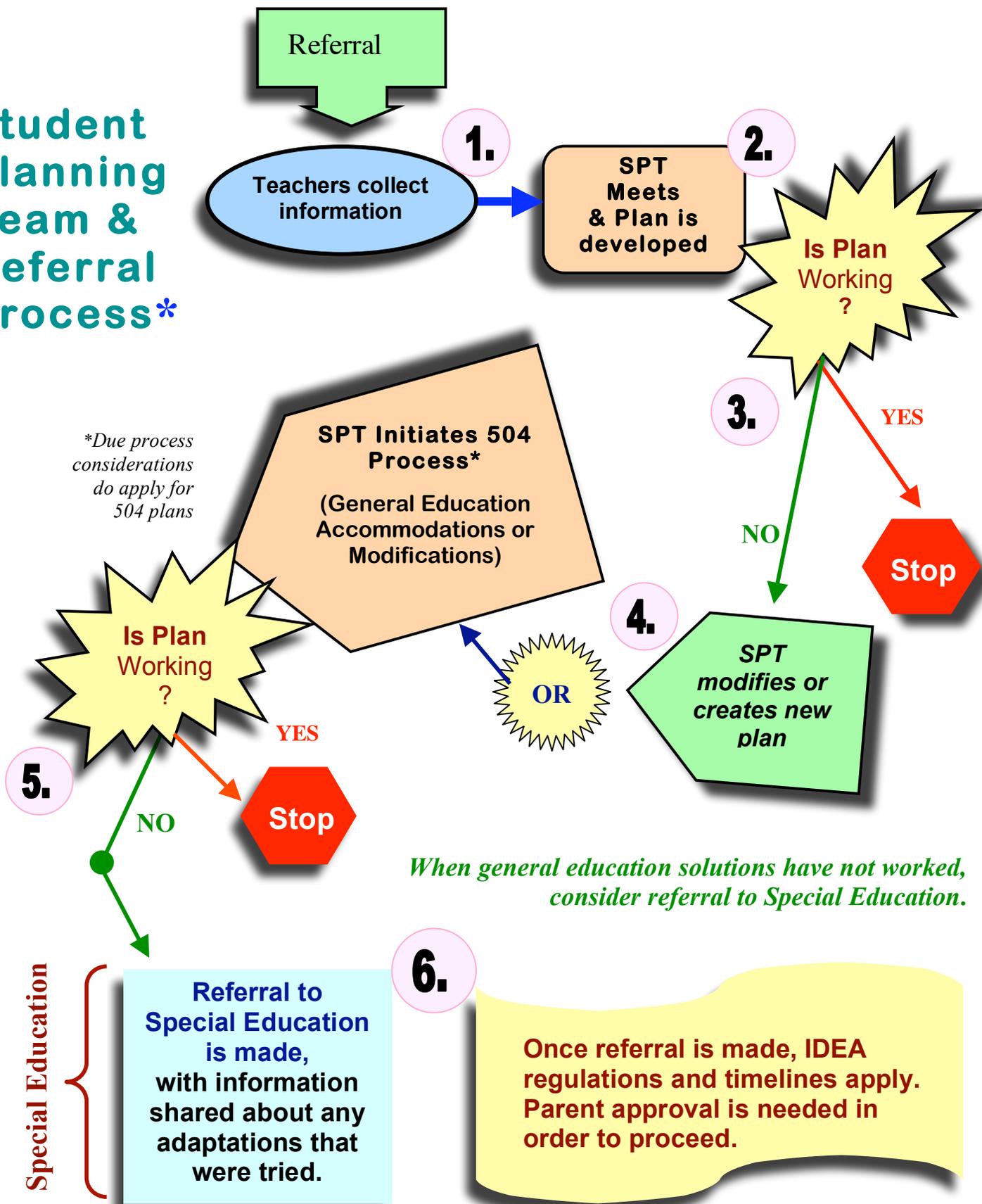
- ★ Others may be invited to attend on an occasional / as needed basis. These others may include:
 - Reading / Math Specialist
 - Mental Health Counselor
 - Special Education staff

- ★ SPT determines if accommodations, 504 plan or referral to special education is most appropriate.

- ★ If SPT determines an evaluation for special education is needed, the SPT chair:
 1. Documents the accommodations tried (and failed)
 2. Copies the documentation for Special education and notifies special ed staff immediately of the referral for assessment.
 3. PTA will be sent to parents for signature, within 15 days, if the SPT was held in response to a written request for special ed. assessment. (Special education sends this.)
 - *An IEP will be held within 60 days from the date the school receives parent's signed Permission to Assess.*

For more detailed information regarding the SPT and the SPT process, see the SPT handbook.

Student Planning Team & Referral Process*



Please Note: If the school receives a written request for special education assessment from the child's parent, the SPT must meet early enough to be able to respond to the parent – in writing – within 15 calendar days from the date the school received the written request.

Court Ordered Referrals

If the judge has requested special education services by placing the information on a minute order and there is no prior history of special education service, set up a Student Planning Team (SPT) meeting to discuss the need (or lack of need) for special education assistance. Depending on the outcome of the meeting, *the school will send acknowledgement and feedback to the court using one of the “Judge’s Letters” provided later in this section.* The letter may be sent either directly to the court, if the court order came directly to us. If the order came via a probation officer, the letter may be given to that probation officer to take back to the court. The letter must be signed either by a site administrator or the school psychologist.

Attorney Referrals / or Referrals by other than the Court or the Parent

Anyone may refer a student they suspect may have a disability requiring special education services. Any such referral should trigger an SPT. However, if the parent has not given written permission for the referring individual or agency to have educational information about their child, then we may not share any educational information with the referring source. All we would be able to share with the person making the referral is our procedure for processing referrals (the SPT process) and that written parental permission is required before any specific information about individual students could be shared.

For more detailed information regarding the SPT and the SPT process, see the SPT handbook.



Date Referral Received Month/day /year

PLEASE COMPLETE BOTH SIDES OF FORM

Main referral form sections: Name of Person Making Referral, Name of School, Name of Student, Birthdate of Student, Grade Level, Primary Behavior/Learning Problem Observed, Language, Visual Perception, Auditory Problems, Social Behavior, Attention and Work Habits, Motor Behaviors.

The Following is to be completed by the principal or the SPT Chair.

Administrative section: Previous SPT Reviews, Support and Personnel requested to Attend SPT Meeting, Disposition, Items Reviewed (Star Advantage scores, Work Samples, Behavior Reports, CELDT Scores, School History, Other), checkboxes.

INTERVENTIONS TRIED	Effective		COMMENTS
	YES	NO	
1. Clarify classroom rules			
2. High interest, low-level materials			
3. Use of peer-tutors			
4. 1-1 teacher time			
5. Counselor/caseworker conference			
6. Repeat/reteach (direction)			
7. Use of resource center if available			
8. Varied use of learning or modes, i.e., groups, individual			
9. Breakdown of tasks into smaller increments, modify/shorten assignments			
10. Use of different learning approaches, visual, auditory, multi-sensory, kinesthetic			
11. Modification of schedule or school day			
12. Use of work on behavior contracts			
13. Use of instructional aides if available			
14. Modeling desired behavior			
15. Frequent feedback/reinforcement re: work / behavior			
16. Conference with appropriate staff			
17. Modify the physical environment, i.e.. change seating, grouping, use carrels			
Other (specify)			

Team Signatures / Title / Date:



Sample Judge's Letters

When the court makes a referral via a minute order, for a student to receive special education assessment or services, we need to respond to that request, both by following through on the request and by giving the judge an indication of how we processed this referral. Often this will be done via a Student Planning Team meeting.

Even with a minute order for “an IEP” or special education assessment, we must go through the processes outlined in IDEA. Assessment cannot be done without the parent’s written consent (unless no parent is available) and we are unable to qualify a student for services that is not eligible to receive them based on the tenets of IDEA.

The letters in this section are samples of responses to the court’s request for assessment of a student. One of the four letters should fit most of the situations that we encounter when the court makes referrals.

Use this letter when a student is to be assessed.

[DATE]

The Honorable [JUDGE'S NAME]
[ADDRESS]

Dear Judge:

Thank you for your referral of [STUDENT'S NAME], Birthdate [DATE OF BIRTH], whom you have recommended to receive special education and related services.

In accordance with federal and state laws and regulation regarding special education, our Student Study Team met on [DATE] to review the student's educational information in response to your concerns. In this process, the Team reviewed the following:

- The student file (educational history);
- Teacher assessment (nonstandardized)
- Student performance in the classroom;
- Student work product
- Results of the Basic Skills Inventory Test(s)
- Results of _____ Test (standardized);
- The Language Screening
- Vision and Hearing Screening; and
- Other

The Team reviewed the results of formal and informal assessment(s), other applicable personal and academic information. The review indicates that the student may be eligible for services and has ***recommended assessment by the Special Education staff.***

As required by special education law, parent/guardian/surrogate parent signatures must be obtained prior to testing and placement. We will inform the school site to complete this form and obtain appropriate signatures within the fifteen (15) day timeline. From receipt of the signed Permission to Assess, the school district has fifty (50) days to conduct the assessment and present the findings at an Individualized Education Plan meeting.

Under IDEA, parents or legal guardian of a child with a disability or suspected disability have educational rights, which are addressed in the required Notice of Procedural Safeguards. This information provides parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 with an overview of their educational rights. The notice is also provided for students who are entitled to these rights at age 18.

Copies of the Notice can be secured from and school district's Division of Special Education, or from the:

Los Angeles County Office of Education SELPA
9300 Imperial Highway/Clark Building
Downey, CA 90242

Parents may also contact our Compliance Support Services Unit at 562-803-8338.

Thank you for the referral. We appreciate the Court's concern.

Sincerely,

[NAME]
School Psychologist

Use this letter when the student has an existing IEP.

[DATE]

The Honorable [JUDGE'S NAME]
[ADDRESS]

Dear Judge:

Thank you for your referral of [STUDENT'S NAME], Birthdate [DATE OF BIRTH], whom you have recommended to receive special education and related services.

In accordance with federal and state laws and regulations regarding special education, we have

- scheduled an IEP team meeting on [DATE] to review the current IEP.
- implemented services as outlined in our IEP of [DATE].

Please note that, in accordance with Title 34, section 300.346 of the Code of Federal Regulations, the development, review and revision of an IEP, including consideration of appropriate educational placement, must follow the federally-mandated process of the IEP team. Pursuant to Section 300.522, the IEP team must consider the least restrictive environment when determining the appropriate placement for the student.

Under IDEA, parents or legal guardian of a child with a disability or suspected disability have educational rights, which are addressed in the required Notice of Procedural Safeguards. This information provides parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 with an overview of their educational rights. The notice is also provided for students who are entitled to these rights at age 18. Copies of the Notice can be secured from and school district's Division of Special Education, or from the:

Los Angeles County Office of Education SELPA
9300 Imperial Highway/Clark Building
Downey, CA 90242

Parents may also contact our Compliance Support Services Unit at 562-803-8338.

Thank you for the referral. We appreciate the Court's concern.

Sincerely,

[NAME]
School Psychologist

Use this letter when the student does not qualify for special education services.

[DATE]

The Honorable [JUDGE'S NAME]
[ADDRESS]

Dear Judge:

Thank you for your referral of [STUDENT'S NAME], Birthdate [DATE OF BIRTH], whom you have recommended to receive special education and related services.

In accordance with federal and state laws and regulation regarding special education, our Student Study Team met on [DATE] to review the student's educational information in response to your concerns. In this process, the Team reviewed the following:

- The student file (educational history);
- Teacher assessment (nonstandardized)
- Student performance in the classroom;
- Student work product
- Results of the Basic Skills Inventory Test(s)
- Results of _____ Test (standardized);
- The Language Screening;
- Vision and Hearing Screening; and
- Other:

The Team reviewed the formal and informal assessment(s), other applicable personal and academic information. The review indicated that the student *did not satisfy the eligibility criteria* in any of the thirteen categories identified by the Individuals with Disabilities Act (IDEA), nor did any test results suggest that further assessment is warranted at this time.

The Student Study Team further reviewed all options of educational placement for this pupil and it appears that the current placement is appropriate.

Under IDEA, parents or legal guardian of a child with a disability or suspected disability have educational rights, which are addressed in the required Notice of Procedural Safeguards. This information provides parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 with an overview of their educational rights. The notice is also provided for students who are entitled to these rights at age 18. Copies of the Notice can be secured from and school district's Division of Special Education, or from the:

Los Angeles County Office of Education SELPA
9300 Imperial Highway/Clark Building
Downey, CA 90242

Parents may also contact our Compliance Support Services Unit at 562-803-8338.

Thank you for the referral. We appreciate the Court's concern.

Sincerely,

[NAME]
School Psychologist

Use this letter when the student does not qualify for an IEP but does for a 504 Plan

[DATE]

The Honorable [JUDGE'S NAME]
[ADDRESS]

Dear Judge:

Thank you for your referral of [STUDENT'S NAME], Birthdate [DATE OF BIRTH], whom you have recommended to receive special education and related services.

In accordance with federal and state laws and regulation regarding special education, our Student Study Team met on [DATE] to review the student's educational information in response to your concerns. In this process, the Team reviewed the following:

- The student file (educational history);
- Teacher assessment (nonstandardized)
- Student performance in the classroom;
- Student work product
- Results of the Basic Skills Inventory Test(s)
- Results of _____ Test (standardized);
- The Language Screening;
- Vision and Hearing Screening; and
- Other:

The Team found that the results of the review of the formal and informal assessment(s) and other applicable personal and academic information ***did not indicate that the student would satisfy the eligibility criteria*** in any of the thirteen categories identified by the Individuals with Disabilities Act (IDEA), nor did any test results suggest that further assessment is warranted at this time.

However the student has demonstrated a physical or mental impairment that has significantly affected a major life function (i.e. education).

Thus, the student qualifies for educational accommodations of his general education environment under Section 504 of the Vocational Rehabilitation Act of 1973.

The Student Study Team reviewed all options of educational placement for this pupil and it appears that the current placement may be appropriate with accommodations.

Under Section 504, parents or the legal guardian of a child being served have access to due process rights. These are addressed in the Parents Rights Document, which is distributed at the initial intake. This information provides parents, legal guardians, and surrogate parents of these students with an overview of their educational rights. The notice is also provided for students who are entitled to these rights at age 18. Copies of the document can be secured from the school district's Section 504 Coordinator, or from the:

Los Angeles County Office of Education SELPA
9300 Imperial Highway/Clark Building
Downey, CA 90242

Parents may also contact our Compliance Support Services Unit at 562-803-8338.

Thank you for the referral. We appreciate the Court's concern.

Sincerely,

[NAME]
School Psychologist



504 Plans & Planning

When a student does not qualify for services through special education, but still requires accommodation due to a medical or mental disability, a 504 plan can address those needs. If these disabilities (permanent or temporary) restrict a *major life activity*, a 504 plan is a way to formalize the accommodations that are necessary for the child's well-being.

Like the IEP, a 504 plan is a legally binding document, with some of the same protections offered through an IEP.

Please note: Compliance Support Services is revising the 504 information. When they have completed writing the new documentation and/or forms, substitute that information for this section. Until then, use these forms for writing 504 plans.

Guide to 504 Plans and Planning

What is a 504-Plan?

A 504-plan is a legally binding document that falls under the provisions of the Rehabilitation Act of 1973. In terms of educational purpose, it is designed to “level the playing field” for students with disabilities by removing barriers that hinder or exclude the disabled. The intent is to prevent intentional or unintentional discrimination against students with disabilities. The 504-plan should not be confused with the Individual Education Program (IEP), which also offers, among other things, remedial educational programming. *(See chart on page 3 for more information on 504 vs. IDEA)*

What makes a student eligible for consideration of a 504 plan?

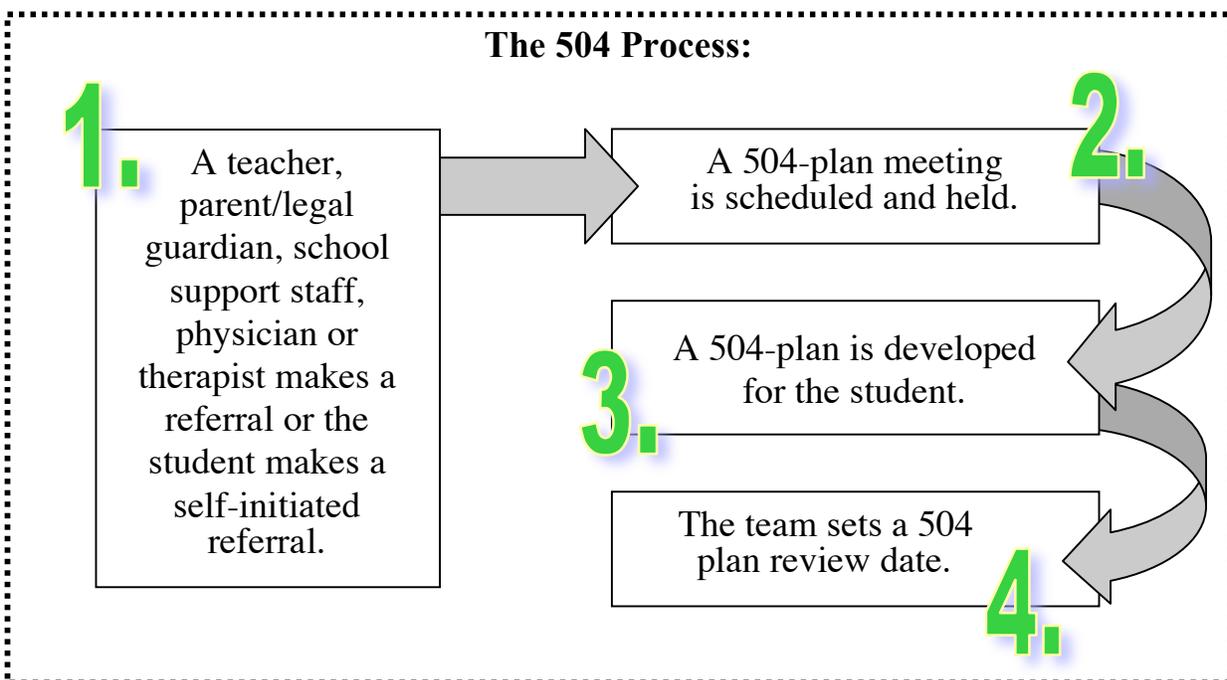
The student must be identified as disabled as outlined under Section 504. The individual eligible for a 504 accommodation has a physical or mental impairment, which substantially limits one or more of such person's major life activities; or has a record of such impairment; or is regarded as having

such impairment. A 504-plan is especially helpful if the individual does not qualify for special education services under IDEA (formerly PL 94-142). Students who may be eligible under Section 504 would include:

- Students with communicable diseases (i.e. hepatitis)
- Students with temporary disabilities arising from accidents, who may need short term hospitalization or homebound recovery
- Students with medical conditions such as allergies, asthma or diabetes
- Students who are drug addicted or alcoholic, as long as they are not currently using illegal drugs
- Students with environmental illnesses

What are "major life activities"?

"Major life activities" include caring for one's self, the performance of manual tasks, breathing, seeing, hearing, walking, working and learning. If any of these activities are substantially limited due to a disability, the individual may be accommodated under a 504-plan.



When is it appropriate to consider a 504 plan referral?

A 504-plan is appropriate for individuals who:

- meet the 504 eligibility criteria
- are not being referred or do not qualify for special education services
- are not benefiting from the current instruction provided
- are being considered for retention, suspension or expulsion
- are returning to school after a serious injury or illness
- exhibits a chronic health condition
- is "at risk" of dropping out of school
- is involved with substance abuse
- need physical accessibility to building or school activities

Who is involved in the 504 process?

Teacher(s), parent/legal guardian, principal, district administrator(s), support staff (school nurse, paraprofessionals, speech and language therapist, etc.) and the student (where appropriate).

What might be included in the 504plan?*

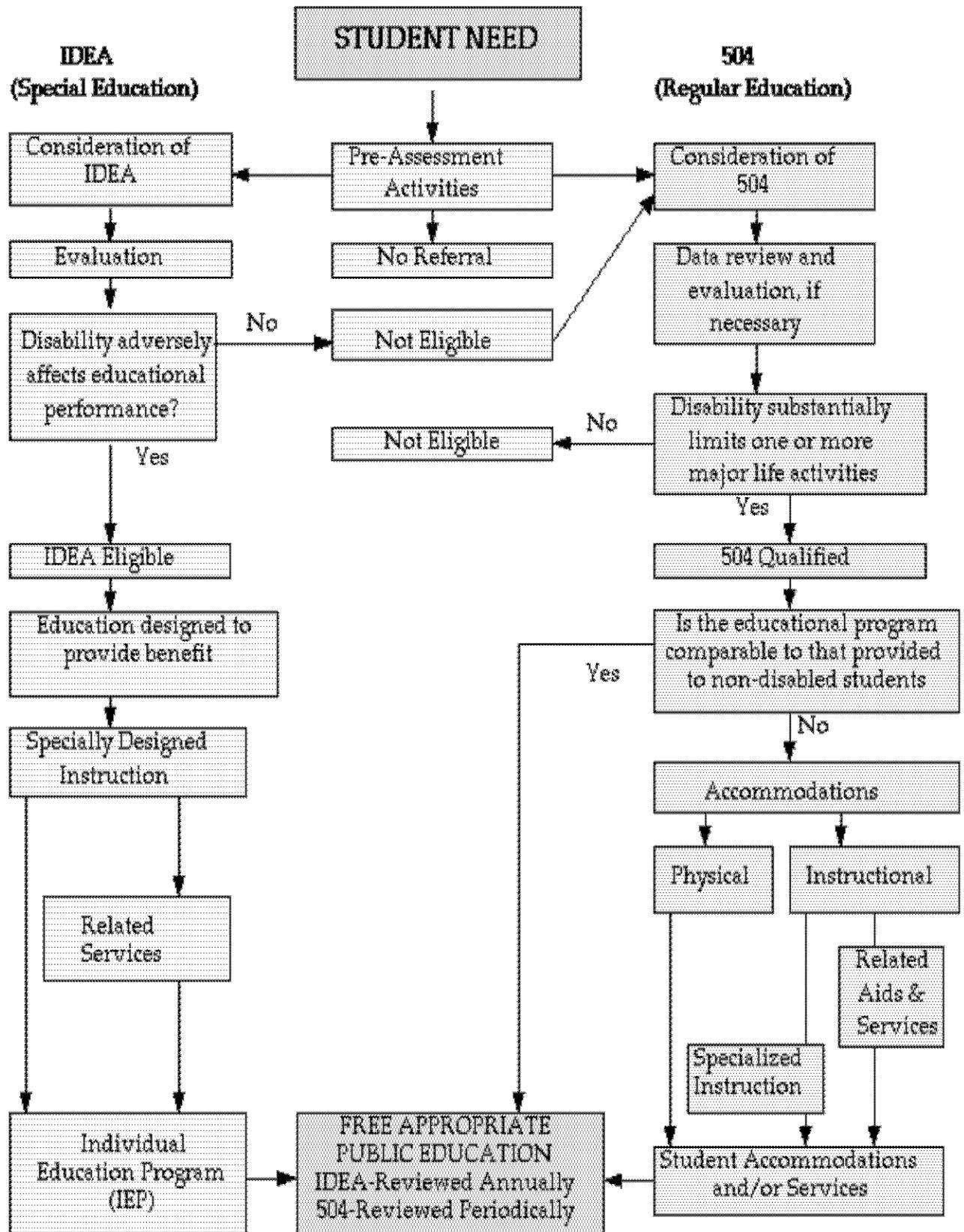
- Modification of assignment or tests
- Extended time for completing assignments or tests
- Preferential seating
- Provision for a second set of books at home
- Extended time for transferring between classes, due to mobility needs
- Journals/contracts/meetings to facilitate communication of parties involved
- Use of a private test room for those with physical disabilities
- Arranging transportation
- Access to technology
- Allowance for health-related absences
- Utilize materials to address learning style

There are many possible accommodations that a team may consider appropriate for an individual student. It is important to keep in mind that all participants within the scope of the 504-planning meeting are of equal importance when making recommendations.

The 504-plan may be altered by sending a written notice to all persons who attended the first planning meeting in an effort to schedule a time for a plan review. The plan should be reviewed and possibly modified periodically.

**Be sure to also note who will be responsible for the implementation of each of the components of the plan.*

IDEA (IEP) vs. Section 504:



Teacher Tips on Developing 504 Accommodation Plans

Physical Accommodations	Instructional Accommodations	Behavioral Accommodations
<p><u>Provide Structured Environment:</u></p> <ul style="list-style-type: none"> • Post schedules on board • Post classroom rules • Preferential seating <ul style="list-style-type: none"> • Near teacher • Between well-focused students • Away from distractions • Organize workspace • Use color codes <p><u>Provide Private Work Space:</u></p> <ul style="list-style-type: none"> • Quiet area for study • Extra seat or table • Standing work station • Time out spot <p><u>Provide Learning Centers:</u></p> <ul style="list-style-type: none"> • Reading corner • Listening center • Hands-on area 	<p><u>Repeat and Simplify Directions:</u></p> <ul style="list-style-type: none"> ❑ Keep oral directions clear & simple ❑ Give examples ❑ Ask child to repeat back directions when possible ❑ Make eye contact ❑ Demonstrate <p><u>Provide Directions in Written Form:</u></p> <ul style="list-style-type: none"> • On board • On worksheet • Copied in assignment book by student and initialed by teacher <p><u>Individualize Homework Assignments:</u></p> <ul style="list-style-type: none"> • Reduce volume of work • Break long-term assignments into manageable tasks • Allow specified extended time without penalty for lateness • Offer alternative assignments • Provide extra set of texts at home <p><u>Use technological Learning Aides:</u></p> <ul style="list-style-type: none"> • Tape recorders • Record lectures and assignments • Computers • Multi-sensory manipulatives <p><u>Modified Testing:</u></p> <ul style="list-style-type: none"> • Distraction-free area • Extended time 	<p><u>Use Positive Reinforcement:</u></p> <ul style="list-style-type: none"> • Positive verbal or written feedback • Reward systems and incentives • Give tasks that can be completed • Private signals • Role play situations • Weekly individual time • Conference opportunities <p><u>Be consistent:</u></p> <ul style="list-style-type: none"> • With rewards & consequences • With posted rules <p><u>Promote Leadership & Accountability</u></p> <ul style="list-style-type: none"> • Assign jobs that can be performed well • Student of the week/Month • Provide responsibilities <p><u>Specific Goals & Reinforce with Incentives:</u></p> <ul style="list-style-type: none"> • State tangible goals and timetables • Reward system • Incentives chart for work and behavior • Student contracts <p><u>Communicate w/Parents, Teachers, etc.:</u></p> <ul style="list-style-type: none"> • Letters / newsletters • Meetings/phone calls • Use school staff for support



504 Plan Forms and Rights



The purpose of a 504 plan is to provide reasonable accommodations to students requiring them in order to prevent discrimination on the basis of disability.

Student Name	Date of Birth
School	Grade
Case Manager	Date of Next Review

Meeting Date: _____

I. ELIGIBILITY

What is the 504 disability? _____

Documentation of the disability: _____

Which of the major life activities is impacted by the disability? (check all that apply)

- | | | |
|-----------------------------------|-----------------------------------|--|
| <input type="checkbox"/> Learning | <input type="checkbox"/> Seeing | <input type="checkbox"/> Breathing |
| <input type="checkbox"/> Walking | <input type="checkbox"/> Speaking | <input type="checkbox"/> Performing manual tasks |
| <input type="checkbox"/> Working | <input type="checkbox"/> Hearing | <input type="checkbox"/> Caring for one's self |

II. CHARACTERISTICS / ACCOMMODATIONS

- List the characteristics of the disability that have an impact, or potential impact, on school.
- List the reasonable accommodations the school will make, and the person responsible for the accommodation. (Attach extra copies of this page as needed).

Characteristic	
Impact	
Accommodation(s)	
Name & Title of Person Responsible	

Characteristic	
Impact	
Accommodation(s)	
Name & Title of Person Responsible	

Characteristic	
Impact	
Accommodation(s)	
Name & Title of Person Responsible	

III. Team Member Signatures

Title	Signature	Date	Agreement
Parent			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Student			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Principal			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Counselor			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Teacher			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Teacher			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

Original: Cumulative File, Copies to: Parent / Teachers / Case Manager



RIGHTS OF PARENTS & ELIGIBLE STUDENTS UNDER SECTION 504

LACOE does not discriminate on the basis of disability in its programs, activities, services, or operations as required by Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, 34 C.F.R. Part 104.

Parents/eligible students with educational rights have the following rights under Section 504:

- The right to file a complaint with the school district over an alleged violation of Section 504 regulations or of the district's Section 504 policies or procedures.
- The right to have an evaluation that draws on information from a variety of sources.
- The right to be informed of any proposed actions related to evaluation, eligibility, and plan for service.
- The right to examine all relevant records.
- The right to receive all information in the parent's/guardian's native language and primary mode of communication.
- The right to periodic reevaluations and an evaluation before any significant change in program/service modifications.
- The right to participate in an impartial hearing if there is disagreement with the school district's proposed action.
- The right to be represented by counsel in the impartial hearing process.
- The right to appeal the impartial hearing officer's decision.
- Impartial hearing are to be requested through the site principal



		Meeting Date
Student Name	Date of Birth	
Case Manager	School	Date of Next Review

I. Purpose of Meeting

- Section 504 requires that 504 plans be reviewed periodically.
- Discussion of student's progress under current 504 Plan.

II. Recommendation of 504 Team

- Continue the current plan with no changes.
- Discontinue the 504 plan based upon the information below (check one).
 - The student no longer has the disability, or
 - The disability no longer impacts a major life activity.
- Modify or rewrite the current plan. (See Attached Sheet for updated plan.)

III. TEAM MEMBER SIGNATURES AND TITLES

Title	Signature	Date	Agreement
Parent			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Student			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Administrator or Designee			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Teacher			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Teacher			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
Teacher			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
			<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

Accommodation Plan for: _____ Date: _____ Page **2** of _____

CHARACTERISTIC	
Impact	
Accommodation	
Name of Person Responsible & Title	

CHARACTERISTIC	
Impact	
Accommodation	
Name of Person Responsible & Title	

CHARACTERISTIC	
Impact	
Accommodation	
Name of Person Responsible & Title	

Notes:

Original: Cumulative File Copies to: Parent / Teachers / Case Manager

Appendix #2

**Compliance
Bulletins**



Compliance Bulletins

Bulletin #	Topic
-	Introduction By Dr. Gary Levin
1	Parents Choosing Placement
2	Parents' Input For Transportation
3	Participants At IEP Meetings And Their Roles – Update
4	Parental Consent For Assessment
5	Transition-Age Students Smoking During School Hours
6	Paraeducators And Their Involvement In Community Based Instruction
7	Psychologists Being Present at Triennials
8	Expulsion of Special Education, Regular, and 504 Students
9	Divorced Parents
10	Electronic Recordings of IEPs
11	How is a Student Referred for Special Education Services
12	Designated Instructional Services
13	Safe at Home, Confidential Address Program
14	DIS Counseling Services
15	Intelligence Testing of African-American Pupils
16	Age of Attendance – Special Education Pupils
17	Notice of Failure
18	Parent Requests for Reevaluation
19	Administrative Placements
20	Visually Impaired Program
21	Written Permission by Parent for Assessments
22	IEP Accountability
23	Report Cards/ Progress Reports (<i>Info pertains to DSE only</i>)
24	Responding to a Request for Records

Continued.....

<i>Bulletin #</i>	<i>Topic</i>
25	What to Bring to IEP Meetings
26	California Alternate Performance Assessment Participation Criteria
27	Review of 60-Day Timeline for Development of the IEP
28	Assessor Qualifications
29	Screening vs. Assessment
30	Accommodations and Modifications for CAHSEE
31	Interim Placement Requirements Provision of Services Requirements
32	Age of Majority Letters
33	Participation in an IEP for Transition Services
34	Addressing Transition Needs for Students
35	Assessment Plan Guidelines
36	Designated Instructional Services <i>(Same as Bulletin #12)</i>
37	Translations of IEPs
38	Related Services (Designated Instructional Services) and Home/Hospital
39	Bus Suspensions
40	Distribution of IEPs
41	Use of a Surrogate - Revised
42	Failure to Convene an IEP Team Meeting and Reassessments
43	Parent Notice and Information
44	Search and Serve and Identification and Assessment of IWEN
45	California AB1663 – Changes to Education Code
46	Permission to Assess
47	Transition Services, Use of Positive Support Interventions and Review and Revision of IEPs
48	Language for Residential Placement When Pupil is Incarcerated and Served By LACOE (Revised, 3-18-2008)
49	Stay Put Rule Does Not Relieve District of Obligations
50	Extended School Year

Continued...

Compliance Bulletins – Contents, Page 3

<i>Bulletin #</i>	<i>Topic</i>
51	Duplicate Credits
52	Provision of Services for students with Prior SDC Placement
53	Withholding Lunch
54	District Refusal to Initiate or Change
55	Summary of Performance
56	Signature Pages
57	Parental Consent for Attorney Representation
58	Stay Put Rule and Conducting IEPs
59	Timeline for Responding to a Request for Assessment
60	Protecting Students from Assault in Known Hiding Places
61	Determining Who Has Educational Rights
62	Revocation of Special Education Services (by Parent)
63	Parent Requests for an IEP
64	Parents' Role in the IEP Process
65	Release of Records to Probation (Update 2-11-2009)
66	Holding an IEP for a Change in Medical Condition
67	Record Review Triennials
68	How does Inclusion have to be Addressed in the IEP
69	Responsibility to Provide FAPE
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Sample Compliance Bulletins



**Los Angeles County
Office of Education**

January 26, 2007

To: Educational Program Administrators
From: Gary M. Levin *GL*
Compliance Support Services
Subject: Compliance Bulletins

Many laws and procedures have changed in the last three years and information contained in the old Compliance Bulletins was out of date.

I have updated all of the bulletins, removed some and had it printed for you and placed in a binder. Please destroy your old copies.

This Compliance Bulletin Binder will be a "work in progress," and as laws and procedures change, you will continue to be sent the bulletins via email to print and put in the binder.

Please let me know if you have any questions.



**Los Angeles County
Office of Education**

Leading Educators • Supporting Students
Serving Communities

November 8, 2007

To: Educational Programs

From: Compliance Support Services

**Topic: Compliance Information Bulletin Number 7
Psychologists Being Present at Triennials**

1. Is a comprehensive evaluation required every three years?
2. Does the psychologist have to be present at the triennial or can they present the results of their evaluation via an addendum?

Answer 1:

The purpose of assessing the pupil at a triennial is for the following four issues:

- ◆ Whether the child continues to have a particular disability;
- ◆ Ascertainment of the child's present levels of performance and educational needs;
- ◆ Whether the child continues to need special education and related services; and
- ◆ Whether any additions or modifications to the special education and related services call for in the child's IEP are needed to enable him or her to meet the measurable annual goals set out therein or to participate, to the extent appropriate, in the general curriculum.

Recognizing that the needs of a student with a disability change over time 20 U.S.C. § 1414(a)(2) generally requires that an eligible student receive a reevaluation at least every three years and more frequently if either "conditions warrant" or if the student's parent or teacher so requests.

However, please keep in mind that in the 1997 Amendments states that if the child's disability has not changed over the three-year time period, the provisions of the bill require that existing evaluation data on a child be reviewed to determine if any other data are needed to make decisions about a child's eligibility and services. If it is determined by the IEP team and other qualified professionals that additional data are

not needed, the parents must be so notified of the determination that no additional data are needed, the reasons for it, and of the parents' right to still request an evaluation.

Compliance Information Bulletin Number 7
Page 2

Unlike current law, however, no further evaluations will be required at that time unless requested by the parents.

Answer 2:

A placement decision is not and does not need to be a determination of the specific classroom within the designated school or other facility or specific teachers. While such decisions may be made by the child's **multidisciplinary (placement) team**, the IDEA also permits school districts to treat these matters as administrative decisions to be made by school personnel. *Letter to Wessels*, 16 EHLR 735 (OSEP 1990).

The psychologist is definitely a member of the multidisciplinary team and the entire team needs to be knowledgeable about the results of the evaluation and/or statement that the pupil continues to qualify for special education services.

Before any placement decision can be made, all evaluations and goals and objectives must be reviewed to determine the least restrictive environment that will be appropriate to implement the IEP.

For this reason, an addendum to review the results of the evaluation(s) after the placement decision has been made should be discontinued.

Reviewed By: Rose Marie Benjamin-Zuniga
 Consultant, Psychological Services

The Answer Book on Special Education Law, Third Edition by Susan Gorn, LRP Publications

The Answer Book on Individualized Education Programs, 1997 by Susan Gorn, LRP Publications

Enclosure

GML:jh



**Los Angeles County
Office of Education**

Leading Educators • Supporting Students
Serving Communities

November 8, 2007

To: Educational Programs

From: Compliance Support Services

**Topic: Compliance Information Bulletin Number 9
Divorced Parents**

Question: In the case of divorced parents, does the noncustodial parent have the right to participate in his/her child/s education?

In view of the IDEA's encouragement of parental involvement, it seems that a noncustodial parent should be allowed to participate in his/her child's educational planning. HOWEVER, when a court empowered under state law to make custody determinations in divorce action awards sole authority to make decisions to one parent, the other parent may NOT use the IDEA to compel the school district to allow participation in the decision-making process. On the other hand, the IDEA does not compel school districts to exclude the noncustodial parent from the IEP decision-making process, provided both parents agree amicably to joint participation. This makes the issue of participation of noncustodial parents best resolved by agreement between the parents.

Neither the IDEA nor its regulations specifically address the educational rights of divorced parents, a complex issue that involves the intersection of federal education law and state family and education law.

A parent who has shared legal custody, but not physical custody can file for due process based on the court decision and on a case-by-case basis. As a matter of law and common sense, if a properly composed team of educators develops an IEP with which the custodial parent agrees, the team should implement the IEP, while advising the parent who disagrees that he or she may have the right to challenge that decision. The school staff should, however, remain sensitive to the domestic situation of the student and make an effort to work with both parents to the extent authorized under any binding court order of court-approved settlement.

If both parents have shared legal custody and physical custody, they both must be included in all documentation (Permission to Assess, Invitations, etc.). If one parent disagrees with the other, there are no statutory requirements that both parents must agree with the recommendations of the rest of the IEP team. Stated differently, a school district may take the position that if a parent has agreed, the IEP may be implemented.

The Answer Book on Special Education Law, Third Edition by Susan Gorn. LRP Publications

The Answer Book on Individualized Education Programs, 1997 by Susan Gorn. LRP Publications

GML:jh



**Los Angeles County
Office of Education**

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November 8, 2007

To: Educational Programs

From: Compliance Support Services

**Topic: Compliance Information Bulletin Number 12
Frequency, Location and Duration of Services**

Can designated instructional services be listed in a range, rather than specific number of minutes? (i.e. 2x/week for 20-30 minutes vs. 2x/wk for 30 minutes)?

Although IDEA and the United States Code does not use the above wording, they do specify that the **anticipated frequency**, location, and duration of those services be written.

Furthermore, the Office for Special Education Programs (OSEP) stated that it preferred the use of precise daily allocations when the nature of the student's disability and the service make such precision meaningful...in any event, OSEP found a practice of using a range of time for a particular service inconsistent with the IDEA.

Enclosure

GML:jh

TITLE 20 > CHAPTER 33 > SUBCHAPTER II > **Sec. 1414.**

(d) Individualized education programs

(1) Definitions

As used in this chapter:

(A) Individualized education program

The term "individualized education program" or "IEP" means a written statement for each child with a disability that is developed, reviewed, and revised in accordance with this section and that includes –

(vi)

the projected date for the beginning of the services and modifications described in clause (iii), and the **anticipated frequency**, location, and duration of those services and

CALIFORNIA CODES

EDUCATION CODE

SECTION 56345

56345. (a) The individualized **education** program is a written statement determined in a meeting of the individualized **education** program team and shall include, but not be limited to, all of the following:

(1) The present levels of the pupil's educational performance, including the following:

(A) For a schoolage child, how the pupil's disability affects the pupil's involvement and progress in the general curriculum.

(B) For a preschoolage child, as appropriate, how the disability affects the child's participation in appropriate activities.

(2) The measurable annual goals, including benchmarks or short-term objectives related to the following:

(A) Meeting the pupil's needs that result from the pupil's disability to enable the pupil to be involved in and progress in the general curriculum.

(B) Meeting each of the pupil's other educational needs that result from the pupil's disability.

(3) The specific special educational instruction and related services and supplementary aids and services to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided for the pupil in order to do the following:

(A) To advance appropriately toward attaining the annual goals.

(B) To be involved and progress in the general curriculum in accordance with subparagraph (A) of paragraph (1) and to participate in extracurricular and other nonacademic activities.

(C) To be educated and participate with other pupils with disabilities and nondisabled pupils in the activities described in

this section.

(4) An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in regular classes and in the activities described in paragraph (3).

(5) The individual modifications in the administration of state or districtwide assessments of pupil achievement that are needed in order for the pupil to participate in the assessment. If the individualized **education** program team determines that the pupil will not participate in a particular state or districtwide assessment of pupil achievement (or part of an assessment), a statement of the following:

(A) Why that assessment is not appropriate for the pupil.

(B) How the pupil will be assessed.

(6) The projected date for the beginning of the services and modifications described in paragraph (3), and the anticipated frequency, location, and duration of those services and modifications included in the individualized **education** program.



**Los Angeles County
Office of Education**

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November 8, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 14
DIS Counseling Services**

- (1) Do students who have AB3632 services always need to be given DIS counseling by the school psychologist as well? What might an exception look like?
- (2) Who determines what DIS counseling services are needed. This should cover students with IEPs from the district, administrative placements, initials, and annuals.

(1) No. If a pupil is in need of mental health services the IEP team can provide DIS counseling, if this counseling does not work the IEP team can refer the pupil for community mental health services (AB 3632). When the results of the AB 3632 assessment are reported to the IEP team, they would decide if DIS counseling should be continued with the AB 3632 services.

EC 56363 states, “Designated instruction and services as specified in the individual education plan shall be available when the instruction and services are necessary **for the pupil to benefit educationally from his or her instructional program.**”

EC 60040 states, “A student who is suspected of having mental health service . . . can be referred to a community mental health service when a pupil meets all the criteria in paragraphs (1) through (5). Section (5) states, “ The LEA has provided counseling, psychological, or guidance services to the pupil pursuant to Section 56363 of the Education Code, and the IEP team has determined that the services do not meet the pupil’s educational needs . . . ”

(2) The individual education team should determine if the student receives DIS counseling services (see Ed Code section 56363). Note that in an administrative interim placement “The interim placement must be in conformity with an individualized education plan unless the parent or guardian agrees otherwise.” (Ed Code 56325)

CD:ns



**Los Angeles County
Office of Education**
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February 11, 2009

TO: Educational Programs Administrators

FROM: Compliance Support Services

**SUBJECT: Compliance Information Bulletin Number 19
Administrative Transfers Revised**

Question: What is the procedure when a student arrives at a LACOE site with a district referral and a current IEP?

Answer: The student is to be placed immediately. The IEP is to be reviewed within 30 days. Note, the intake meeting only requires an administrator and the parent. The administrative transfer process was previously referred to as a "parallel transfer".

California Education Code Section 56325(a)

56325. (a) (1) As required by subclause (I) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from district to district within the state. In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

The Los Angeles County Office of Education is in the business of promoting excellence by providing comprehensive educational services to all communities. -LACOE Mission Statement

Code of Federal Regulations Sections 300.322(a)(f)

Sec. 300.322 Parent participation.

(a) Public agency responsibility--general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including--

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(f) Parent copy of child's IEP. The public agency must give the parent a copy of the child's IEP at no cost to the parent.



**Los Angeles County
Office of Education**

Leading Educators • Supporting Students
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January 17, 2007

TO: Educational Programs

FROM: Compliance Support Services

SUBJECT: **Compliance Information Bulletin Number 21
Written Permission by Parent for Assessments**

1. **Question:**

Can a parent give verbal permission for assessments at which time the service providers can begin assessing while awaiting the parent signature on a Permission to Assess form?

Response:

No.

California Ed. Code Section 56321(c) states:

No assessment shall be conducted unless the written consent of the parent is obtained prior to the assessment except pursuant to subdivision (e) of Section 56506 (Independent Assessment). The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the consent.

Reminder--An IEP meeting to discuss the assessments **MUST** be held within sixty (60) days from the time you received the signed PTA. If you go beyond that time, you **CANNOT** issue another PTA.



**Los Angeles County
Office of Education**
Leading Educators • Supporting Students
Serving Communities

November 8, 2007

TO: Educational Programs

FROM: Compliance Support Services

Topic: **Compliance Information Bulletin Number 24
Responding to a Request For Records**

It is **mandatory** that all sites follow California Education Code Section 56504 and adhere to the new timeline of five (5) **business days**.

**CALIFORNIA EDUCATION CODE
SECTION 56504**

56504. The parent shall have the right and opportunity to examine all school records of his or her child and to receive copies pursuant to this section and to Section 49065 within five business days after the request is made by the parent, either orally or in writing. The public **education** agency shall comply with a request for school records without unnecessary delay before any meeting regarding an individualized **education** program or any hearing pursuant to Section 300.507 or Sections 300.530 to 300.532, inclusive, of Title 34 of the **Code** of Federal Regulations or resolution session pursuant to Section 300.510 of Title 34 of the **Code** of Federal Regulations and in no case more than five business days after the request is made orally or in writing. The parent shall have the right to a response from the public **education** agency to reasonable requests for explanations and interpretations of the records. If any school record includes information on more than one pupil, the parents of those pupils have the right to inspect and review only the information relating to their child or to be informed of that specific information. A public **education** agency shall provide a parent, on request of the parent, a list of the types and locations of school records collected, maintained, or used by the agency. A public **education** agency may charge no more than the actual cost of reproducing the records, but if this cost effectively prevents the parent from exercising the right to receive the copy or copies the copy or copies shall be reproduced at no cost.



**Los Angeles County
Office of Education**

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January 17, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 27
Review of 60-Day Timeline for Development of the IEP**

California Department of Education has requested that all administrators review the statutory requirements for development of an IEP. The applicable statute is Education Code Section, 56344 which states:

56344. (a) An individualized **education** program required as a result of an assessment of a pupil shall be developed within a total time not to exceed 60 days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing, to an extension. However, an individualized **education** program required as a result of an assessment of a pupil shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each district's school calendar for each pupil for whom a referral has been made 20 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil schooldays reconvene. A meeting to develop an initial individualized **education** program for the pupil shall be conducted within 30 days of a determination that the pupil needs special **education** and related services pursuant to paragraph (2) of subsection (b) of Section 300.343 of Title 34 of the **Code** of Federal Regulations.

(b) Each district, special **education** local plan area, or county office shall have an individualized **education** program in effect for each individual with exceptional needs within its jurisdiction at the beginning of each school year in accordance with subdivision (a) and pursuant to subsections (a) and (b) of Section 300.342 of Title 34 of the **Code** of Federal Regulations.

Please share this information with your staff.



**Los Angeles County
Office of Education**

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January 19, 2007

TO: Educational Programs

FROM: Compliance Support Services

Topic: **Compliance Information Bulletin Number 31
Interim Placement Requirements
Provision of Services Requirements**

California Department of Education has requested that all administrators review the statutory requirements for interim placement requirements and provision of services requirements. This compliance bulletin must be shared with your staff. The applicable statutes are; California Education Code, Section 56325(a) and Code of Federal Regulations Section 300.350(a)(1) (**Codes are attached**).

California Education Code Section 56325(a) states that when a pupil transfers from district to district within the state, NOT under the same SELPA, the new Local Education Agency (this would be LACOE) shall provide the pupil with a free and appropriate public education (FAPE), **in consultation with the parents**, for a period not to exceed 30 days. At that time the LEA shall adopt the previously approved IEP or shall, develop, adopt, and implement a new IEP that is consistent with federal and state law.

Code of Federal Regulations Section 300.350 states the LEA provide special education and related services (designated instructional services) to a child with a disability in accordance with the child's IEP; and
Make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. This means that **all teachers and other personnel who must carry out portions of a child's IEP must be informed about the content of the IEP and their responsibility regarding its implementation.**

It is mandatory that all PAUs comply with the above codes. Compliance Support Services will randomly review IEPs for accuracy and compliance.

CALIFORNIA EDUCATION CODE

SECTION 56325 (a)

56325. (a) (1) As required by subclause (I) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States **Code**, the following shall apply to special **education** programs for individuals with exceptional needs who transfer from district to district within the state. In the case of an individual with exceptional needs who has an individualized **education** program and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special **education** program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public **education**, including services comparable to those described in the previously approved individualized **education** program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized **education** program or shall develop, adopt, and implement a new individualized **education** program that is consistent with federal and state law.

(2) In the case of an individual with exceptional needs who has an individualized **education** program and transfers into a district from a district operating programs under the same special **education** local plan area of the district in which he or she was last enrolled in a special **education** program within the same academic year, the new district shall continue, without delay, to provide services comparable to those described in the existing approved individualized **education** program, unless the parent and the local educational agency agree to develop, adopt, and implement a new individualized **education** program that is consistent with federal and state law.

(3) As required by subclause (II) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States **Code**, the following shall apply to special **education** programs for individuals with exceptional needs who transfer from an educational agency located outside the State of California to a district within California. In the case of an individual with exceptional needs who transfers from district to district within the same academic year, the local educational agency shall provide the pupil with a free appropriate public **education**, including services comparable to those described in the previously approved individualized **education** program, in consultation with the parents, until the local educational agency conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States **Code**, if determined to be necessary by the local educational agency, and develops a new individualized **education** program, if appropriate, that is consistent with federal and state law.

* Regulations by Section and Attachment 1 (Analysis of Comments and Changes)

**Subpart C-Services
Individualized Education Programs**

§300.350 IEP-accountability.

(a) **Provision of services.** Subject to paragraph (b) of this section, each public agency must-

(1) Provide special education and related services to a child with a disability in accordance with the child's IEP; and

(2) Make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

(b) **Accountability.** Part B of the Act does not require that any agency, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and benchmarks or objectives. However, the Act does not prohibit a State or public agency from establishing its own accountability systems regarding teacher, school, or agency performance.

(c) **Construction-parent rights.** Nothing in this section limits a parent's right to ask for revisions of the child's IEP or to invoke due process procedures if the parent feels that the efforts required in paragraph (a) of this section are not being made.

(Authority: 20 U.S.C. 1414(d)); Cong. Rec. at H7152 (daily ed., July 21, 1975))

Analysis of Comments, Discussions and Changes from Attachment 1

Comment: Some commenters agreed with this regulation, while other commenters recommended that the note either be revised or deleted. Some commenters believe that both the section and note are inconsistent with Congressional findings on low achievement and new performance standards.

Commenters also recommended that the regulation be strengthened to clarify (1) the district's obligation to monitor, review and revise the IEP if it is not having the desired impact on the student's progress; (2) the parent's responsibility to request an IEP meeting when progress reports indicate that the child's IEP is not effective; (3) the extent of the teacher's responsibility compared with that of the parent and child; and (4) that public agencies and personnel will not be held accountable if a child does not achieve the growth projected in annual goals and benchmarks or objectives if they were implementing an IEP that provided the child appropriate instruction, services and modifications.

Other commenters were concerned about the potential negative effect of this section on the

effective implementation of transition services.

Discussion: Section 300.351 has been included in the IEP provisions of the Part B regulations since those regulations first were issued in 1977. It continues to be necessary to make clear that the IEP is not a performance contract and does not constitute a guarantee by the public agency and the teacher that a child will progress at a specified rate. Despite this, public agencies and teachers have continuing obligations to make good faith efforts to assist the child in achieving the goals and objectives or benchmarks listed in the IEP, including those related to transition services.

In addition, it should be noted that teachers and other personnel who must carry out portions of a child's IEP must be informed about the content of the IEP and their responsibility regarding its implementation. Because the clarification of this issue that was previously included in the note to this section is essential to the proper implementation of the Act's IEP requirements, a statement regarding the responsibilities of public agencies and teachers to make good faith efforts to ensure that a child achieves the growth projected in his or her IEP has been included at the conclusion of this section.

In order to meet the new emphasis in the Act that children with disabilities be involved in and progress in the general curriculum and be held to high achievement standards, the IEP provisions must be effectively utilized to ensure that appropriate adjustments can be made to address performance issues as early as possible in the process.

This section does not limit a parent's right to complain and ask for revisions of the child's IEP or to invoke due process procedures if the parent feels that these efforts are not being made. Further, this section does not prohibit a state or public agency from establishing its own accountability systems regarding teacher, school or agency performance if children do not achieve the growth projected in their IEPs.

Changes: The note to this section has been removed. Section 300.351 is redesignated as §300.350 of these final regulations, and the substance of the note has been added to this section.



**Los Angeles County
Office of Education**

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January 19, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 32
Age of Majority Letters**

The State of California has ruled that when a child reaches the age of majority (eighteen), all rights accorded to parents transfer to the pupil, unless they are conserved.

LACOE Educational Programs have the following letters which I am enclosing with this Compliance Bulletin. These are not new, however I want to make sure that new administrators and clerical have the information. Please print the letters on PAU letterhead. They are formatted for the red letterhead.

CHAPTER 33--EDUCATION OF INDIVIDUALS WITH DISABILITIES
SUBCHAPTER II--ASSISTANCE FOR EDUCATION OF ALL CHILDREN WITH
DISABILITIES 20 USC1415(m)

(m) Transfer of parental rights at age of majority

(1) In general

A State that receives amounts from a grant under this subchapter may provide that, when a child with a disability reaches the age of majority under State law (except for a child with a disability who has been determined to be incompetent under State law)--

- (A) the public agency shall provide any notice required by this section to both the individual and the parents;
- (B) all other rights accorded to parents under this subchapter transfer to the child;
- (C) the agency shall notify the individual and the parents of the transfer of rights; and
- (D) all rights accorded to parents under this subchapter transfer to children who are incarcerated in an adult or juvenile Federal, State, or local correctional institution.

The following letters are attached:

- **Letter One** is for students and parents when student reaches 17 years of Age-English
- **Letter Two** is for students and parents when student reaches 17 years of Age-Spanish
- **Letter Three** is for students when they reach the age of 18-English
- **Letter Four** is for students when they reach the age of 18-Spanish

It is mandatory that all PAUs comply with the above code.

Re: Age of Majority

Dear Parents and Students:

The Individuals with Disabilities Education Act (IDEA) requires that your child be notified by their seventeenth birthday that when they turn eighteen, they will reach the age of majority in California, and be considered an adult. Your child has been notified by a separate mailing of this notification.

Among their rights is the responsibility to participate in educational planning for themselves. Unless they appoint in writing another person, such as their parent(s) to help with school decisions, invitations to meetings, approving assessment plans and testing and deciding on the need for special education services will be sent to the student for their signature. Should they wish to appoint another person to approve and agree to school programs and records, they will need to get and complete a power of attorney. The school district cannot give legal advice about this procedure. If they choose to use a power of attorney (contact an attorney or the local Legal Aid Foundation), it must be signed by a Notary Public and given to the site principal so that it can be kept in their school records.

Finally, they may use the due process procedures to question the educational program that is being offered to them by the school district.

If you would like further explanation of this process, please contact me at _____.

Sincerely,

Principal
cc: Pupil File

Referente a: Mayoría de Edad

Estimados Padres y Alumno(a)::

El Decreto de Educación Especial para los Individuos con Descapacidades (IDEA) requiere que su hijo(a) sea notificado al tiempo que él/ella cumpla 17 años de edad, que al cumplir la edad de 18 años, él/ella ha alcanzado la mayoría de edad del estado de California y será considerado un adulto. Su hijo(a) ha sido notificado a través de un aviso separado por correo.

Entre los derechos de su hijo(a) está la responsabilidad de participar en su Planeamiento Educativo Individual. A menos que él/ella designe, por escrito a otra persona, tal como usted para ayudar con las decisiones escolares, las invitaciones para las reuniones y documentos escolares serán enviados a él/ella para ser firmados. Si él/ella desea designar a otra persona para dar consentimiento y acordar con los programas de la escuela y los registros, deberá obtener un poder legal. El distrito escolar no puede proveer consejo legal referente a éste procedimiento. Si él/ella decide usar un poder legal (comuníquese con un abogado o "Legal Aid Foundation" [Fundación de Asistencia Legal]), éste deberá ser firmado por un Notario Público y ser proporcionado al director de la escuela para incluirlo en el registro del alumno.

Finalmente, él/ella puede usar los procedimientos reglamentarios para cuestionar el programa educativo que sea ofrecido por el distrito escolar.

Si usted desea una explicación mas extensa sobre los procedimientos reglamentarios, favor de comunicarse conmigo al número telefónico

Atentamente,

Director de la Unidad Administrativa

cc: Registro del alumno

Re: Responsibility for Education Planning

Dear Student:

The Individuals with Disabilities Education Act (IDEA) required that you be notified when you turned eighteen, that you reached the age of majority in California, and are considered to be an adult.

As you are aware, being an adult presents new privileges and responsibilities. Among your rights is the responsibility to participate in educational planning for yourself. Unless you appoint in writing another person, such as your parent(s) to help with school decisions, invitations to meetings and school papers will be sent to you for your signature. Should you wish to appoint another person to approve and agree to school programs and records, please get and complete a power of attorney. The school district cannot give you legal advice about this procedure. If you choose to use a power of attorney (contact an attorney or your local Legal Aid Foundation), it must be signed by a Notary Public and given to your site principal so that it can be kept in your school records.

If you are a special education student and receive special education and related services from the school district, you also have the right to attend Individual Education Plan (IEP) team meetings and to approve your IEP. Also, you will be asked to approve assessment plans, approve testing and to decide on the need for special education services. Finally, you may use the due process procedures to question the educational program that is being offered to you by the school district.

A copy of your due process rights under the IDEA is included with this notice. It explains that you have the right to make decisions about your educational program. If you would like further explanation of your rights, please contact me at_____.

Sincerely,

Principal

cc: Pupil File

Referencia: Responsabilidad de Planeamiento Educativo

Estimado(a) Alumno(a):

El Acta de Educación para Personas con Discapacidades (IDEA, por sus siglas en inglés) requiere que se le notifique antes de cumplir los dieciocho años de edad que usted ha cumplido la mayoría de edad en California y que se le considera una persona adulta.

Como usted sabe, el ser una persona adulta presenta nuevos privilegios y responsabilidades. Entre sus derechos se encuentra la responsabilidad de participar en su planeamiento educativo. A menos que usted asigne por escrito a otra persona, por ejemplo a sus padres, para ayudarlo a tomar decisiones escolares, las invitaciones a las reuniones y los papeles escolares se le enviarán a usted para que usted firme. Si desea asignar a otra persona para aprobar y aceptar los programas escolares y archivos, por favor consiga y complete un poder. El distrito escolar no puede darle asesoría legal sobre este procedimiento. Si escoge usar un poder (comuníquese con un abogado o su Fundación de Asistencia Legal local), este debe ser firmado por un Notario Público y entregado al director de su escuela para guardarlo en sus archivos escolares.

Si usted es un(a) alumno(a) de educación especial y recibe educación especial y servicios relacionados por parte del distrito escolar, también tiene el derecho de asistir a las reuniones del equipo del Plan de Educación Individual (IEP, por sus siglas en inglés) y aprobar su IEP. También, le pedirán aprobar sus planes de evaluación, aprobar pruebas y decidir sobre la necesidad para recibir servicios de educación especial. Finalmente, puede usar los procedimientos legales para cuestionar el programa educativo que el distrito escolar le ofrece.

Junto con esta notificación se incluye una copia de sus derechos legales bajo IDEA. Le explica que usted tiene el derecho de tomar decisiones sobre su programa educativo. Si quiere una explicación más amplia de sus derechos por favor comuníquese conmigo al _____.

Atentamente,

Director(a)

cc: Archivo del (de la) Alumno(a)



**Los Angeles County
Office of Education**

Leading Educators • Supporting Students
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January 19, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 33
Participation in an IEP for Transition Services**

Question: Does a pupil have to be invited to an IEP which discusses Transition Services?

Answer: Section 34 CFR §300.345 states:

[Code of Federal Regulations]

Sec. 300.345 Parent participation.

(a) Public agency responsibility--general. Each public agency shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including--

(1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

(2) Scheduling the meeting at a mutually agreed on time and place.

(b) Information provided to parents. (1) The notice required under paragraph (a)(1) of this section must--

(i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and

(ii) Inform the parents of the provisions in Sec. 300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).

(2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also--

(i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in Sec. 300.347(b)(1); and

(ii) Indicate that the agency will invite the student.

(3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must--

(i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in Sec. 300.347(b)(2);

(ii) Indicate that the agency will invite the student; and

(iii) Identify any other agency that will be invited to send a representative.

Effective Immediately - Please make sure that the Invitation to Participate in the IEP indicate the student and any agency that will facilitate in planning/implementing transition services for the student are invited to participate in the meeting. The invitation must also specify that the purpose of the meeting is to discuss the Individual Transition Plan.



**Los Angeles County
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Serving Communities

January 19, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 34
Addressing Transition Needs for Students**

Question: For pupils over sixteen years of age, is there a requirement for addressing transition needs?

Answer: California Education Code § 56345.1(a) states:

56345.1. (a) The term "transition services," as defined in paragraph (34) of Section 1401 of Title 20 of the United States **Code** and as used in subparagraph (B) of paragraph (8) of subdivision (a) of Section **56345**, means a coordinated set of activities for an individual with exceptional needs that does all of the following:

(1) Is designed within an outcome-oriented process, that promotes movement from school to postschool activities, including postsecondary **education**, vocational training, integrated employment, including supported employment, continuing and adult **education**, adult services, independent living, or community participation.

(2) Is based upon the individual pupil's needs, taking into account the pupil's preferences and interests.

(3) Includes instruction, related services, community experiences, the development of employment and other postschool adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

(b) If a participating agency, other than the local educational agency, fails to provide the transition services described in the pupil's individualized **education** program in accordance with paragraph (6) of subsection (d) of Section 1414 of Title 20 of the United States **Code** and paragraph (8) of subdivision (a) of Section **56345**, the local educational agency shall reconvene the individualized **education** program team to identify alternative strategies to meet the transition service needs for the pupil set out in the program.

34 CFR §300.347(a)(b)(2) states:

(2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

Effective immediately, please complete an Individualized Transition Plan for each of your students age 16 and over which addresses each of the areas of transition. This must be paginated with the IEP.

February 27, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 37
Translations of IEPs**

Question: Must parents be asked if they would like a translated copy of the IEP and assessments?

Answer: A school district (or County Office of Education) is required to provide the parent with a translated copy of the IEP in their primary language IF REQUESTED BY THE PARENT.

The law is very clear as it relates to IEPs. Under California law, a copy of an IEP must be provided to the parent at no cost, and shall be provided in the primary language at the request of the parent 5 CCR 3040(b).

The law is somewhat vague on translating assessments, but one could reasonably conclude that if districts were required to translate assessment report, the legislature would have mandated this just as explicitly (request of the parent).

Since parents who request translated copies of the IEP, they are usually represented at the meeting by an interpreter. This allows for the reading of the reports and reviews to be conducted in their primary language and parents can therefore make informed decisions for their child's education. Some parents do not ask for any translated copies.

Therefore LACOE is initiating the following policy in regard to the translations of IEPs and Assessment Reports:

- ✓ The parent must be asked if they would like the IEP translated into the primary language? They do NOT have to be asked about the assessment reports. If they request the reports, then they must be translated.

Compliance Bulletin 37
Page 2

- ✓ Assessment reports (except for the nurse's report) must not be paginated into the IEP.

- ✓ Keep the IEP and assessment reports as two separate packets. While this may seem “needless,” once the reports are stapled or paper clipped to the IEP, they become part of the IEP document.

If you have any questions, please contact Sandy Christensen at 562-803-8338..

GML



**Los Angeles County
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January 22, 2008

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 41 (Revised 1/08)
Use of a Surrogate**

I have asked our attorney for a legal opinion concerning these three scenarios:

1. Is LACOE required to obtain a surrogate for a student whose parent is impossible to locate?
2. Is LACOE required to obtain a surrogate for a student whose parent refused to attend?
3. Is LACOE required to obtain a surrogate for a student whose parent refuses to respond to phone calls and correspondence?

The opinion is rather detailed, but the short answer is that LACOE does not appoint a surrogate for a student whose parent(s) is either disinterested or is acting in a manner inconsistent with the best interests of the student. If after reasonable steps, LACOE is unable to convince the parent to participate in the IEP process, it can proceed with the IEP team meeting without parent participation and make its offer of FAPE. An IEP developed without parent participation must be mailed to the parent along with a copy of the Parent Rights and Procedural Safeguards.

QUESTION:

ANSWER: Pursuant to Government Code 7579.5 - Appointment of Surrogate Parent,

This section does not require that LACOE appoint a surrogate:

Education Code section 56341.5 (h) allows an IEP team meeting to be held without a student's parents/guardians if the parents/guardians cannot attend the meeting or participate in the meeting by other methods, e.g., individual or conference telephone calls and, LACOE is unable to convince the parent or guardian that he or she should attend and LACOE has maintained a record of its attempts to arrange a mutually agreed-upon time and place, as follows:

- (1) Detailed records of telephone calls made or attempted and the results of those calls.
- (2) Copies of correspondence sent to the parents or guardians and any responses received.
- (3) Detailed records of visits made to the home or place of employment of the parent or guardian and the results of those visits.

This section does require that LACOE appoint a surrogate:

LACOE is required to make reasonable efforts not more than 30 days after LACOE determines a student needs a surrogate based on the following circumstances:

1. Student is adjudicated a dependent or ward of the court pursuant to Welfare and Institutions Code Section 300, 601, or 602 upon referral to LACOE for special education and related services, or if the student already has a valid IEP, the court has specifically limited the right of the parent or guardian to make educational decisions for the student, and the student has no responsible adult to represent him or her pursuant to Welfare and Institutions Section 361 or 726 or Education Code Section 56055.
2. No parent for the child can be identified.
3. LACOE, after reasonable efforts, cannot discover the location of a parent.

Based on your question, it does not appear that any of the above circumstances exist, which would require the appointment of a surrogate.

If a parent does not sign and return a PTA authorizing LACOE to assess, LACOE has the right to file a request for a special education due process mediation and/or hearing on its right to assess the student based on the PTA.

No evaluation/assessment, including an observation of the student, can be conducted without parent consent unless LACOE files for due process and an administrative law judge finds in favor of LACOE and issues an order authorizing LACOE to assess the student based on the PTA w/o parent consent and ordering the parent to make the student available, if necessary.

For purposes of an IEP meeting that is required to be held, i.e., 30-day IEP, annual IEP or triennial IEP, you must still hold that meeting within the applicable statutory timeline whether or not you have been able to start the assessment. In the meeting notes, it would state that LACOE attempted to assess the student but parent refused to sign and return the PTA. Then the IEP team would develop the IEP based on input from the teachers, staff assigned to the student, parent, work samples, the student's classroom performance as reported by teachers, etc.

Karen E. Gilyard

AALRR



Los Angeles County
Office of Education
Leading Educators • Supporting Students • Serving Communities

August 27, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 43
Parent Notice and Information**

Question: What notices and information must be provided to parents?

Answer: The following sections of the Code of Federal Regulations and California Education Code address this question.

34 Code of Federal Regulations Section 300.345(b)(1) discusses parent participation.
(b) Information provided to parents. (1) The notice required under paragraph (a)(1) of this section must--
(i) Indicate the purpose, time, and location of the meeting and who will be in attendance

34 Code of Federal Regulations Section 300.345(f) discussed providing parent with a copy of the IEP.
(f) Parent copy of child's IEP. The public agency shall give the parent a copy of the child's IEP at no cost to the parent.

34 Code of Federal Regulations Section 300.503(a)(1) discusses the prior notice by the public agency; content of notice.
(a) Notice. (1) Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the public agency--
(i) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child;

California Education Code 56341.1(f)
(f) The parent or guardian shall have the right to present information to the individualized education program team in person or through a representative and the right to participate in meetings, relating to eligibility for special education and related services, recommendations, and program planning.

It is imperative that you adhere to these Codes for every special education pupil.

GML;jh



**Los Angeles County
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October 31, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 44
Search and Serve and Identification and Assessment of IWEN**

CALIFORNIA CODES

EDUCATION CODE

SECTION **56300** and 56302

56300. Each district, special **education** local plan area, or county office shall actively and systematically seek out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs, who reside in the district or are under the jurisdiction of a special **education** local plan area or a county office.

56302. Each district, special **education** local plan area, or county office shall provide for the identification and assessment of an individual's exceptional needs, and the planning of an instructional program to meet the assessed needs. Identification procedures shall include systematic methods of utilizing referrals of pupils from teachers, parents, agencies, appropriate professional persons, and from other members of the public. Identification procedures shall be coordinated with school site procedures for referral of pupils with needs that cannot be met with modification of the regular instructional program.

56302.1. (a) Once a child has been referred for an initial assessment to determine whether the child is an individual with exceptional needs as defined in Section 56026 and to determine the educational needs of the child, these determinations shall be made, and an individualized **education** program meeting shall occur, within 60 days of receiving parental consent for the assessment in accordance with subparagraph (C) of paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States **Code**.

(b) The 60-day time period does not apply to a local educational agency if either of the following occurs:

(1) A child enrolls in a school served by the local educational agency after the relevant time period has commenced but prior to a determination by his or her previous local educational agency of whether the child is an individual with exceptional needs. The exemption of this paragraph applies only if the subsequent local educational agency is making sufficient progress to ensure a prompt completion of the assessment, and the parent and subsequent local educational agency agree to a specific date by which the assessment shall be completed.

(2) The parent of a child repeatedly fails or refuses to produce the child for the assessment.

56302.5. The term "assessment," as used in this chapter, shall have the same meaning as the term "evaluation" in the Individuals with Disabilities **Education** Act, as provided in Section 1414 of Title 20 of the United States **Code**.



**Los Angeles County
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January 25, 2008

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 46
Permission To Assess**

Question: What are the laws and timelines concerning the Proposed Assessment Plan?

Answer: If a parent or guardian has requested an assessment, the Permission To Assess must be sent within 15 days. See California Education Code 56321(a) which gives further information on not counting days because of vacation.

California Education Code

56321. (a) If an assessment for the development or revision of the individualized **education** program is to be conducted, the parent or guardian of the pupil shall be given, in writing, a proposed assessment plan within 15 days of the referral for assessment not counting days between the pupil's regular school sessions or terms or days of school vacation in excess of five schooldays from the date of receipt of the referral, unless the parent or guardian agrees, in writing, to an extension. However, in any event, the assessment plan shall be developed within 10 days after the commencement of the subsequent regular school year or the pupil's regular school term as determined by each district's school calendar for each pupil for whom a referral has been made 10 days or less prior to the end of the regular school year. In the case of pupil school vacations, the 15-day time shall recommence on the date that the pupil's regular school days reconvene. A copy of the notice of a parent's or guardian's rights shall be attached to the assessment plan. A written explanation of all the procedural safeguards under the federal Individuals with Disabilities **Education** Act (20 U.S.C. Sec. 1400 et seq.), and the rights and procedures contained in Chapter 5(commencing with Section 56500), shall be included in the notice of a parent's or guardian's rights, including information on the procedures for requesting an informal meeting, prehearing mediation conference, mediation conference, or due process hearing; the timelines for completing each process; whether the process is optional; and the type of representative who may be invited to participate.

GML:lf



Los Angeles County
Office of Education
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July 7, 2008

To: Educational Programs

From: Compliance Support Services/Student File Center

**Topic: Compliance Information Bulletin Number 55
Summary of Performance**

The Summary of Performance (SOP) is required under the Individual with Disabilities Act 2004. The language in the Act is as follows: *For a child whose eligibility under special education terminates due to receiving a regular diploma or due to exiting because of age, the Local Education agency “shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.”*

This information is also necessary under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act to help establish a student’s eligibility for reasonable accommodations and support in *postsecondary settings*. It is also useful for the Vocational Rehabilitation Comprehensive process. *These recommendations should not imply that any individual who qualified for special education in high school will automatically qualify for services in the postsecondary education or the employment setting. Postsecondary setting will continue to make eligibility decisions on a case by case basis.*

The SOP must be completed during the final year of a student’s high school education or last year of eligibility due to age. This information may be necessary as a student applies for services from state agencies such as vocational rehabilitation or is transitioning to higher education. We need to add the last comprehensive multi-disciplinary assessment to the SOP report.

Please obtain the form from your SELPA.



Los Angeles County
Office of Education
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July 10, 2008

To: Educational Programs

From: Compliance Support Services/Student File Center

**Topic: Compliance Information Bulletin Number 56
Signature Pages**

Question:

If we are holding the IEP with an interpreter, does the entire team have to sign both the English and a Spanish signature pages?

Answer:

It is the opinion of our attorney that have the IEP team members sign both the English and the translated signature pages stating that they were in attendance at the IEP and that they give permission for services.

If this is not done, then you may run into situations where the parent whose natural language is not English will not be comfortable signing an informed consent and/or signature page that he/she does not understand. Also, the other IEP team members may have some apprehension in regard to signing something that is in a language that the parent does not understand.

Considering that both pages should have the exact same language it should not be a problem for all IEP team members to sign both.

GML:lf



Los Angeles County Office of Education
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March 11, 2009

TO: Educational Programs

FROM: Compliance Support Services/Student File Center
LACOE SELPA

SUBJECT: Compliance Information Bulletin 62
Revocation of Special Education Services

Question:

Can a parent unilaterally make a decision to cease all special education services? What is LACOE's procedure for stopping services?

Answer:

Yes, they may. Section 300.300(b)(4) of IDEA 2004 has been revised to require that parental revocation of consent must be in writing and, that upon revocation of consent, the school must provide the parent with prior written notice (PWN) regarding the change in educational placement and services that will result from the revocation of consent. This new parent right went into effect January 1, 2009.

§300.503 allows that PWN must be provided to the parent within reasonable time after their written request and that it must contain information about who the parent can contact for assistance in understanding the requirements of Part B of the Act.

The LACOE SELPA Office, in conjunction with Compliance Support Services has developed a question and answer document on the topic of parental revocation of consent for special education and related services along with two form letters to be used as PWN when the school receives a written request from a parent for the cessation of special education and related services. One of the form letters is sent to the parents to inform them of the changes that will occur to their child's school program once services are stopped and to notify them of the date services will cease. Briefly, the change means the child is no longer considered an individual with exceptional needs and will, from that date forward, be treated as a general education student. The student would need to be re-referred for an initial evaluation should the parent change their mind later. This new portion of the law does not allow the school to file due process if they disagree with the parent's decision, but it also does not allow the parent to sue the school later for not

providing services. Related documents are attached. If you have questions, contact the LACOE SELPA or Compliance Office.

Revocation of Services Procedure for the Division of Special Education

Upon receipt of the revocation of services letter from the parent or adult student, the following procedure has been approved by the SELPA Directors and is to be followed immediately:

- Contact the District of Residence (DOR) immediately.
- The District will send the parent or adult student a Prior Written Notice (PWN) in response to the revocation.
- The DOR will notify LACOE staff of the last date of services, once that date is determined. LACOE will then cancel transportation as of that date and notify service providers of the last date of services.

Revocation of Services Procedure for the Division of Alternative Education

Upon receipt of the revocation of services letter from the parent or adult student, the following procedure has been approved by the LACOE SELPA Director and is to be followed immediately:

- The administrator sends the parent or provides the adult student the appropriate PWN Letter (see attached). *If an adult student is revoking the services, the administrator must meet with the student to explain the changes and ensure that the student understands the ramifications before asking the student to sign the PWN (attached).*
- Contact the District of Residence's Special Education Office and either scan or fax them a copy of the revocation letter from the parent or adult student and the PWN provided by the LACOE school.
- Immediately scan the parent or adult student request and the PWN into Optical Imaging. *This should go in the IEP Section.*
- Cease all services no later than five calendar days after receipt of the revocation request. *This is to give the parent or adult student the opportunity to withdraw their revocation before it goes in effect.*
- Notify all providers to cease services.
- Clearly note in the log that the parent or adult student has revoked consent for services
- Scan the Student Log into Optical Imaging.

Revocation of Services Procedure for the Division of Juvenile Court Schools

Upon receipt of the revocation of services letter from the parent or adult student, the following procedure has been approved by the LACOE SELPA Director and is to be followed immediately:

- The administrator sends the parent or provides the adult student the appropriate PWN Letter (see attached). *If an adult student is revoking the services, the administrator must meet with the student to explain the changes and ensure that the student understands the ramifications before asking the student to sign the PWN (attached).*
- Immediately scan the parent or adult student request and the PWN into Optical Imaging. *This should go in the IEP Section.*
- Cease all services no later than five calendar days after receipt of the revocation request. *This is to give the parent or adult student the opportunity to withdraw their revocation before it goes into effect.*
- Notify all providers to cease services.
- Clearly note in the log that the parent or adult student has revoked consent for services
- Scan the Student Log into Optical Imaging.

The SELPA Directors have approved all three divisions to use the letter created by the LACOE SELPA.

If you have any additional questions, please contact your SELPA Director.

GML:lf
Attachment(s)



Los Angeles County
Office of Education
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August 27, 2007

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 63
Parent Request for an IEP**

Question: What procedure does LACOE follow if the parent requests an IEP

Answer: The following sections of the Code of Federal Regulations and California Education Code address this question.

56343.5. A meeting of an individualized **education** program team requested by a parent to review an individualized **education** program pursuant to subdivision (c) of Section **56343** shall be held within 30 days, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five schooldays, from the date of receipt of the parent's written request. If a parent makes an oral request, the local educational agency shall notify the parent of the need for a written request and the procedure for filing a written request.

Sec. 300.322 Parent participation.

(a) Public agency responsibility--general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including--

(f) Parent copy of child's IEP. The public agency must give the parent a copy of the child's IEP at no cost to the parent.

(Authority: 20 U.S.C. 1414(d)(1)(B)(i))



Los Angeles County
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February 11, 2009

TO: Educational Programs

FROM: Compliance Support Services

**Topic: Compliance Information Bulletin Number 64
Parents' Role in the IEP Process**

Question: Does LACOE have to ensure that a parent is at the IEP or has given permission for the Team to proceed without their being present?

Answer: When parents fail or refuse to acknowledge the IEP, the school district is not relieved of its obligation to provide FAPE to publicly enrolled IDEA-eligible students. School districts are required to keep a record of their attempts to arrange a mutually convenient meeting and make every attempt to convince the parents to attend.

In the event that a parent loses their educational rights via the Courts, a surrogate may be appointed. Please contact your SELPA for additional information on Surrogates.

The following sections of the California Education Code address this question of parent participation:

California Education Code Sections 300.322(a) (f)
Sec. 300.322 Parent participation.

(a) Public agency responsibility--general. Each public agency must take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including--

(f) Parent copy of child's IEP. The public agency must give the parent a copy of the child's IEP at no cost to the parent.

(Authority: 20 U.S.C. 1414(d) (1) (B) (i))



Appendix #3



**surrogate
Parents**

Surrogate Parents

All children with disabilities are entitled to a free and appropriate public education under state and federal special education laws. Included in these laws is a mandate for the parents of children with disabilities to have the opportunity to actively participate in the educational decision-making process.

Unfortunately, a growing number of children in California do not have parents who can fulfill this very important role. Federal law, *Individuals with Disabilities Education Improvement Act (IDEiA, 2004)*, and state rules, regulations and minimum standards require that an individual must be appointed to make decisions regarding the education these children must receive.

In 1985 the US Office of Special Education Programs (OSEP) found that California was not in compliance with federal laws and regulations governing surrogate parents.

Up until that time, probation officers, social workers, caseworkers and group home operators were often giving permission for educational decisions on behalf of the student whose parents were absent. In response to OSEPs non-compliance finding, California enacted, in 1990, legislation (AB1528) to clarify appointment of surrogate parents.



Note: much of the information in this section was borrowed from the California Department of Education's publication, *Surrogate Parents in California Special Education: An Overview*. The full version of this free publication is available for download at <http://www.cde.ca.gov/sp/se/sr/surrogateparents.asp>.

Educational Surrogate Parents

A surrogate parent may represent a person with exceptional needs in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the individual education program, and in other matters relating to the provision of a free appropriate education to the individual (California *Education Code* Section 56050, 34 *Code of Federal Regulations* Section 300.519(g)). The Educational Surrogate, or Surrogate Parent is appointed by the local education agency (LEA) when the child has no identifiable parent, or parental rights have been removed by the court and not assigned elsewhere. A surrogate may not be assigned when a parent is known, but unresponsive.

Who Can Be A Surrogate Parent?

A surrogate parent must be an adult appointed by the LEA to represent a student whenever the student does not have parental representation and has been referred for, or is currently being served in, special education (California *Education Code* Section 56050; California *Government Code* Section 7579.5(c); 34 *Code of Federal Regulations* Section 300.519(d)(2)). State and federal law require that each person appointed as a surrogate parent shall:

- not be an employee of a public or private agency involved in the education or care of the child
- have no interest that conflicts with the interests of the child he or she represents
- have knowledge and skills that ensure adequate representation of the child

When selecting a surrogate, the school should first try to identify a related caregiver, foster parent, or court-appointed special advocate. If none of these is willing or able to serve, another person may be appointed to be the surrogate (California *Government Code* Section 7579.5(b)).

The basic premise is that surrogate parents will be persons with appropriate knowledge and skills required to adequately represent students served by special education who do not have parent representation in educational matters. Obviously, a family member or foster parent will have more knowledge of the student than a surrogate who was previously unacquainted with him or her.

When Must A Surrogate Parent Be Appointed?

California *Government Code* Section 7579.5 states that the LEA must appoint a surrogate parent for a child with a disability under the following circumstances:

- The biological or adoptive parents cannot be identified or located after reasonable effort.
- The child has a court-appointed person authorized to make educational decisions.
- The child's court-appointed "parent" is unwilling or unable to serve as the surrogate parent.

It is important to know which persons fall within the definition of "parent" because the LEA may not appoint a surrogate parent for a child who has a parent. The Federal regulations and State Education Codes vary somewhat. The **Federal** regulations implementing IDEA define "parent" as:

- a biological or adoptive parent of a child, or
- a specific person authorized to act as the “parent” by virtue of a court order. (34 Section 300.30(b)(2)).

Such persons could include:

- guardians,
- foster parents,
- caregiver relatives, or
- other court-appointed child advocates (34 Code of Federal Regulations Section 300.30(a)(2)-(4)).

California Education Code Section 56028 language for “Parent” includes:

- any person having legal custody of a child,
- any adult pupil for whom no guardian or conservator has been appointed,
- a person acting in the place of a natural or adoptive parent including a grandparent, step-parent, or other relative with whom the child lives, or
- a foster parent if the authority of a parent to make educational decisions on the child’s behalf has been specifically limited by court order.

“Parent” also includes a parent surrogate.

“Parent” does **not** include the state or any political subdivision of government and a non-public, non-sectarian school or agency under contract with a local educational agency for the provision of special education or designated instruction and services for a child (California *Education Code* Section 56028(b)).

Please note that authority to appoint a surrogate may be exercised only when the parent(s) cannot be located or parental rights have been terminated. If the location of the parent(s) is known but the parent(s) fail or refuse to participate in the IEP meeting, the LEA may need to implement a due process hearing to obtain approval for the district’s offer of free and appropriate public education (FAPE). In this case, the district does not need a surrogate parent.

Adult Students in Special Education

When a student reaches the age of eighteen, adult rights accorded under California law include the authority over his or her own education unless the adult student chooses not to make decisions or a court deems the student incompetent (California *Government Code* Section 7579.5(k)).

An LEA has no authority to appoint a surrogate parent for an adult student even if the IEP team considers the student incapable of participating in the educational process as a result of his or her disabilities, unless the student has a court appointed conservator.

Adult Students - Questions and Answers

Situation One: If a student is eighteen years old or older, is competent to represent himself or herself, and is not conserved...

Question: Who is the “parent” under California law - the student or the parent?

Answer: The student is legally considered to be the “parent.”

Question: Whose signature is required to conduct an assessment and so forth?

Answer: The student’s signature is required.

Question: Whose signature or consent is binding if the student and the parent are both at a meeting and disagree with each other?

Answer: The student’s signature or consent is binding.

Question: What role does the natural parent play if the student is the “parent”?

Answer: The natural parent may still have a role in an IEP meeting even though the student has become an adult. However, the natural parent no longer has due process rights at this point. If the adult student appears to be incompetent to make decisions at this point, the LEA may want to advise the student’s parent to begin conservatorship procedures.

Situation Two: If a student is eighteen years old or older, does not appear to be competent, and is not conserved...

Question: Who is the “parent” under California Law?

Answer: Until a court appoints a conservator, the student continues to be the parent. The student could choose to have a surrogate parent appointed or to continue a surrogate appointed before age 18.

Question: Who determines whether a student is competent and what criteria are used to make that determination?

Answer: Local school officials are not qualified to make an official determination that an adult student is incompetent. If such a student comes to an IEP meeting and cannot function on his or her own behalf and there is no parent, the IEP process cannot go forward. If the student is also a client of another pertinent local or state agency, a school official may want to bring this matter to the attention of the agency’s staff.

As to all aspects of a conservatee’s affairs, which include education, the rights of a conservator are spelled out in the conservatorship statutes. A person who is appointed by a court to be a conservator is, as a matter of law, wholly unbiased. Thus, there would be no conflict problem.

Situation Three: If a student of any age is conserved and the conservator is an employee of a public or private agency involved in the care, custody, and control of the student...

Question: Does a conflict of interest exist and should a surrogate be appointed?

Answer: Since the conservator is appointed by a court, the court should be presented with the educational conflict issue. The court could either appoint a different conservator or authorize an LEA to appoint a surrogate for special education purposes.

Question: If the student or his or her natural parents are not residents of the district in which the conservator lives or works, which district is responsible for conducting assessments, holding IEP meetings, gaining access to AB 3632 services, or paying nonpublic school costs?

Answer: The district in which the conservator is living is the responsible LEA (California *Education Code* Section 56041(b)) and is responsible for conducting assessments, holding IEP meetings, gaining access to AB 3632 services, or paying nonpublic school costs. The natural parents' district does not apply because the natural parents' rights or any of the student's rights that may be attributed to the natural parents' residence is superseded by the conservatorship.

Question: Is there a difference if the student is younger than eighteen years of age or older than eighteen years of age?

Answer: No.

Question: Can regional center case managers serve as surrogate parents?

Answer: Generally, yes, but not if the case manager is employed by the regional center responsible for the child. Employees of public or private agencies involved in the care or education of the child may not serve as surrogate parents (*34 Code of Federal Regulations* Section 300.519(d)(2), California *Government Code* Section 7579.5(j)).

Conservatorship

The term "conservator" refers to a person given legal authority and responsibility by the superior court to make decisions for an adult person who is not competent to make such decisions or to give informed consent. In some situations, a student over the age of 18, who is legally an adult, may have a conservator who will continue to act on the student's behalf in regard to special education and related services. Duly appointed conservators can be identified by a document called "Letters of Conservatorship" issued by the court, pursuant to California *Probate Code*, Section 1800 et seq. The "Letters of Conservatorship" define the scope of the conservator's power over the person and property of the incompetent adult.

For further information regarding the appointment and responsibilities of conservators, please refer to the information at <http://www.courtinfo.ca.gov/selfhelp/seniors/handbook.htm>.

Rights, Responsibilities of Surrogate Parents

The Surrogate Parent Role

The surrogate parent role on the IEP team is to represent the rights of a student with special education needs in all educational matters related to the provision of a free appropriate public education (California *Education Code* Section 56050). These rights within the educational process are the same as for any “parent,” with identical guarantees for participation in decision-making and procedural safeguards. The surrogate parent may represent the child throughout the special educational process (34 *Code of Federal Regulations* Section 300.519[g]).

The primary differences for surrogate parents are (1) local training requirements, as stipulated in the local plan, before appointment; (2) the term of appointment; and (3) the fact that the surrogate parent’s service may be terminated if a conflict of interest arises that may affect the child’s educational program (34 *Code of Federal Regulations* Section 300.519(d)(iii)), (California *Government Code* Section 7579.5 (g)-(k)).

Authority of the Surrogate Parent

Under current law, the surrogate parent shall assume all parental rights in the IEP process (California *Education Code* Section 56050). The surrogate parent represents the child in all education matters including, but not limited to, identification, assessment, instructional planning, educational placement, reviewing and revising the IEP, and the provision of a free appropriate public education (California *Education Code* Section 56050). The surrogate parent may exercise any and all of the rights granted under federal and state education law (34 *Code of Federal Regulations* Section 300.519(g)). If a surrogate parent requires legal assistance in the representation of the child, the LEA must provide information about low-cost legal resources (California *Education Code* Section 56502(h)).

Access to Records

The surrogate parent’s rights necessarily include access to educational records relevant to any decisions made regarding the educational program of the child. That is, the surrogate parent has the right to review and inspect any records collected, maintained, or used by an agency to make decisions affecting the child’s educational program within five (5) business days of the information request (California *Education Code* Section 56504).

Liability

Surrogate parents are held harmless when acting in their official capacity except in acts or omissions found to have been wanton, reckless, or malicious (California *Government Code* Section 7579.5(l)).

For more information regarding surrogate parents, the *Surrogate Parents in California Special Education: An Overview* may be downloaded, free of charge, from the CDE Web site: <http://www.cde.ca.gov/sp/se/sr>

When to Appoint Surrogate Parents

Basic Criteria for Appointing a Surrogate Parent

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

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

Wards and Dependents of the Court

Under California law, there are both “dependent” children as well as children who are described as “wards” of the courts (California *Welfare and Institutions Code* sections 300, 601 and 602). A minor may be declared a ward of the court for habitual refusal to obey parents or guardians or truancy from school (California *Welfare and Institutions Code* Section 601). A minor may also be declared a ward for commission of a crime (California *Welfare and Institutions Code* Section 602). A “dependent” child may be one that is at risk of abuse or neglect by his or her parents (California *Welfare and Institutions Code* Section 300).

When a court decides that a minor is a ward or dependent, the court may limit the parent’s educational rights (California *Welfare and Institutions Code* sections 361(a) and 726). *If the court limits parental rights, it must issue an order clearly assigning those educational rights to another responsible adult.* After limiting the parent’s educational rights the court must use JV-535 to document one of the following:

- appointment of an educational representative
- determination that the caregiver may make educational decisions
- referral to the LEA, or
- educational decisions made by the court with input from interested persons (California *Rules of the Court*, Rule 5.650(b)).

An educational representative is the responsible adult who holds the educational rights for a child when the parent’s or guardian’s educational rights have been limited by the court (California *Rules of the Court*, Rule 5.502(13)). The appointed educational representative has the same rights and responsibilities as a surrogate parent regarding special education. If the court cannot identify an educational representative and the child is or may be eligible for special education and related services, the court must refer to the LEA (California *Rules of the Court*, Rule 5.650(b)(2)).

Unaccompanied Homeless Youth

The term “unaccompanied youth” is defined as a youth not in the physical custody of a parent or guardian (42 *United States Code* Section 11434a(6)).

The term “homeless children and youths” means individuals who lack a fixed, regular, and adequate nighttime residence and includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children (42 *United States Code* Section 11434a(2))

Thus, an unaccompanied homeless youth is one who is not in the physical custody of parent or guardian and has no home.

A temporary surrogate parent may be appointed for an unaccompanied homeless youth. Such temporary surrogates may include appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs. These temporary surrogates may be employees of the State Education Agency (SEA), the LEA, or any other agency that is involved in the education or care of the child until a surrogate parent can be appointed that meets all of the appointment requirements.

Documenting the Need for a Surrogate Parent

Any student who has been referred for assessment because of a suspected disability, who is already eligible for special education, or who is enrolled in special education may have need of a surrogate parent. If documented “reasonable inquiries” do not locate the parent or guardian, or a child has been declared a ward or dependent of the court, a surrogate parent appointment would be in order. In order to prove that reasonable efforts were made, ample documentation may be necessary. Log all attempts to locate parent into the database log and also use the Surrogate Parent Appointment form. The form is provided at the back of this section.

Attempts to identify/locate the Parent

Efforts to locate the parent should begin immediately upon entry. Time is of the essence for several reasons. The determination of the need for a surrogate parent should be made within 30 days of the student entering our program. Even after appointing a surrogate the school should make further attempts to locate a parent whose educational rights may still be intact, each time new information is available from Probation or other partners or a new permission is needed. Each of the attempts to

locate parent (mailing to a last known address, queries to probation, social worker or attorney, and/or interviews with student or other family members) must be carefully documented. Any documents mailed, should be mailed with a return receipt request.

If a surrogate is appointed, but the parent is located later, and willing to participate in the educational process, the surrogate parent appointment should be terminated (California *Government Code* Section 7579.5(k)(4)). If the parent is located but refuses to participate in the IEP team meeting or refuses to designate a representative to participate, the LEA may want to contact the placing agency to seek clarification from the court. In the case of a known parent who is able to be contacted, but refuses to act, a surrogate may *not* be used. In the case of a parent who refuses to act, the LEA may employ Due Process as appropriate.

Reasonable Efforts to Locate Parent

Reasonable efforts to contact parents include, but are not limited to, the following measures:

- documented telephone calls (*document in Student's Special Education Log*)
- copies of letters and forms sent
- certified letters with return receipts
- the placement of an agency notice of a court order that terminates parent rights

If the reasonable efforts described above fail to locate the parent or to obtain parent status notification from the placing agency, an interim surrogate parent appointment may be necessary. This appointment will facilitate timely IEP review, establish consent for special education assessment, or both.

Unless the educational rights have been removed, it is a good practice to send required special education notices to the natural parent or guardian when a known address becomes available.

Keep in mind that documented proof of our efforts to locate the parent is essential.

Foster Parents as Surrogates

Foster parents and care providers who live with the child in small foster family homes have the usual rights of parents to participate in educational decisions, unless a court expressly excluded them from such decisions in a written order (California *Education Code* Section 56055).

LACOE SELPA considers a foster home of less than six (6) foster children a 'small foster family home.' If the foster home is a group home of six or more children, the foster parent may participate as someone with information about the child, but we'd also appoint a surrogate parent to act as the parent.

Juvenile court settings are not considered foster care homes and probation officers may not act as surrogates. When a child is placed by the juvenile court, determinations about residential placement are outside the scope of the IEP team.

Training of Potential Surrogate Parents

The PAU generally recruits volunteers to act as surrogate parents and LACOE SELPA provides training to the volunteers. Surrogates need to be knowledgeable about special education laws and the rights of students and parents, so they can represent the interests of their student appropriately. They should be aware of:

- educational needs of the student to be represented
- local programs and related services available in the SELPA or LEA
- procedural safeguards to ensure that the student's needs are met and IEP services are delivered
- time commitments of surrogate parents
- confidentiality of student records

If sites have volunteers to act as surrogate parents, and would like training, contact the LACOE SELPA office at (562) 401-5737. LACOE SELPA also maintains a listing of trained Surrogate Parents.

Dismissal of a Surrogate Parent

The surrogate parent may represent the child until any of the following are determined:

- The child is no longer in need of special education.
- The minor reaches 18 years of age, unless the child chooses not to make educational decisions for himself or herself, or is deemed by a court to be incompetent.
- Another responsible adult is appointed to make educational decisions for the minor.
- The right of the parent or guardian to make educational decisions for the minor is fully restored.
(California *Government Code* Section 7579.5(k))

The LEA shall terminate the appointment of a surrogate parent if either of the following apply:

- The person is not properly performing the duties of a surrogate parent.
- The person has an interest that conflicts with interests of the child entrusted to his or her care.
(California *Government Code* Section 7579.5(h))

Additionally, the LEAs may want to consider terminating the appointment under the following instances:

- Ineligibility for special education services is determined by the IEP team. (However, if due process is invoked to challenge the issue of ineligibility, the surrogate remains until the challenge is resolved).
- Actions that fall under the mandated reporting laws and threaten the health and well-being of the child are present.
- Parents are located and retain their educational rights.
(California *Government Code* Section 7579.5(a))

The surrogate parent may resign from his or her appointment only after he or she gives notice to the LEA (California *Government Code* Section 7579.5(g)).

Confidentiality

State and federal law protect the confidentiality of student records and limit the disclosure of such records. To ensure the confidentiality of all records, LACOE SELPA provides cautions and information during surrogate parent training to ensure that they are knowledgeable about keeping protected information confidential. They are advised that any information they hold must be appropriately returned or destroyed when the surrogate parent appointment ends.

Since a surrogate parent has all the rights that a natural or biological parent would have, these should include the right to consent to release of student information. In addition, the placing agency that is responsible for the student pursuant to an order of the juvenile court is entitled to obtain student records necessary to perform its duties under the court order (California *Education Code* Section 49076(a)(11), 20 *United States Code* Section 1232g(b)(1)(E)).

However, please consult with LACOE SELPA or LACOE Custodian of Records before using a surrogate parent to sign a Release of Information form.

Local Mental Health Intervention

When a surrogate parent is appointed and agrees that there is a need for local mental health involvement, California *Government Code* Section 7579.5(c) authorizes the surrogate parent to give written consent for nonemergency medical services, mental health treatment services, and occupational or physical therapy services relative to the IEP of the child being represented (See also California *Education Code* Section 56050(b)).



Educational Programs

Surrogate Parent Appointment and Meeting with Student Form

NAME OF STUDENT	DATE OF BIRTH
NAME OF SCHOOL SITE/PAU:	

Effective _____ (date), the following person has been appointed to serve as the surrogate parent for the above named student.

Surrogate's Name: _____
Please Print

Relationship* to Student (If Applicable): _____
(e.g., Aunt, Uncle, Grandmother) *Please Print*

***Note: if the surrogate parent is not a relative caretaker, foster parent or court-appointed special advocate, each school must document in the Student's Log that efforts were first taken to identify the existence of a relative caretaker, foster parent or court-appointed special advocate and that this person was not willing and/or able to serve as the student's surrogate parent. [Ref: CA Gov't Code Section 7579.5.(b)]**

Reason Why a Surrogate Was Appointed

(Please Check the Applicable Box):

- 1. (A) The child is adjudicated a dependent or ward of the court pursuant to Section 300, 601, or 602 of the Welfare and Institutions Code upon referral of the child to the local educational agency for special education and related services, or if the child already has a valid individualized education program, (B) the court specifically has limited the right of the parent or guardian to make educational decisions for the child, and (C) the child has no responsible adult to represent him or her pursuant to Section 361 or 726 of the Welfare and Institutions Code or Section 56055 of the Education Code.
- 2. No parent for the child can be identified.
- 3. LACOE, after reasonable efforts, cannot discover the location of a parent.

[Ref: CA Gov't Code Section 7579.5.(a)]

Note: If the 3rd box is checked above, school site staff must document its efforts to discover the location of the parent prior to the appointment of a surrogate parent.

Surrogate Parent Meeting with Student - [Ref: CA Gov't Code Section 7579.5.(d)]

DATE OF MEETING	LOCATION OF MEETING	MEETING TIME From _____ to _____
SIGNATURE OF SURROGATE		NAME OF SURROGATE (PLEASE PRINT)
SIGNATURE OF STUDENT		NAME OF STUDENT (PLEASE PRINT)
SIGNATURE OF ADMINISTRATOR/STAFF		NAME OF ADMINISTRATOR/STAFF (PLEASE PRINT)