

*This Handbook has been created for Site Administrators, the Management Staff and the Special Education Staff in an attempt to answer questions regarding the Special Education and the Comprehensive Health Departments policies, procedures and mandates within the state, the federal government and district.*

*The information provided is only a brief reference. Indepth information will be provided to you upon request. (Just as a side note, there are 854 special education laws that we must adhere to.)*

*The first section is the Special Education Department, the second section is the Comprehensive Health Department and the third section is for memos from both departments that will be sent out throughout the year.*

*This Handbook is in alphabetical order with a Table of Contents that will direct you to the area(s) that you may need some explanation and/or clarification. Since the laws are always being updated, the Handbook should be considered a “masterpiece” in progress. ☺ The pages are not numbered so that, if updated information is received, the updated information and a new Table of Contents will be sent to you to replace the outdated information.*

*This Handbook also has a space for your personal notations.*



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## **Special Education Department**

### **Gayle Hinazumi, SELPA Director**

*Charlotte Savage, Administrative Assistant  
x7253/x7254*

### **Bob McKee, Program Coordinator**

*Severely Handicap Programs  
Emotionally Disturbed Programs  
Adapted Physical Education  
Orthopedically Impaired Programs  
Della Johnson-Hank, Intermediate Secretary  
x7260/x7259*

### **Kathy Gibson, Program Coordinator**

*Mild to Moderate, Secondary Programs  
Becky Cruz, Intermediate Secretary  
x7256/x7255*

### **Michelle Southworth, Program Coordinator**

*Mild to Moderate, Elementary Programs  
Celia Contreras, Intermediate Secretary  
x7262/x7261*

### **Pauline Sukowske-Miles, Program Coordinator**

*Language, Speech and Hearing Pathologists  
Early Childhood Programs  
Deaf and Hard of Hearing Programs  
Doris Sorto, Intermediate Secretary  
x7279/x7279*

## **Comprehensive Health Department**

### **Leslie Woodman-Moore, Program Coordinator**

*Comprehensive Health  
Dora Flores, Intermediate Secretary  
X7091/x7087*

**Accommodations/Modifications:**

An accommodation/modification can be used only if:

- The student is currently using this accommodation/modification in every aspect of the educational program?
- The student needs this to survive and be successful, in class, at home, 24-7?
- It is appropriate AND necessary?

It is NOT appropriate to give a student an accommodation/modification on the day of the test if you have not utilized it within other situations.

State Testing Definitions:

**Category 1:** Testing condition available to students who regularly use it in the classroom. All students can have Category 1 accommodations.

**Category 2:** Accommodation available only to students with documentation in IEP or 504 plan.

**Category 3:** Modifications (**fundamentally alters what the test measures**) available only to students with documentation in IEP or 504 plan. This requires a District waiver. See Site Administrator.



*Notes:*

**Adapted Physical Education:**

Individuals are eligible for Adapted Physical Education if they first are identified as having one or more of the thirteen handicapping conditions. In addition, they must display a need documented in the assessment report(s) and developed through the Individualized Education Program (IEP) team process. The following concerns may constitute a need for Adapted Physical Education (APE).

1. Impaired gross-motor skills
2. Significant difficulty in motor functioning
3. Cannot safely participate in general physical education
4. Unable to accomplish motor skills attempted in any other type of physical education program considered (see service delivery options).

Adapted Physical Education is a Designated Instruction and Services (DIS) and is not a special education program in and of itself. Therefore, if a student does not have a current IEP, the student cannot be placed in APE. Even though the assessment results indicate a need for APE services, the student must be eligible for special education services before being placed in APE.

A medical doctor's prescription recommending APE is not sufficient to determine eligibility. The doctor's statement alone does not meet the requirements for placement in APE, however; a medical release is required for prior to an assessment. A multidisciplinary approach is used to determine eligibility. Information from the doctor would include the diagnosis and would best describe the specific limitations or restrictions to follow when planning the student's physical education program. When a doctor prescribes "no physical education", the nurse should be consulted. Students with a temporary disability are not candidates for APE services. If the disability is determined to be temporary, the student's needs can be met in a modified General Physical Education Program.



*Notes:*

**Administrators at IEP meetings:**

- *According to the federal and state law, an administrator or administrator designee must be in attendance at every IEP meeting.*
- *A parent has the right to stop the meeting if the administrator or administrator designee fails to attend the meeting.*

*What to look for before signing the IEP?*

1. *Accuracy of dates*
2. *Appropriate Supports and Services*
3. *Appropriate Instructional Setting and Placement*
4. *Comments and Summary is complete*
5. *All staff in attendance at the IEP, sign the IEP*

*If you have questions regarding the commitment of special education funds, indicate to the team that a phone call will be made to the SELPA Director or the appropriate SELPA Coordinator and that the Special Education Office will contact the IEP team and parent.*



*Notes:*

### **Alternative Dispute Resolution (ADR)**

- *This process was created to mediate IEP disputes at the local level.*
- *ADR develops partnerships between the parent and district.*
- *ADR is intensive support for the site and district.*
- *ADR is a collaborative process to resolve concerns.*
- *ADR blends resources and expertise.*
- *ADR is district Administrator directed*
- *ADR is SELPA facilitated.*
- *If at the IEP meeting, the parent is not in agreement with the team decision, please contact the SELPA Director. (909) 357-5000 x7254.*
- *An administrator trained in Alternative Dispute Resolution/Conflict Resolution will be contacted.*
- *The parent will be called to discuss the issues and ADR may be an option to resolve the dispute.*



*Notes:*

**Administrative Designee:**

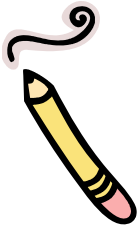
- *This is a group of highly qualified, Board approved special education teachers who are interested in mentoring or administration.*
- *Responsibilities include Administrator Designees for IEP meetings, teacher support, one to one training, etc. This must be done after their workday or on nonwork time if they agree to it.*
- *A list of names and phone numbers will be provided to you.*



*Notes:*

**Assessment Plan:**

- *This is a vital part of the SERT process and starts the timelines.*
- *The school psychologist and/or speech pathologist is responsible for completing and sharing the information on the assessment plan with the parent.*
- *Assessment plans should not be given to parents without prior authorization and knowledge of the school psychologist and/or speech pathologist.*
- *If this is a speech only referral, the speech pathologist is responsible for the assessment plan.*
- *Procedural Safeguards (parent's rights) must be provided to the parent at the time the assessment plan is signed.*
- *Once the signed assessment plan is received by the school psychologist and/or speech pathologist, this starts the 50 day timeline.*
- *50 day timeline does not include off track time or winter break.*



*Notes:*

## **Behavior Support Plan (BSP):**

### **What is a Behavior Support Plan (BSP)?**

- A Behavior Support Plan includes “proactive action planning to address behavior(s) that are impeding learning.” It includes “positive behavioral interventions, strategies and supports.” “Behavior Support Plans should focus on understanding ‘why’ the behavior occurred (i.e. ‘the function’ or ‘communicative intent’) then focus on teaching an alternative behavior that meets the student’s need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, reactive strategies and effective communication.” (Diana Browning Wright, 2003)

### **Why Do I Have to Write One?**

- Every student is entitled to a Free Appropriate Public Education (FAPE). This implies that the educational experience is enriching and growth oriented. Consequently, any behaviors that interfere with the learning process need to be addressed for the benefit of the student, his or her peers and the general learning environment.
- For special education students, the Individuals with Disabilities Education Act (IDEA) – a Federal mandate – **requires** the IEP team to address ‘behavior that impedes his or her learning or that of others’ (IDEA Section 614(d)(2)(B)...the Federal Regulations further point out that ‘positive behavior interventions, strategies and supports’ are to be considered supplementary aids and supports...Whenever a student receiving special education services exhibits difficult behaviors, whether early or late in an escalating behavior pattern, the IEP must address the situation in a behavior plan.”

### **Who Makes Up the Behavior Support Team?**

- The member of the Behavior Support Team will depend upon the specific needs of the student in question. In some cases the team may consist of regular education teachers, an administrator and a counselor. In other cases the Student Study Team, 504 team or IEP team may form the Behavior Support Team.



*Notes:*

### ***Bilingual Assessments:***

*When requesting a bilingual assessment, the referring school psychologist will make sure that the “salmon folder” is complete. The folder will include interventions, the FS-3, the SERT referral, and a current language designation (Woodcock-Munoz).*

*For **non-monolingual students**, the referring school psychologist will complete the nonbiased assessment (nonverbal IQ, VMI, TVPS, etc.) The bilingual school psychologist will then fill in with language, academic, and auditory processing assessment as appropriate. The referring school psychologist gets the assessment plan signed, does the report, and conducts the IEP meeting. The bilingual school psychologist completes those sections of the report that pertains to their assessment. Those sections must be to the referring school psychologist prior to the IEP meeting.*

*For **monolingual students**, the bilingual school psychologist receives the complete salmon file from the referring school psychologist. The bilingual school psychologist gets the assessment plan signed by the parent, conducts the assessment, writes the report, and holds the IEP meeting. These are the only assessments that are then traded.*

*For any bilingual assessment request, the following process is used:*

- Referring school psychologist has the SELPA Director’s secretary log the referral and gives the name of the psych assigned to the case.*
- The referring school psych puts the completed salmon folder on the bilingual school psych’s desk and also leaves a message on his/her phone. Included in the information will be the tentative IEP date for the non-monolingual student.*
- The referring school psychologist will be responsible for informing their SERT as to the disposition of the referral and name of the bilingual school psychologist.*



*Notes:*

**Budget:**

- All Special Education expenditures are processed through the Special Education Department via your school site. Individual teacher's accounts are to be utilized for instructional supplies. The special education funds are to be used to supplement NOT supplant.
- Dollar amounts are allotted yearly. Allocations are provided at the beginning of the school year. When making purchase requests, eighteen percent over actual cost should be figured in to accommodate for shipping/handling and taxes.
- Site budget support may vary and is determined by the site administrators. The budget provided to you by the Special Education Department is to supplement your program not to supplant.

**Media Center**

- The purchases through the Media Center need to be authorized by the Special Education Department for utilization of your budget. Your account number will be given to the Media Center for payment. You may also request, from your site administrator, expenditures in the Media Center.

Teachers are required to monitor their budget balances as dollars are expended.

**Items purchased must have a curricular justification which is aligned to the California State Standard and a District Goal written on the purchase requisition. Any purchase requisition without the curricular justification will be sent back to the teacher.**

Open Purchase Requisitions are not permitted.

**The special education teacher budget must be spent by the first Friday in January each year. No exceptions will be made.**



**Calendar:**

- *The school psychologist and speech pathologist maintain a calendar at the District office.*
- *If you would like a copy of their calendars, please contact Charlotte, x7254*



*Notes:*

**Cell Phones:**

- *As per District policy, personal cell phones should not be used for receiving routine personal phone calls when on duty. Advance arrangements for receiving personal calls in emergency situations should be made with the approval of the site administrator/supervisor unless there was not prior notice of the emergency.*
- *Employees using cell phones for professional reasons should not receive routine personal call during instruction, assigned duty times or meetings. If it is necessary to remain available to calls during a meeting, non-disruptive methods such as vibration rather than audible tones should be used. Only the most urgent circumstances should justify the use of cell phones with audible tones during such events as employee interviews, disciplinary meetings, teacher observations, student instruction, etc.*



*Notes:*

### **Change of Placement:**

- *When the SERT team is considering a Change of Placement for a student, (ie. SDC to RSP, RSP to SDC, Mild to Moderate to Moderate to Severe and visa versa or any program to any program) you MUST complete the Change of Placement document entitled "Considerations When Contemplating a Change of Placement."*
- *This document will give you valuable information prior to making a decision. This also gives good information to staff who are receiving the student. This form is used in conjunction with reviewing assessments, IEP information and classroom documentation/interventions.*
- *If you are contemplating a Change of Placement for behavioral issues, then you MUST have a Behavior Support Plan with goals and benchmarks in place and all of the above information completed as part of your analysis/documentation/interventions regarding your request to make a change.*
- *Changes of placements will need to be discussed with the Special Education Coordinator to insure appropriateness of placement, availability of classroom and site and transportation, if needed.*
- *Placing a student on a ½ day due to behavioral concerns is a change of placement and requires an IEP. The school psychologist must be present at this meeting. Documentation of a Behavior Support Plan, interventions and behavioral goals must be part of the IEP.*



*Notes:*

### **Child Find:**

- *Fontana Unified School District recognizes its responsibility to conduct a continuous child find. Parents have the right to make a written referral requesting assessment to determine possible eligibility for special education services for their child.*
- *In addition, each school has a Student Study Team, **a body of general education teachers**, that ensures a systematic process for addressing concerns of teachers, parents, other appropriate professionals and agencies regarding individual students.*
- *The Student Study Team's role is to address the concerns about the individual student to support the classroom teacher through practical suggestions, and, to modify the general education program and to direct them to appropriate general education support services. After the resources of the general education program have been considered and, when appropriate, utilized the student is referred for assessment for possible eligibility for special education services (See SST Handbook). SST Handbook can be obtained through CWA.*
- *The Special Education Review Team (SERT) consists of **all** the school site special education staff who review the referral on the student, determine the assessment procedures and assign staff to complete the assessments. Itinerant staff or district level staff should be brought into the assessment process as needed. Upon the completion of the assessment, the SERT meets as an IEP team, reviews the assessment results, determines eligibility for special education and related services as well as placement. In addition, the SERT plays an ongoing role in overseeing triennial reevaluations, change of placement and/or change of eligibility and concerns relating to special education students.*



*Notes:*

**Continuum of Program Options:**

According to Education Code, Section 56360, "each district, special education local plan area, or county office shall ensure that a full continuum of placement options is available to meet the needs of individuals with exceptional needs for special education and related services". These options are listed as follows:

1. General education (including other categorical programs)
2. Resource Specialist Programs
3. Designated Instruction and Services
4. Special classes and centers
5. Nonpublic, Nonsectarian schools or agencies or both
6. State special schools

Students eligible for special education services may receive service through any one or a combination of these options that are the most appropriate for meeting their educational goals and objectives.

**General Education Programs**

General education programs are offered to all students at the school without regard to any eligibility criteria. Students who are in general education programs may also be eligible for categorical programs, such as special education, bilingual education, migrant education and other programs designed to support students in achieving an education. The current trend is toward providing special services to support the general education program and reduce the amount of time a student is removed from the general education classroom. All students should have access to the core curriculum, with assistance as needed, to maintain a satisfactory level of achievement. Only a few students will have conditions requiring that they be educated away from general education programs.

**Resource Specialist Programs**

Resource Specialist programs are under the direction of a resource specialist who can provide instruction aligned with the core curriculum, information, assistance, consultation, resource information and material, and coordination of special education services for individuals with exceptional needs. Students who receive services from this program must be simultaneously enrolled in general education classes for the majority of the school day.

**Designated Instruction and Services**

Designated instruction and services as specified in the individualized education program shall be available when the instruction and services are necessary for the pupil to benefit educationally from his or her instructional program. The instruction and services shall be provided by the regular class teacher, the special class teacher, or the resource specialist if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services and if the by the teacher or specialist is feasible. If not,

*the appropriate designated instruction and services specialist shall provide the instruction and services. Designated instruction and services shall meet standards adopted by the board. Designated instruction and services should be under the direction of appropriately trained personnel and may include language and speech development and remediation, audiological services, deaf/hard of hearing services, orthopedic services, instruction from orientation and mobility, instruction in the home or hospital, adapted physical education, physical and occupational therapy, vision services, counseling and guidance, psychological services other an assessment, parent counseling and training, health and nursing services, social worker services, specially designed vocational education and career development and recreation services.*

### **Special Classes**

*Special classes provide instructional settings for students when the nature or severity of the disability prevents their participation in the regular school program for the majority of the school day. Students placed in these settings have the right to participate in activities with non-disabled peers, as appropriate, including meals and recess periods. The classes generally are set up to approximate a general education classroom, with small class sizes and specialized instruction available to each of the students. The IEP team must document its rationale for placing a pupil in a program in other than the school and classroom that the pupil would otherwise attend if he or she did not have a disability. The documentation must indicate why the pupil's disability prevents the pupil's needs from being met in a less restrictive environment, even with the use of supplementary aides and services (see the California Code of Regulations, Title 5, Education Section 3042 (b)).*

### **NonPublic, Nonsectarian School Services**

*Nonpublic, nonsectarian school services are provided to students whose needs cannot be met through the public system. The students may be provided an education in a Non Public School setting at public expense.*

*Access: Considerations for referral must be discussed with SELPA Coordinator, SELPA Director, Psychologist and all service providers prior to an IEP meeting being held. SELPA Coordinator will oversee this process.*

### **State Special School**

*State special schools serve the students for whom no appropriate placement is available in the local plan area. Three state special schools in California serve students whose primary disability is deafness or blindness.*

*Three diagnostic centers are also operated by the California Department of Education to serve as a resource to Local Educational Agencies (LEAs). They provide a continuum of assessment services for students with special needs, ranging from field-based assistance to transdisciplinary assessment at each center. All assessments are designed to assist IEP teams in determining*

*curricula, instructional strategies and program options for students. The diagnostic centers also provide LEAs with a variety of training services for staff involved with student programming issues.*

*Considerations for referral must be discussed with SELPA Coordinator, SELPA Director, Psychologist and all service providers prior to an IEP meeting being held. SELPA Coordinator will oversee this process.*



*Notes:*

**Due Process:**

The due process hearing procedures prescribed by SB 1870 extend to the pupil, the parent and the public education agency involved in any decisions regarding a child under any of the following circumstances:

1. There is a proposal to initiate or change the identification, assessment or educational placement of the child or the provision of a free, appropriate public education to the child.
2. There is a refusal to initiate or change the identification, assessment, or educational placement or the provision of a free, appropriate public education to the child.
3. The parent refused to consent to an assessment of the child for the Individualized Education Program for the Child.

The due process hearing procedures include the right to a mediation conference, the right to examine pupil records, and the right to a fair and impartial administrative hearing at the state level. Timeline procedures are identified within the "Parents' Rights and Appeal Procedures" form.

**Uniform Complaint Procedures:**

A complaint must be a written and signed statement alleging a violation of a federal or state law or regulation, which may include an allegation of unlawful discrimination. The local SELPA policy ensures that complainants are protected from retaliation and that the identity of the complainant alleging discrimination remain confidential as appropriate.

Local complaint procedures may include alleging a matter which, if true, would constitute a violation by that local educational agency of federal or state law or regulation governing the established programs. The complainant's procedures must include:

1. Filing a formal, written complaint not later than six months from the date the alleged matter occurred or
2. Obtaining a written extension to file, not to exceed 90 days, from the Superintendent

State complaint procedures can be initiated only after an attempt to settle the matter has been conducted at the Local Educational Agency level. If a state complaint is first sent to the Superintendent, it will be immediately forwarded to the local educational agency for processing and resolution. When direct State intervention is warranted and deemed necessary the following procedures shall be used to resolve the issues of complaint:

1. The Department shall offer to mediate the dispute which may lead to a state mediation agreement.

2. *The Department shall conduct an on-site investigation if either the district or complainant waives the mediation process or the mediation fails to resolve the issues, staying within a 60-day time line.*
3. *Mediation shall not exceed 30 days unless the Local Educational Agency and the complainant agree to an extension.*

***Parent's Rights:***

*A copy of parents' rights are sent to the parent with the conference notice, presented to the parent when an assessment is offered and presented to the parent at IEP meetings. Additional copies of the parents' rights are available for distribution, in both English and Spanish, through the Special Education Office. (909) 357-5000 x7285*



*Notes:*

**Early Childhood Transitions:**

- *All students transitioning from the Early Childhood Program to a Kindergarten Program must have a transition IEP.*



*Notes:*

### **Excessive Caseload:**

The following procedures will apply to compensate bargaining unit members assigned to RSP (Resource Specialist Program) or SDC (Special Day Class) positions for duties related to excess caseloads:

1. For the purposes of this agreement, the "basic caseload" will be 28 students for RSP per Education Code and 18 for SDC teachers per the union contract. Basic caseload for RSP teachers for extended year assignments will be 31 per state regulations. "Excess Caseload" refers to only the special education students in excess of the "basic caseload" with IEP's expired (outdated IEP dates but still require special education services) or current. (Students without an IEP will not be counted as part of the excess caseload.)
2. Acceptance of excess caseloads and all the duties that accompany the excess caseloads will be **voluntary** on the part of the bargaining unit member.
3. The SELPA Administrators and the Site Administration will work together to develop a plan to alleviate the excess caseload or to compensate the teacher for excess caseload.
4. Compensation methods will include the use of 1/6<sup>th</sup> contact extension or at the rate of one (1) hour per week per diem for each student over the "basic caseload". A week is defined as Monday through Friday. State Register will be used to document this service and must be attached to the timesheets. (Details for the processing of timesheets with attached State Registers will be sent to the teachers.)

Excessive Caseload for Language, Speech and Hearing are based on student numbers above the district average student caseload of 55 for single track and traditional track and 60 for multi track.

This must be Board approved.



*Notes:*

## **Expulsion Process Checklist:**

### *School Site IEP Meetings for Ongoing Behavior Problems*

- *IEP Team has met and documented attempts to redirect inappropriate behaviors.*
- *Behavior Support Plan has been developed, implemented and reviewed.*

### *Ed. Code Violations Resulting in a Recommended Expulsion*

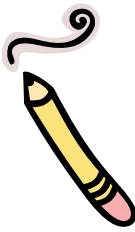
- *Site Administrator notifies case carrier and psychologist.*
- *Proceed directly to Pre-Expulsion Assessment*

### **Pre-Expulsion IEP Meeting (held at CWA)**

- *Pre-Expulsion IEP documents that the two critical questions have been addressed.*
  - 1). *Was the misconduct caused by or a direct manifestation of the pupil's identified handicap?*
  - 2). *Was the student appropriately placed at the time of the misconduct occurred?*
- *The IEP (including goals/benchmarks) is current, appropriate to cover the period prior to the school board action. (Goals/benchmarks and service can be addressed in pre-expulsion IPE placement).*
- *The IEP is valid and appropriate for the length of time*
  - 1). *of the Administrative Hearing Panel's placement decision*  
OR
  - 2). *of projected board meeting scheduled for the post-expulsion IEP meeting.*
- *Stopped Expulsion – the sending school site psychologist is notified. A new IEP meeting is held by sending school as appropriate. Goals and benchmarks can be addressed at the recommended placement.*

### **Post-Expulsion IEP meeting (held at CWA)**

*When the Administrative Hearing Panel moves forward and refers the student for expulsion, a post-expulsion IEP meeting is held to: address how services will be provided during the time of expulsion and/or alternative placement; write a valid and appropriate IEP for the duration. (Goals and benchmarks can be addressed in the recommended placement.)*



*Notes:*

**Field Trips:**

- All field trips funded by the special education budget must have prior authorization through the Special Education Department.
- There must be documentation that the trip is curriculum based and part of the student's IEP.

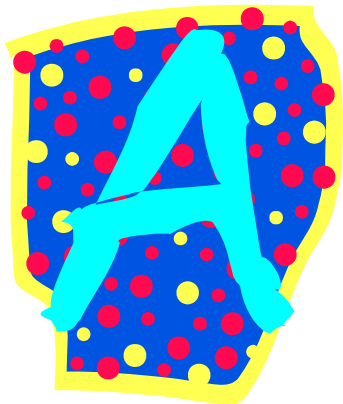
**FIELD TRIP/COMMUNITY OUTING PROCEDURES**

ALL FIELD TRIP/COMMUNITY OUTINGS MUST START AT THE SCHOOL SITE WITH PRIOR APPROVAL (**SIGNATURE/DATE**) FROM THE SITE ADMINISTRATOR

1. Teacher completes Field Trip/Community Outings request form (**Approval from Site Administrator**) with curriculum justification on a separate sheet of paper and forwards it to Special Services (Coordinator's office). Four weeks prior to field trip.
2. Teacher down loads a cost estimate form (Transportation Request Form) from Web site under Downloadable forms.
3. Teacher completes cost estimate form and either e-mail it to Mary Stevens or fax it to Mary/Patty (909) 357-5264. Form must be completed and submitted to Transportation at least two weeks prior to field trip.
4. Transportation will respond with cost estimate and approval of date/time then forward to Special Services (Coordinator's office). If District Transportation is unable to transport on requested date and/or time, Coordinator will notify teacher for alternate transportation information.
5. To Gayle H. for approval & signature. (Field trip/cost estimate forms)
6. Back to Coordinator for mailing/faxing to Teacher.
7. School site generates the Purchase Order for Transportation.
8. Sign out at School site: **WHERE** you are going and **WHO** you have with you.



*Notes:*



## **Elementary Grading Policy**

Please refer to the Elementary Report Card Grade Standardization Notebook

## **Secondary Grading Policy**

Please refer to the Secondary Grading Policy Handbook

### **Special Education Review Team (SERT):**

*The SERT team is made up of all special education staff. This meeting provides a time when teachers are able to discuss student needs, collaborate on assessments and calendar monthly IEP meetings.*

### **SERT Notebook**

- *Have sections for agendas, minutes, log, calendar*
- *May have sections for accommodations, teacher/specialist schedules*
- *Keep in a central, accessible location*

### **Agenda**

- *Choose an “agenda maker” (can rotate responsibility)*
- *May choose from a variety of formats*
- *Have sections for attendance, initials referrals (parent and SST), upcoming IEP’s (tris, 30-days), reevaluations, teacher/parent concerns, behavior concerns (suspensions, behavior interventions, manifestation determinations)*

### **Minutes**

- *Choose “keeper of the minutes” (can rotate responsibilities)*
- *Can be handwritten or computerized*
- *Are information for: continuity (tracking cases), record-keeping, compliance, communication*

### **SERT Log**

- *Choose “keeper of the log”*
- *Update at meeting (may use hard copy and computerize later)*

### **SERT Calendar**

- *Begin at start of school year (check out internet calendar!)*
- *List all IEP meetings (student, case carrier, place, type of meeting)*
- *List SERT and staff meetings*
- *Include psych/specialists’ scheduled days*
- *Update regularly (at SERT meetings, when meetings are scheduled by case carrier)*

### **Referrals**

- *Student Study Team (SST) Referrals*
- *Parent Referrals*

*Check all paperwork coming from SST. Send back any cases with incomplete paperwork or inadequate interventions.*

### **Multidisciplinary Assessment**

- *Assessment of initial referrals*

- *Assessment for reevaluations of placement*
- *Assessment for manifestation determinations*
- *Team may include psychologist, administrator, nurse Adapted PE teacher, Speech Therapist, Resource Specialist, Special Day Class teacher, counselor, parent, student other support staff.*
- *Student Observation*

### ***Discussion of Current Special Education Students***

- *Plan for triennial assessments (modified v. full assessment?)*
- *Discuss and problem-solve teacher/administrator/parent concerns*
- *Discuss possible changes of placement*
- *Discuss and problem-solve behavior issues (including tracking suspensions, planning behavior interventions)*
- *Communication between service providers*
- *Compliance*

### ***The Roles of SERT:***

*The SERT has several roles at a school site. One role is that of reviewing records from the Student Study Team. The second role is that of the Multidisciplinary Assessment Team. The third role is to review the progress of currently placed students.*

### ***Reviewing Records from the Student Study Team***

*The SERT reviews the files/records of children referred for testing by the Student Study Team. The SERT may determine that more or different interventions need to be tried before testing. The case would then be sent back to the Student Study Team.*

### ***Forming a Multidisciplinary Assessment Team***

*The SERT becomes a Multidisciplinary Assessment Team when it determines that assessment is needed. This team determines types of assessments, formal and information, to be given to that student. A “case manager/carrier/tracking teacher” is assigned to handle meetings, paperwork, etc. The SERT (now the Multidisciplinary Assessment Team) decides who will give assessments, and who will manage the case.*

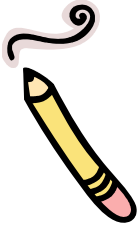
*The Multidisciplinary Assessment Team may include (but is not limited to) the following individuals:*

- *Psychologist*
- *Administrator*
- *Adapted PE Teacher*
- *Speech Pathologist*
- *RSP Teacher*
- *Special Education Teachers*

- *DIS Personnel*
- *Counselor*
- *Parent*
- *Student*

***Role – Review Progress of Currently Placed Students***

*In addition, the SERT addresses triennial assessments, change of handicapping conditions, change of placement, behavior issues and a review of progress for students already in special education programs.*



*Notes:*

**General Education Teachers at IEP meetings:**

- According to the federal and state law, general education teachers **must** be in attendance at every IEP meeting.
- A parent has the right to stop the meeting if the general education teacher fails to attend the meeting.
- If the IEP meeting is part of a pre-expulsion hearing at the District Office, the meeting will be stopped if the general education teacher is absent.
- The general education teacher acts as a representative of all general education teachers when appropriate student placement is being discussed.



*Notes:*

**Guidelines to request Low Incidence Equipment and/or Materials:**

1. *The Specialist talks to Coordinator regarding the equipment and/or material that is being requested.*
2. *At the IEP meeting, the need for the equipment and/or material is documented on the IEP form.*
3. *Low Incidence forms are completed and submitted to Coordinator with a copy of the IEP.*
4. *The Coordinator brings the request to SELPA. If all paperwork is completed the request is processed by the SELPA Director.*
5. *The Account Clerk orders the equipment and/or materials.*
6. *Once the equipment and/or materials are received, the secretary tags it, adds it to the inventory and sends it to the specialist or the teacher.*
7. *The Home Use form is completed by Specialist, signed by the parent and returned to the Coordinator. The Home Use form is updated annually at the IEP meeting and is part of the IEP.*
8. *The equipment/materials inventory is updated yearly (May) by the specialist and or teacher.*
9. *The Transfer of Equipment form is completed if students are moving from one site to another or from one classroom to another.*



*Notes:*

**Health Screening Report FS-3:**

For Triennials, Modified Triennials, Parent Requests for Assessment, Re-evaluation of Placements

- *School Psychologist received the Assessment Plan signed by the parent. An Assessment Plan is not required for a Modified Triennial.*
- *The School Psychologist MUST give a copy of the signed Assessment Plan to the Nurse.*
- *NO psychoeducational assessment should begin until the psychologist received the completed Health Screening (FS-3) from the Nurse.*
- *The Nurse will complete the Health Screening (FS-3) within 2-3 weeks.*



*Notes:*

**Home Instruction:**

*In order that we stay in compliance with students that have been placed on Home Instruction, below is a process that has been outlined. Please read it carefully. If you have any questions, please see me.*

**Initial Placements:**

- a. *The psychologist must attend the meeting, as it is considered a change of placement. (For LSH only students, the psychologist is not required.)*
- b. *If a request for Home Instruction is made for medical reasons, follow up with a doctor is required by the nurse prior to the IEP meeting.*
- c. *The reason/rationale for the change to Home Instruction must be clearly stated on page 3b of the IEP.*
- d. *The duration of Home Instruction must be clearly delineated on page 2 of the IEP, i.e. 9/20/04 – 1/13/05. It may not be vague, i.e. for the duration of the illness.*
- e. *The goals and objectives must be reviewed and the team must determine they are still appropriate. If no changes need to be made, then, on page 3b of the IEP, it needs to be documented that they were reviewed and continue to be appropriate, i.e. the goals and objectives from 5/13/05 continue to be appropriate. The goals and objectives must be appropriate for the duration of the placement of Home Instruction, i.e. goals and objectives due in November 2005 should not be continued on a September 2005 IEP for Home Instruction.*

**Or**

*The goals and objectives from the previous IEP are reviewed and are marked as to whether they are achieved or not. New goals and objectives are developed and agreed to. They must be written for the duration of the placement on Home Instruction or one year.*

- f. *If the student receives any DIS service, those providers must be at the IEP meeting to discuss how the goals and objectives can be incorporated into Home Instruction plan. I.e. incorporated into the objectives provided by the home teacher with or without consultations by the DIS provider to the home teacher or, in some cases, provided at the home site.*
- g. *On page 2 of the IEP, please indicate the next review date as the annual date.  
This way, it will be picked up on the SASI run.*
- h. *The Application for Home Instruction is fully completed.*
- i. *The Application for Home Instruction, IEP (including copies of continued goals and objectives, if new ones were not written), are given to the Alternative Education Coordinator and SELPA Director for signatures and sent to Education Services for processing and for the assignment of a home teacher.*

*Accompanying the IEP and Application to Education Services will be a form indicating which Coordinator the teacher can contact regarding specialized materials or information.*

- i. Education Services assigns a home teacher and enrolls the student in the Home Instruction school as soon as possible. The home teacher is given the IEP as well as the form indicating names of staff from Special Services who can assist them.*

### **Reviews/Reinstatements:**

*Each Coordinator will track the data run/class run for reviews.*

#### **1. Annual Reviews:**

*The Coordinator will schedule the IEP and notify parent, home teacher, and any DIS. If it is suspected that the student will be returning to a school site, then special and general education teachers, psychologist and other staff, as appropriate, are included.*

*If the student continues on Home Instruction, the Coordinator processes the IEP with Yvonne. In addition, s/he sends a copy of the IEP to Education Services with a notice indicating that Home Instruction is to continue.*

*If the student returns to a school site, the Coordinator processes the IEP to Yvonne. In addition, s/he notifies Education Services that the student was moved from Home Instruction back to a school site.*

**NOTE:** *If the home teacher is not a credentialed special education teacher, then the assigned Coordinator does an updated assessment/prepares suggested goals and objectives and attends the IEP meeting.*

#### **2. Triennial Reviews:**

*The Coordinator notifies the psychologist assigned to the student's home school*

*The assigned psychologist prepares the Assessment Plan with input from and DIS staff, and obtains the signature from the parent. The psychologist notifies staff that the Assessment Plan has been received, and conducts the assessment. **NOTE:** Program Specialists will do the academic assessment, etc., if the home teacher is not a credentialed special education teacher.*

*The assigned psychologist schedules the IEP meeting and notifies the appropriate staff, including the Coordinator.*

*See above statements regarding the process after the IEP meeting.*

**3. Reinstatements through CWA – Suspensions/Expulsions:**

- a. *If the student is eligible for reinstatement and has applied, CWA will notify the appropriate Coordinator 2-3 weeks prior to the reinstatement meeting that the parent has applied for reinstatement and the date of the meeting.*

*The Coordinator will then notify the home teacher, the receiving special educator, and DIS, general education teacher, and psychologist. The IEP meeting will be conducted at the reinstatement meeting. Goals and objectives will be reviewed/rewritten per guidelines stated above. The IEP and note to Education Services will be processed by the Coordinator.*

- b. *If the student is eligible for reinstatement, but has not applied, the Coordinator will contact the parent (by phone, registered letter, via home teacher, etc.) regarding no request to discuss any issues. This contact is to be documented in the GSR. An IEP is conducted per guidelines, as appropriate.*

**NOTE: ANY TIME A STUDENT IS PLACED ON HOME INSTRUCTION OR GOES FROM HOME INSTRUCTION TO A PROGRAM AT A SCHOOL SITE, AN IEP MUST BE HELD PER EDUCATION CODE AND GUIDELINES. A PARENT MUST BE INVOLVED AND SIGN THE IEP, AS IT IS A CHANGE OF PLACEMENT.**



**Least Restrictive Environment:**

After a student is determined eligible for special education services, placement in a special education program should be considered only if reasonable modifications/accommodations to the regular education classroom/curriculum cannot meet the needs of the student.

The SERT team has the responsibility of determining placement in the “least restrictive environment” needed to meet the needs of the student. The continuum from least to most restrictive is:

- General Education Classroom with Modifications
- General Education classroom with Designated Instruction and Services (DIS: LSH, APE, OT, etc.)
- General Education Classroom with Resource Specialist Program (RSP may include DIS)
- Special Day Class (may include DIS)
- Home/Hospital
- Nonpublic Schools including DIS
- State schools (may include DIS)
- Residential School (may include DIS)



*Notes:*

**Change of Placement:**

When students are identified and receiving special education services, and a determination is made regarding consideration for reevaluation of placement in the “least restrictive environment, a direct referral back to the SERT process must occur.

**Manifestation Determination:**

- *On the 10<sup>th</sup> day of suspension a student cannot be suspended any further without a Manifestation Determination completed by the school psychologist.*
- *If the student is inadvertently sent home after the 10<sup>th</sup> day of suspension without a Manifestation Determination, the student **must** be allowed to return to school immediately.*
- *An IEP meeting will need to be held with information regarding Discipline, Suspension/Expulsions, Behavior Support Plans, Interventions, Behavioral Goals, referral to Department of Behavioral Health (AB2726), site counseling.*
- *All documentation will need to be in place prior to an Expulsion. If the documentation is not evident, the expulsion may be stopped and the student sent back to school.*



*Notes:*

**Observations of Students:**

- *Before planning an observation of a student for purposes of assessment, it is necessary to receive a signed assessment plan from the parent indicating the assessment (observation) and the purpose for which it is done. This observation then must be followed by a written report.*
- *If a student or students are being observed as part of a classroom observation for programmatic reasons, then an assessment plan is not required and no written report is needed.*



*Notes:*

**Open Purchase Orders and Stater Bros:**

**Open PO's:**

- *Open PO's are no longer available.*

**Stater Brothers:**

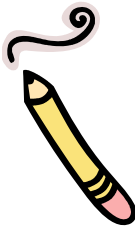
- *In order to purchase from Stater Brothers, the teacher will need to have prior approval by the Coordinator before they sign up*
- *The teacher will get the Stater Brothers purchase form from their Coordinator.*
- *The receipt and paperwork must be submitted to the Coordinator no later than one (1) week after the purchase.*
- *Dollars need to be budgeted and approved by the Coordinator prior to spending after the January deadline.*



*Notes:*

**Parent Participation:**

- *According to the federal and state law, 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.*
- *Notify the parents early enough, at least 2 weeks, to ensure that they will have an opportunity to attend. If the parent waives their right to advance notice, this must be indicated on the IEP.*
- *Schedule the meeting at a mutually agreeable time.*
- *A Conference Notice and the Procedural Safeguards (Parent Rights) must be sent home to the parent.*
- *Three attempts must be made to insure that the parent will attend. Document this on the signature page of the IEP.*
- *If a parent requests an IEP meeting, the team has 30 days to schedule this meeting.*



*Notes:*

**Parent Requests for Site Visitations:**

- *If a parent makes a specific request to visit a site program, please forward this request to the appropriate Special Education Coordinator.*
- *The Special Education Coordinator will call the parent to discuss the visitation(s) and schedule a date(s) and time(s).*
- *Please do not make site visitation arrangements at the IEP meeting without contacting the Special Education Coordinator prior to the IEP meeting.*



*Notes:*

**Parents Refuse Consent to Later Placements:**

1. You can't override the parents' refusal to an initial placement (parent's have the final say regarding initial placements) but a recent ruling by the U.S. Department of Education's Office of Special Education Programs (OSEP) suggests otherwise for "subsequent special education and related services." OSEP says that if the parents refuse consent for the initial placement, the district is no longer obligated to give the child special education services.
2. If a special education student's parents refuse consent to further special education and related services and the IEP team continues to recommend special education support, consider using due process procedures to override their refusal.
3. If the parents consent to the initial placement, the district has "an ongoing mandate to provide FAPE [a free appropriate public education] to that child." If the parents refuse consent to further special education and related services, the district may find it appropriate to attempt an override through a due process hearing.



*Notes:*

***Parent Requests for Special Education Testing:***

- *According to the federal and state laws, classroom interventions must be documented prior to assessment.*
- *If a parent is requesting special education testing, the general education teacher must provide documentation of interventions attempted and the outcome of the interventions.*
- *All requests must be dated and in writing.*



*Notes:*

### **Professional Assault Response Training (PART):**

- *PART presents an approach, rather than an array of “techniques”. Principles, rather than specific interventions, are emphasized.*
- *PART does not attempt to provide “answers” to employees responding to violent behaviors. The primary purpose of the workshop is to help trainees “ask the right questions,” so they can solve problems for themselves.*
- *PART methods are not legitimate substitutes for individual intervention plans! PART assumes that there is “a reasonable plan” in place for each person receiving services, which anticipates problematic situations. PART principles are intended to augment these reasonable plans.*
- *PART is designed to build confidence in professionals regardless of individual abilities, limitations or gender. The course is designed to provide adequate thinking and movement skills to enable women and men of various strengths and abilities to remain safe in the workplace. It is further assumed that individuals receiving services will be less anxious, and more secure, when they also believe that everyone working with them is able to work in a competent and safe manner.*
- *PART emphasizes team skills, not individual skills. It is our experience that “heroes” tend to get themselves in trouble. Frankly, one-to-one techniques are often disastrous. The PART workshop is designed to mirror the teamwork experience.*
- *PART training enhances personal safety within the context of individual rights. Having a disability that sometimes manifests in assaultive behavior does not automatically deprive an individual of her or his rights to “life, liberty, and the pursuit of happiness.” Equally, the rights of individuals with disabilities should at no time deprive employees of their rights.*
- *Manual restraint techniques that deliberately induce pain violate a citizen’s right to be free from “cruel and unusual punishment.” They are in direct opposition to PART principles.*



*Notes:*

**Special Education Students and Promotion and Retention Standards:**

*Districts receiving special education funding are required to comply with both the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act.*

*It is possible that special education students can be retained, but only under certain circumstances.*

*It is inappropriate to retain special education students who have failed to meet academic standards in areas in which they qualified as special education students, unless the below standard is met.*

*It would not be unreasonable, on the other hand, to consider special education students to be at-risk of retention based on the challenges they face while learning in the classroom.*

*The following information should be used as guidelines when considering the decision about promotion and retention for a student in special education:*

**1. The Individualized Education Plan (IEP) includes:**

- *The present levels of the student's education performance.*
- *The measurable annual goals, including benchmarks, or short term objectives related to:*
  - a. *Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum.*
  - b. *Meeting each of the student's other educational needs that result from the student's disability.*
- *The specific special education instruction and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student to do the following:*
  - a. *To advance appropriate toward attaining the annual goals.*
  - b. *To be involved and progress in the general curriculum.*

*2. Also included in the IEP are appropriate objective criteria, evaluation procedures and schedules for determining, on at least an annual basis, whether the annual goals are being achieved.*

*3. IEP decision to retain a special education student would be based on lack of meeting or making progress toward student achievement within the appropriate goals and objectives and/or significant absences that caused an impact on meeting and progress toward appropriate goals and objectives.*

*An IEP meeting must be held if a special education student is going to be retained.*

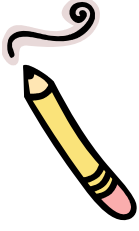


*Notes:*

**Protocol for IEP meetings:**

*At times, some staff members may be involved in an IEP meeting that may become somewhat chaotic. This may occur for a number of reasons. In the end, statements may be misinterpreted, emotions may run hot, and mistrust may fester. These are some guidelines for conducting IEP meetings that would facilitate the discussion and keep the focus on student needs and program. It might be helpful to discuss them at your SERT meeting.*

- All members of the team arrive on time to the meeting. At the beginning of the meeting, the purpose of the meeting and roles of the participants are defined. In meetings where conflict is anticipated, ground rules for interactions are established by the administrator/facilitator. If needed, time limits are established and a timekeeper can keep track.*
- It is the expectation that all team members keep calm and speak softly, quietly and respectfully. Should any participant in the meeting make unbecoming or inappropriate statements to another participant, and then it is important that the administrator/facilitator calmly intervene by stating that the remark is inappropriate and refocus the team to the purpose of the meeting.*
- If an interpreter is needed for the meeting, s/he should not be a staff member or an administrator who has another role in the meeting. At the beginning of the meeting, the process for using the interpreter should be reviewed. For example, the staff speaking addresses the parent; the presentation is in chunks that can be translated by the interpreter; the interpreter addresses any questions that the parent has to the team.*
- The administrator/facilitator moderates the meeting to keep the meeting on focus, and addressed the issues and concerns as defined in the purpose as well as additional questions as they arise. The administrator/facilitator asks questions to clarify information as needed and confirms that there is understanding by all throughout the process of the meeting.*
- It is helpful that when staffs present their assessment data, they use a graphic presentation for the team. The visual information will supplement the professional jargon for other professionals and parents who may not be comfortable with only the specialized vocabulary.*
- At the time of scheduling an IEP meeting, when any site staff member or administrator feels the tenor or content of the meeting is such that they need additional support, they may feel free to request a coordinator or the director from the Special Education Department to be present.*



*Notes:*

### **Psychoeducational Reports:**

- *The reports of any and all assessments completed as part of the psychoeducational assessment, must be given to the school psychologist at least 2 weeks prior to the IEP meeting so that this information can be included as part of the psychoeducational report.*
- *According to state law, the final report must be ready at the time of the IEP meeting. The parent should receive a copy at the time of the IEP meeting. If the final report does not have the necessary components available, a draft report is acceptable at the time of the IEP meeting. The draft report must have the word "DRAFT" indicated on all of the pages. If draft copies are distributed at the IEP meeting, they must be collected at the end of the IEP meeting.*
- *The completed salmon folder will be turned into the Special Education Office within 30 days from the IEP meeting date.*
- *If the final copy of the psychoeducational report is not ready at the time of the IEP meeting, it is the responsibility of the school psychologist to insure that the parent receive a copy of the report when it is completed.*



*Notes:*

**Receipt of Legal Documents:**

- *Service of all summons, subpoenas and other legal documents regarding suits, claims, etc. related to district issues or matters must be received in the Department of Risk Management.*
- *If a server should appear at your site, he/she should be referred to that department at the district office.*
- *There is a 5 day turnaround when the Special Education Department receives a request for records from outside agencies or parents. No documents will be sent out without prior authorization from the parent.*



*Notes:*

**Referral to Department of Mental Health – AB2726:**

- *When making a referral for AB2726 services, please be sure to indicate this in the Comments and Summary page of the IEP.*
- *The parent must sign the IEP agreeing to the referral and a Release of Information.*
- *A packet including a copy of the Release of Information, current IEP, current Psychoeducational Report and Student Intervention form are given to the Director.*
- *The Director reviews the packet, signs the Student Intervention form and gives it to the appropriate Special Education Coordinator.*
- *Please note: The Student Intervention Form must show that “School Site Counseling” was part of the interventions and the dates that this occurred. Department of Mental Health will return the packets if School Site Counseling is not indicated as an intervention.*



### **School Psychologist Interns:**

- *The interns will be overseen by the SELPA Director. Prior to the intern beginning, the intern and supervising school psychologist will meet with the Director. A plan will be developed as to how the interns will meet their fieldwork hours. The Director will sign off on the plan.*
- *Prior to the intern completing their fieldwork hours, the intern and supervising school psychologist will meet with the Director to review the experience, review what was accomplished and, if all documentation is in place, the Director will sign off that the fieldwork has been completed.*
- *In association with the surrounding Universities, a program that has been developed to assist graduates complete their fieldwork hours.*
- *The interns will work alongside the certified school psychologists until the interns are able to work on their own.*
- *Assessments and scoring are reviewed by the certified school psychologists.*
- *Psychoeducational Reports are reviewed by the certified school psychologists. Both the intern and certified school psychologist sign the reports.*
- *The intern and the certified school psychologist attend the IEP meeting.*
- *Interns are invited to attend school psychologists' staff meetings.*



*Notes:*

### **Sign Language Interpreter Services:**

- *A request for a Sign Language Interpreter must be made 3 days prior to the date of services. District Interpreters may provide services after their regular workday.*
- *If a District Interpreter is used after their normal working hours, your department/site will be charged for their services. If the District Interpreter arrives for a meeting that has been cancelled without notice to the Special Education Department or the parent is a "NO SHOW", the requesting department/site will be responsible for 1 hour of the interpreter's time.*
- *If a District Interpreter is not available, the Special Education Department will schedule this appointment with an outside agency. Charges are \$43.00 per hour (2 hour minimum) for the services. Services for Deaf and Hard of Hearing students with a current IEP will be covered by the Special Education Department.*



*Notes:*

## **Special Education Acronyms**

*SELPA – Special Education Local Plan Area*  
*FAPE – Free Appropriate Public Education*  
*LRE – Least Restrictive Environment*  
*IDEA – Individuals with Disabilities Education Act*  
*CCR – Coordinated Compliance Review*  
*GSR – Guidance Service Records*  
*ADR – Alternative Dispute Resolution*

*IEP – Individual Education Plan*  
*ITP – Individual Transition Plan*

*ADD – Attention Deficit Disorder*  
*ADHD – Attention Deficit Hyperactivity Disorder*

*APE – Adapted Physical Education*  
*CH – Communicatively Handicapped*  
*DD – Developmentally Delayed*  
*DHH – Deaf and Hard of Hearing*  
*EC – Early Childhood*  
***HI – Hearing Impaired***  
*LD – Learning Disability*  
*LI – Low Incidence*  
*LSH – Language, Speech and Hearing*  
*MH – Multihandicap*  
*OI – Orthopedically Impaired*  
*O&M – Orientation and Mobility*  
*RSP – Resource Specialist Program*  
*SDC – Special Day Class*  
*ED – Emotionally Disturbed*  
*SH – Severely Handicapped*  
*SPH – Severe/Profound Handicap*  
*VI – Visually Impaired*  
*MM – Mild to Moderate*  
*MS – Moderate to Severe*  
*TBI – Traumatic Brain Injury*  
*OHI – Other Health Impaired*  
*NPS – Non Public School*

### **Student Study Team Referrals:**

- *According to NCLB and IDEA Reauthorization, there must be documented “scientifically based” interventions provided to the student prior to moving forward with special education assessment. “A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.*
- *Please be sure that the intervention documentation is part of the SST packet.*
- *If the interventions are incomplete, the SST packet will be returned to the SST.*
- *There is not a predetermined number of students who can be taken through the SST process.*
- *There is not a “cut off” date for the SST referrals which are academic and require SERT monitoring.*
- *Students will be calendared in as usual throughout the year. This calendar needs to be monitored carefully.*



*Notes:*

**State School Registers:**

- *All itinerant staff and Resource Specialists will be given a State School Register at the beginning of each school year.*
- *It is part of the state requirement for attendance purposes.*
- *State School Registers are to be completed, signed and turned in at the end of each school year.*
- *Classified Staff who are assigned to support students in the general education classes are to complete a State School Register.*



*Notes:*

**Stater Bros:**

- *All Stater Bros usage must have prior authorization through the Special Education Department.*
- *All items purchased must be curriculum based and part of the student's IEP.*
- ***Receipts must be turned in within one (1) week of purchase.***
- *Any item of question will be brought to the attention of the teacher for a written explanation.*



*Notes:*

**Students Not Eligible for Special Education Programs – Transition to Least Restrictive Environment:**

- *If, at the three year review, the student does not qualify for special education under the state guidelines, the team may write a transition IEP.*
- *The school psychologist must be part of the IEP meeting.*
- *While the student is transitioning, the school psychologist will indicate the Primary Disability as though the student continues to qualify for special education.*
- *In the comments and summary, a statement must be made that “The student does not qualify, under state guidelines, for special education services but the IEP team has decided to transition the student for the next \_\_\_ months. At that time, another IEP meeting will be held to discuss the progress.*
- *An exit IEP must be held at the time of the exit. **The IEP team cannot project an exit date on the IEP.***



*Notes:*

**Suspension/Expulsion:**

*An identified procedure must be followed when addressing the issue of suspension as it relates to a special education student.*

*Specific methods must be employed when implementing discipline procedures for special education students. The intent of these procedures is to ensure that individuals with exceptional needs and their parents have access to required procedural safeguards.*

**Suspension Limited for Five Days**

*Discipline, which is not intended to change the placement or substantially interfere with the implementation of a pupil's IEP, is permissible for special education students.*

*Permissible forms of discipline include detention, teacher suspension and principal suspension up to five consecutive school days.*

**Suspension Limited to Ten Days**

*A special education pupil's suspension may be extended for up to ten consecutive school days in situations where a pupil poses an immediate threat to the safety to self and others.*

**Exclusion by Injunctive Relief**

*A special education pupil may be excluded beyond ten days only when a pupil poses an immediate threat to the safety of self or others and;*

- 1) Parent(s) agree to a change of placement, or*
- 2) An LEA seeks injunctive relief by court order.*

*In the event injunctive relief is granted, it is the court which decides the length and other terms of the exclusion, which could include an interim placement.*

**Expulsion**

*Expulsion remains an option for a special education pupil when an IEP team has determined that:*

- 1) The misconduct was not caused by or a direct manifestation of the identified handicap*
- 2) The misconduct was not the result of an inappropriate program;*
- 3) The misconduct warrants expulsion.*

*However, pending expulsion and placement, IEP team must meet and determine the provision of service.*

## **Manifestation Determination**

When a student is suspended for up to 10 days, by the 10<sup>th</sup> day a manifestation determination must be completed.

The team answers the following questions:

1. *Did the student's disability impair the ability of the student to understand the impact and consequences of the behavior subject to disciplinary action?*
2. *Did the student's disability impair the ability of the student to control the behavior subject to disciplinary action?*
3. *Was this student's IEP/placement appropriate at the time of the alleged misconduct?*
4. *Were supplementary aids and services in the student's IEP provided at the time of his/her misconduct?*
5. *Were behavioral interventions provided to the student consistent with his/her IEP and placement?*



*Notes:*

***Tape Record IEP meetings:***

*Section 632 of the Renal Code, the parent or guardian, district, special education local plan area, or county office shall have the right to record electronically the proceedings of individualized education program team meetings on an audiotape recorder.*

*The parent or guardian, district, special education local plan area, or county office shall notify the members of the individualized education program team of their intent to record a meeting at least 24 hours prior to the meeting. If the parent does not provide documentation that the IEP meeting will be recorded, the district will reschedule the IEP meeting.*

*If the parent tape records the IEP meeting, the district will also tape record the meeting. The tape(s) will specify the name of the student and the date of the IEP meeting. The tape(s) will be kept in the Special Education Office.*



*Notes:*

**Teacher Aide Special Education – Mild to Moderate SDC/RSP:**

*Per the job description, the duties of the Teacher Aide Special Education is to “perform a variety of instructional duties associated with the program and related duties as required.”*

***The duties may also extend to simple clerical tasks as long as the tasks do not replace working with students.***

*This support can occur in the special education and/or general classroom; playground; during recess, passing periods, lunch or the general premises of the school site per the student IEP.*

*“Aides in this position may be required to work with more than one teacher and/or in more than one classroom.”*

*Many school sites utilize the teacher aides per the student IEP:*

- in the general education classes to support special education students who are mainstreamed.*
- during nonstructured times ie recess, passing periods, lunch, etc.*
- in small groups or individualized instruction to review skills or as remediation.*

*Historically, the Teacher Aide Special Education was assigned to a specific special education classroom or special education teacher. Due to the current state and federal educational regulations and mandates, our attention has shifted from the classroom and teacher back to the student. It is imperative that we support students in the settings that are appropriate. Special education teachers are required to communicate with general education teachers regarding the specific accommodations/modifications for the student. Because some of the accommodations/modifications require support in the general education classrooms, the need for the Teacher Aide Special Education to be in the general education classes has increased.*

*It is important for the special education staff, coordinators and site administration to discuss the scheduling of the Teacher Aides Special Education. This would include work hours (beginning and ending) and daily schedules. Since the Teacher Aide Special Education is a 5 hour position, per their contractual day, they receive 1 (one) 15 minute break. If the Teacher Aide Special Education decides to have a lunch that time is not counted towards their 5 hours. Also, Teacher Aide Special Education do not receive a prep period. If the Teacher Aide Special Education is on duty during the time that the teacher has a prep period, the Teacher Aide Special Education should be reassigned to a classroom to support students.*

**Timeline Waiver:**

- *Public Law 101-476 (IDEA) and the California Code of Regulations, Title V, state specific timelines to be met in serving individuals with exceptional needs.*
- *Timeline waivers are only to be used when a student is being tested and information from an outside agency cannot be completed prior to the 50 day timeline or student has excessive absences and the testing cannot be completed.*
- ***It is not to be used if the assessment team inadvertently lost track of the 50 day timeline.***



*Notes:*

**Toileting Issues:**

*Toileting for students with special needs.*

1. *Toilet and diapering for student enrolled in the Moderate to Severe, Early Childhood and Orthopedic Impaired classes is handled by the staff in those classes. If assistance is needed on an occasional basis, the staff may contact health services staff at their sites.*
2. *Toileting and diapering for students who spend their day in general education classes and/or in non severe special education classes (DIS, RSP, SDC) is always planned through the IEP team process with Health Services staff present and handled by the Health Services staff.*
3. *Urine and bowel accidents for both special and general education students are covered by the memorandum put out by Health Services.*



*Notes:*

*Transfer Procedures for Special Education Students from Comprehensive High School to the Continuation High School:*

**Guidelines for transfer option**

*The student:*

- *Is 16 years of age or older*
- *May be credit deficient*
- *Is receiving support in the Resource Program or DIS Program*
- *Does not have attendance and/or behavior issues*
- *Has reading skills at 4<sup>th</sup> grade or above*

*Students with special education needs or other special consideration would not normally be recommended for placement unless appropriate accommodations are provided at the continuation site.*

*Transfers will be processed through the Alternative Education procedures.*



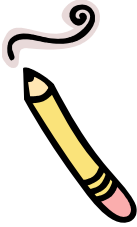
*Notes:*

**Transitions:**

- *If, at the three year review, the student does not qualify for special education under the state guidelines, the team may write a transition IEP.*
- *The school psychologist must be part of the IEP meeting.*
- *The school psychologist will indicate the Primary Disability as though the student continues to qualify for special education.*
- *In the comments and summary, a statement must be made that “The student does not qualify, under state guidelines, for special education services but the IEP team has decided to transition the student for the next \_\_\_months. At that time, another IEP meeting will be held to discuss the progress.*
- *An exit IEP must be held at the time of the exit. You cannot project an exit date on the IEP.*

**Early Childhood Transitions:**

- *All students transitioning from the Early Childhood Program to a Kindergarten Program must have a transition IEP.*



*Notes:*

**Students Not Eligible for Special Education Programs – Transition to Least Restrictive Environment:**

- *If, at the three year review, the student does not qualify for special education under the state guidelines, the team may write a transition IEP.*
- *The school psychologist must be part of the IEP meeting.*
- *While the student is transitioning, the school psychologist will indicate the Primary Disability as though the student continues to qualify for special education.*
- *In the comments and summary, a statement must be made that “The student does not qualify, under state guidelines, for special education services but the IEP team has decided to transition the student for the next \_\_\_ months. At that time, another IEP meeting will be held to discuss the progress.*
- *An exit IEP must be held at the time of the exit. **The IEP team cannot project an exit date on the IEP.***



*Notes:*

**Transportation:**

**Concerns:**

*In order to facilitate needed change for specific transportation issues, all concerned special education teachers should maintain a daily log of delivery and pick-up times for a minimum of two weeks. Your tallies need to be returned to you coordinator in Special Services.*



*Notes:*