

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
STEERING COMMITTEE MEETING
September 14, 2018

AGENDA

1.0 CALL TO ORDER

- 1.1 Adoption of Agenda – September 14, 2018
- 1.2 Adoption of Minutes – August 24, 2018

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

This time is the time during the meeting when the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA), Desert/Mountain Special Education Local Plan Area (SELPA), Desert/Mountain Charter Special Education Local Plan Area (SELPA), and Desert/Mountain Children’s Center (DMCC) staff is prepared to receive concerns/requests regarding items on this agenda or any school-related special education issues. Discussion will include special education policies and procedures as they relate to local education agency (LEA) coordination and implementation of the SELPA and Charter SELPA Local Plans.

3.0 PRESENTATIONS

- 3.1 Local Partnership Agreement (LPA)

4.0 DIRECTORS OF EDUCATION REPORTS

- 4.1 Hola! Training

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS

6.0 CHIEF EXECUTIVE OFFICER’S REPORTS

- 6.1 Legislative Updates
- 6.2 Local Solutions to the Shortage of Special Education Teachers
- 6.3 Desert/Mountain Charter SELPA Steering Committee Dates and Times
- 6.4 California Dashboard

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7.0 DIRECTOR'S REPORTS

- 7.1 Desert/Mountain Children's Center Clients Services Reports
- 7.2 Sharing Confidential Information with School Staff Final Policy and Procedure
- 7.3 Letters to Districts from Parents
- 7.4 Youth Mental Health First Aid Training Interest

8.0 PROGRAM MANAGER'S REPORTS

- 8.1 Professional Learning Summaries
- 8.2 Directors' Training
- 8.3 Comprehensive Orton-Gillingham Training
- 8.4 Community Advisory Committee
- 8.5 Due Process Update
- 8.6 Due Process Summaries
- 8.7 D/M SELPA and D/M Charter SELPA Policies and Procedures
- 8.8 Compliance Updates
- 8.9 PBIS Cohort 10 Update
- 8.10 Triage Grant

9.0 BUSINESS DEPARTMENT REPORTS

10.0 PROGRAM SPECIALISTS' REPORTS

- 10.1 Region 10 Behavior Conference
- 10.2 ADR Conference

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11.0 INFORMATION ITEMS

- 11.1 DRDP Memo
- 11.2 County Regional Services Reports
- 11.3 SELPA Related Services Reports
- 11.4 Monthly Occupational & Physical Therapy Services Reports
- 11.5 Monthly Audiological Services Reports
- 11.6 Monthly Nonpublic School/Agency Expenditure Report
- 11.7 Monthly Nonpublic School/Agency Placement Report
- 11.8 Monthly Low Incidence Equipment Reimbursement Reports
- 11.9 Upcoming Professional Learning Opportunities

12.0 OTHER

13.0 ADJOURNMENT

NEXT MEETING: OCTOBER 12, 2018 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

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D/M SELPA MEMBER PRESENT:

Academy for Academic Excellence and Norton Science & Language Academy – Amanda Gormley, Paul Rosell, Adelanto SD – Dr. Fal Asrani, Kristi Filip, Alicia Johnson, Apple Valley USD – David Wheeler, Barstow USD –Derek Delton, Bear Valley USD – Lucinda Newton, SBCSS-D/M Operations – Rich Frederick, Excelsior Charter Schools – Maria Silva, Helendale SD – Michael Esposito, Hesperia USD – Matt Fedders, High Tech High – Amy Briggs (via video conference), Lucerne Valley – Vici Miller, Needles SD – Jamie Wiesner (via video conference), Oro Grande SD – Nelda Colvin, Derek Hale, DeShawna Hemstead, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Victor Elementary SD – Tanya Benitez, Victor Valley Union High School District (VVUHSD)– Margaret Akinnusi.

D/M CHARTER SELPA MEMBERS PRESENT:

Alliance STEAM – Callie Moreno, Aveson Global & Aveson School of Leaders – Paula Giraldo, Desert Trails Prep & LaVerne Elementary Prep – Anne Rivera, Encore Jr/Sr High – Eric Buries, Denise Griffin, Julie Lee Performing Arts – Markeisha Hall, Odyssey Charter – Christina Roberts, Pathways to College – Kacey Finerty, Craig Merrill, Taylion High Desert Academy – Brenda Congo.

OTHERS PRESENT:

Desert View School – Doug Ferber

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Jacob Aguilera, Guille Burgos, Danielle Cote, Peggy Dunn, Corinne Foley, Bonnie Garcia, Renee Garcia, Colette Garland, Cheryl Goldberg-Diaz, Jenae Holtz, Linda Llamas, Angela Mgbeke, Kami Murphy, Lisa Nash, Kathleen Peters, Jennifer Rountree, Natalie Sedano.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Joint Steering Committee meeting was called to order by Chairperson Jenae Holtz, at 9:00 a.m., at the Desert/Mountain Educational Service Center, Apple Valley. Jenae stated that because several of the CAHELP staff would be facilitating a training offsite, the agenda items may be discussed out of order, but all items will be addressed. The meeting Agenda for August 24, 2018 and the meeting Minutes for June 8, 2018 were adopted as presented.

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

Several directors thanked D/M SELPA and D/M Children’s Center (DMCC) staff for providing onsite professional learning trainings. Also, D/M Operations staff were thanked for their support.

Assistance for Adaptive Physical Education (APE): Nelda Colvin asked if there is a mentor for APE. Jenae Holtz suggested that Nelda speak with Adelanto School District as they have an APE teacher.

Substance Abuse Therapy for Teenagers: Cheri Rigdon asked for substance abuse therapy resources for parents to provide for their teenagers.

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Linda Llamas stated that she will find resources, consult with DMCC clinicians and will follow up with Cheri. It was also suggested Cheri contact local law enforcement for assistance as well.

Recent Youth Suicides: Jenae Holtz shared that there is a game called Blue Whale Suicide Game on social media. Jenae stated West End SELPA has had five or six students commit suicide this school year. She further stated the creator of the game is in prison, but the internet link is still active. Jenae noted the game attracts youth that are vulnerable and at-risk. She explained the game consists of fifty days of activities that controls the participants minds and thinking then concludes with suicide on the last day. Jenae then encouraged directors to contact Linda Llamas directly should their LEA experience any student suicides or have interest in the Youth Mental Health First Aid training. Jenae further stated parent education is important and this topic will be discussed with parents at the Community Advisory Committee (CAC) meeting in October.

Request for SLP Salary Comparison: Jenae reported the speech and language pathologists (SLP) salary comparison is an in-depth project and that she will need more time to collect and compile LEA SLP salary schedules prior to presenting a report for discussion to the Governance Council. Jenae stated the report will be presented to the Steering Committee and then to the Governance Council in December. She concluded the soonest SELPA-wide changes in SLP salaries could happen would be the 2019-20 school year.

D/M SELPA Staff Update: Jenae was asked to share an update on Glenn Low. Jenae shared that Glenn and his wife Teri are fighting hard and looking for medical trials that will accept him. Glenn recently completed his third round of chemotherapy. His immune system is compromised because of the chemotherapy and his doctor has recommended that he not be around large crowds. Jenae concluded he is spending time with family and enjoying fishing in Mammoth.

3.0 PRESENTATIONS

None.

4.0 DIRECTORS OF EDUCATION REPORTS

4.1 Web IEP Updates

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Colette Garland presented the updates and changes made to Web IEP. She shared an Individualized Education Plan (IEP) process flow chart, an informational sheet, and a copy of blank IEP forms. Colette pointed out the IEP pages will include the former page numbers as well as the current page numbers to help users with the transition to the revised page order. Colette stated the Free Appropriate Public Education (FAPE) section has been moved to Services area of the IEP forms. She further stated there are several upcoming trainings available in the morning or afternoon. Colette reported that she is creating a one-page summary in Web IEP that will be the Quick Stats Form and it will take approximately a month to present to the programmers. Colette reminded the directors that when new teachers receive their caseloads, they will be seeing the previous versions of the IEPs which may be confusing. She stated the new teachers are welcome to attend Web IEP trainings. Colette then highlighted the training schedule in section 11.2 of the Steering Committee Meeting Packet.

Jenae concluded questions or suggestions regarding WebIEP and the revised IEP forms page order can be directed to Colette.

Cheri Rigdon shared that she went through the changed forms and Web IEP with her staff and the feedback was favorable. She concluded the pages flow with the IEP meeting which makes it easier to follow and understand.

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

5.1 Apple Valley Therapeutic Center

Rich Frederick shared that the Apple Valley Therapeutic Center campus started the year with nine classrooms: three middle school, five high school, and one elementary. The classrooms are fully staffed with support services and are continuing to collaborate with DMCC, probation, and contracted security. Rich stated D/M Operations is looking to expand options on the campus to include programs for students with low cognitive abilities and higher behavioral challenges. He concluded there is space to expand the program with some reconfiguration of classrooms.

6.0 CHIEF EXECUTIVE OFFICER'S REPORTS

6.1 Stakeholders Meeting Update

Colette Garland presented a summary document listing areas of opportunity that were discussed at the Stakeholders Meeting. She stated when the current date is entered for the annual and triannual, the assessment dates for the following annual and tri-annual will autofill with the option of delay dates. This option will be available by the end of next week. Colette then asked the directors to review the changes listed on the Stakeholders Meeting Updates. She pointed out that there are areas that are requiring more information in order to be addressed. Colette asked that whoever suggested those areas of opportunity to contact her so it can be addressed.

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6.2 Compliance Updates

Colette Garland stated that the 2016-17 DINCS have been reviewed and submitted to CDE but she is waiting for CDE approval. She stated LEAs that are completing monthly monitoring will continue at this time with reporting starting in September. Colette stated currently SBCSS, Adelanto Elementary SD, Hesperia USD, Snowline JUSD, Victor Elementary SD, Victor Valley Union HSD will continue monthly monitoring. The Personnel Data Reports were submitted with no issues. Colette concluded the June Pupil Count has been submitted with 683 students served by D/M Charter SELPA and 17,858 students served by D/M SELPA.

6.3 Compliance Documents

Colette Garland confirmed that 2016-17 disproportionality documentation is approved for all LEAs. Colette stated the 2017-18 disproportionality notification letters have been sent to LEAs. She presented the Evidence of Matrix that is due September 28, 2018. She further stated the Student Level Evidence Matrix is a fillable form. Colette asked directors to send her a copy of all letters they received from Melanie Hood at CDE so she can set up Web IEP. The D/M SELPA will send policies and procedures to Melanie Hood on behalf of the LEAs. Colette then shared that she uses the CASEMIS program to submit reports to the state. CDE also uses the CALPADS system and will merge CASEMIS and CALPADS. Colette stated until further notice, the same codes will be used (service, location, etc.) and will be converted to CALPADS on the back side for the upcoming reporting period. Colette then stated once the new codes are available, D/M SELPA will provide training on the new codes. She concluded SELPA's programmers attended CDE's vendor meetings so they are aware of the changes.

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6.4 Inter-District Transfers

Jenae Holtz addressed the language regarding responsibility for costs that some LEAs are using on their forms for enrollment when a student transfers in from another LEA with special education services. Jenae gave an example of the language VVUHSD uses - "If your student is in special education, please be advised that our district is not responsible for transportation, mediation, due process, SAI services or fees". She also shared Apple Valley USD's language - "It's approved as long as there is no fee for service, no excess cost, no transportation cost". Jenae stated the language on the D/M SELPA forms cannot be changed but it is acceptable for the LEAs to have different language on their forms. Jenae explained that it is important to not use the wording "that we are not responsible for mediation/due process" because a parent can name the LEA in a lawsuit. The D/M SELPA will work with the attorney to have that LEA dismissed from the case. She stated Apple Valley USD's language is appropriate because as an LEA, they have chosen to not approve students that will cost them money and they will serve the student within their LEA. Stating that an LEA is not responsible for the costs is cause for concern. Jenae expressed her understanding that LEAs do not want to accrue huge costs but also stated that all members need to be on the same page as far as the language is concerned.

Diane Hannett stated that because the fee-for-service (FFS) is processed behind the scenes, it happens regardless of the agreement made between the LEAs. Diane continued that the D/M SELPA form was also initially created when the IEP teams were requesting placement with another LEA and now parents are requesting the transfers. The consensus of the committee is that the district of residence approves release before the proposed LEA is able to consider accepting the student.

Jenae then suggested that if an IEP meeting is used for inter-district transfer then the FFS should apply. If the parent is requesting the transfer, then the FFS should not apply. Jenae stated she will discuss the FFS with CAHELP's Consultant, Marina Gallegos. Jenae encouraged LEAs to be careful of language used on their own forms.

Matt Fedders expressed that everyone may not understand that there is a funds transfer of at least \$20,000 when an inter-district transfer is accepted. Matt also shared that he researches the student in Web IEP when considering accepting transfers to understand exactly what services will be needed to assess costs.

Dr. Asrani shared that Adelanto SD is at almost 16% special education with a large amount of IEPs requiring 1:1 aides which are costly. She shared that Adelanto is currently restructuring their special education department.

Cheri Rigdon stated that this year Silver Valley USD has many military students with special education services, so Silver Valley has been refusing inter-district transfers because of impaction.

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Jenae confirmed LEAs do have the right to deny the requests. Jenae concluded that she will get more details and bring the topic back to the committee.

6.5 SELPA and Charter SELPA Forms

Lisa Nash reported that the outdated references to parental titles have been updated on the Health, Social, and Cultural History Form D/M 62. Lisa stated the only place “Mother” remains is prefaced with “Biological” as it pertains to the child’s biological family. Lisa continued that the Assessment Plan Form DM 66 was revised to add a separate check box for Assistive Technology (AT). Having the consensus of the Committee, the revised forms will be adopted as presented.

Matt Fedders asked who provides Central Auditory Processing Disorder (CAPD) assessments. Lisa replied that Pacific Hearing provides CAPD assessments, via SELPA. She stated there is no FFS however the contract includes a limited number of assessments.

Kristi Filip stated that Adelanto SD is receiving referral letters from parents asking for assessments with legal language that the parents are saying is from Desert/Mountain Children’s Center. Dr. Asrani stated the language in the letters is forcing the LEA to assess without any back up.

Matt Fedders shared that he believes it is regarding SART students when they finish their six-week program.

Linda Llamas concurred that SART reports are extensive and usually the student is receiving OT or speech and language services along with other services. She stated those full reports are to be given to the school.

Diane Hannett stated Snowline is only being given the Parents Request for Assessment and it is written as a full psychological assessment. Diane further stated that when she calls to speak with the parent, they often say they just want the child to have speech assessment and not psychological.

Linda Llamas asked Kristi Filip to send a sample of the documents for her to research the origin and intent of the letters.

6.6 Revised Strategic Plan for Web Accessibility

Jenae Holtz presented the revised Strategic Plan for Web Accessibility. Jenae stated the revised Strategic Plan including the redline and final versions will also be presented to the Governance Council for action. Jenae further stated the Strategic Plan is based on an Office of Civil Rights (OCR) complaint that the D/M SELPA website had inaccessible content. In response to the OCR complaint, the CAHELP entered into a settlement agreement that included developing an organizational web policy and/or plan. CAHELP developed this policy which was vetted and approved by OCR then reviewed and adopted by the Governance Council. Jenae noted the policy includes Web Content Accessibility Guidelines (WCAG) 2.0 standards developed by the World

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Wide Web Consortium (WC3). She explained these standards were not mandated under Section 508 at the time of implementation but were a globally recognized, technology-neutral standard for web content and best practice. The revised plan reflects recent changes that now incorporate the WCAG 2.0 standards and its applicability to websites, electronic documents and software, in Section 508 of the Rehabilitation Act of 1973. Jenae then stated it is now a part of federal law. Additional revisions to the web policy include new language regarding the oversight and responsibility of the JPA Virtual Compliance Supervisor. Jenae concluded the revised policy will go to the Governance Council for review and adoption on September 7, 2018 and once approved it will be on the CAHELP website.

6.7 Introduction to Educator Portal

Jacob Aguilera presented on the newly created educator portal on the CAHELP JPA website. Jacob provided each of the directors with a username and password to log in to the portal, along with contact information for Jacob Aguilera and Maurica Manibusan should they have questions. He stated directors may choose to share their login information with district staff or CAHELP can issue additional usernames and passwords with specific permissions. Jacob then stated the educator portal has upcoming events, forms (in English and Spanish), and other resources.

Jenae Holtz requested directors to send any suggestions or ideas for additional information needed to Maurica or Jacob. She concluded this portal is intended to benefit educators and CAHELP.

7.0 DIRECTOR'S REPORTS

7.1 DMCC Clients Services Reports

Linda Llamas stated the DMCC Clients Services reports were distributed to directors individually prior to the meeting today. Linda asked the directors to review the reports and notify her if any of the students have changed schools. She stated if a child changes schools and DMCC is not notified, it will cause a delay in services. Linda concluded upon review of the reports, directors should contact her with any questions or to report any corrections needed.

7.2 HIPAA and FERPA Analysis

Linda Llamas provided a summary highlighting the difference between the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA). Linda confirmed that DMCC is a HIPAA covered entity. She also shared that any documents provided to an LEA become covered by FERPA because the LEA holds educational information.

7.3 Sharing Confidential Information with School Staff Draft Policy and Procedure

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Linda Llamas read the DMCC's draft policy titled Sharing Confidential Information with School Staff. Linda requested to be contacted if directors have questions or need more clarifying information.

Paul Rosell asked if there is consent coming in to an IEP meeting when a DMCC clinician is part of the meeting.

Linda replied that when a child enters treatment, the guardian consents to services. If DMCC is on the IEP for counseling services, it includes consent if it affects academics. Linda concluded she will bring the policy back next month to be adopted.

7.4 Assembly Bill 2246: Youth Suicide Prevention Policy

Linda Llamas shared that Assembly Bill (AB) 2246 was brought to Steering last year. She explained AB 2246 mandates that any school district with grades 7-12 is required to have a suicide prevention policy. Linda provided a sample policy if LEAs don't already have one in place. She stated the DMCC has resources in place for prevention, intervention and postvention. She further stated all LEAs in the Desert/Mountain region are trained in postvention. Linda shared that the Blue Whale Game that Jenae referred to earlier in the meeting is also referred to as the Mo Mo Game. Linda strongly suggested LEAs that serve grades kindergarten through grade 6 adopt a policy as well. Linda concluded that the DMCC offers Youth Mental Health First Aid training which is available to parents, community members, school staff, or anyone working with youth and teenagers.

Corinne Foley added the Youth Mental Health First Aid training can be done onsite and is offered in the Professional Learning Guide.

8.0 PROGRAM MANAGER'S REPORTS

8.1 2018-19 Professional Learning Summaries

Corinne Foley presented the year-to-date Professional Development summaries for D/M SELPA and D/M Charter SELPA. She stated LEA's individual reports are included in their individual reports folders.

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8.2 Professional Learning Guide

Corinne Foley presented the Professional Learning Guide (PLG). Corinne stated there have been changes and additions to the PLG since the beginning of the year. She noted the most up-to-date information on professional learning opportunities can be found on the CAHELP JPA website. Corinne concluded that printed copies of the Professional Learning Guide are available upon request.

8.3 2018-19 Directors' Trainings

Corinne Foley reported only two responses were received when D/M SELPA asked directors to submit topics for Directors' Training. She stated one request was for Overview of Resilience Breakthrough by Christian Moore for Why Try. Corinne further stated this training has been scheduled for November 9, 2018. Corinne continued that there are three additional Directors' Training dates scheduled this school year with no topics. She then asked the committee members to break out into small groups to discuss additional topics.

After the discussion period, the committee members suggested the following additional topics: new directors training, autism for caseworkers, Captain X, transgender and suicide rates, mock due process training for new teachers and new administrators, due process prevention and support, CDE and Office of Civil Rights complaints, investigation and documentation needed when filing on families, Department of Rehabilitation and transition plans for post K12 students, what are the LEA responsibilities for assessment of students that are attending non-traditional schools, guidelines on working with ABA therapy, protocol for students exiting special education, bussing and bus aides. Corinne stated the SELPA will review the suggestions and decide which topics can be addressed this year. She concluded the SELPA will notify directors of the topics and the dates they will be presented.

8.4 I-MTSS Symposium

Corinne Foley presented the Save-the-Date flyer for 2018-19 Interconnected-Multi-Tiered Systems of Support (I-MTSS) Symposium. She stated this year will be a full day with Dr. Laura Riffel on February 1, 2019. Corinne further stated there will be no break-out sessions as requested at last year's symposium. Corinne concluded that the symposium will be held at DMESC.

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8.5 Ruby Payne, Emotional Poverty Training

Corinne Foley presented the training flyer for Emotional Poverty in All Demographics with Dr. Ruby Payne. Corinne stated this will be a full-day training based on Dr. Payne's new book held at the National Orange Show on February 21, 2019. The early bird registration cost is \$185 until December 1. Corinne concluded that the event is currently open for registration online.

8.6 2018-19 Audiology Services Schedule

Corinne Foley provided a summary of the audiological procedures. She also presented the schedules for round 1 and 2 of audiological services which include some make up dates. Corinne then presented the letter from Jenae Holtz that can be attached to the assessment plan and release of information form when mailed to the families. The letter explains what the process is and requests for the forms to be returned to the LEA. Corinne concluded that she is the contact for anyone who has questions regarding audiology services.

8.7 DRDP Online Training

Corinne Foley reminded the directors that all Early Education teachers need to complete the DRDP Online Training.

Colette Garland stated that once the DRDP is made electronic, the assessors will enter the information on the website and the paper forms will no longer be completed. Colette also presented the DRDP Online Training Schedule. Colette stated she will talk with Elizabeth at DRDP to ensure each LEA has appropriate access for the next reporting period.

Jenae Holtz shared that not everyone is passing the DRDP Online Training test but are still able to access the system for now.

8.8 Program Specialist Primary District Contacts

Corinne Foley presented the current Program Specialist Primary District Contact List. She stated the list is a resource to assist the LEAs when they have questions.

Matt Fedders asked Rich Frederick for the DMOPS principal list.

Rich agreed to email that list to the committee members.

8.9 Occupational Therapists Caseloads

Kathleen Peters reported that D/M SELPA is currently short one Physical Therapist but SELPA is working to fill the vacancy. She stated the existing physical therapists may fall behind in providing service hours, but they are committed to serving the students.

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Jenae shared that the Physical Therapist position will be posted on EdJoin. She encouraged the attendees to share that information with anyone who may be interested.

8.10 Due Process Summaries

Kathleen Peters provided a summary of her work experience. Kathleen stated there are currently two open due process cases that are in the process of closing.

Matt Fedders shared that Hesperia had five filings in July that have no specifics to defend.

Kathleen continued that it is important to continue reaching out to the parents and educating them on their rights and when it is appropriate to file due process. Kathleen concluded she intends to contact parents at the conclusion of the filings to inquire on how to move forward without contacting attorneys.

8.11 Residential Treatment Center Responsibilities

Peggy Dunn presented and summarized the Residential Treatment Center (RTC) Responsibilities. Peggy asked the directors to contact her with any questions.

Diane Hannett stated because the LEAs do not hold contracts with RTCs, LEAs are not able to be responsible for the some of the duties assigned to them. She continued that LEAs do not have contact information for RTCs and cannot control when IEP information is entered.

Corinne Foley asked what pieces are presenting the challenge.

Diane responded that the LEA can help facilitate the IEP but cannot take ownership or run the IEP meetings.

Corinne added that D/M SELPA is working on temporarily filling the school psychologist position while Glenn is out.

Peggy concluded that the SELPA will continue to work on the assignment of responsibilities.

8.12 Nonpublic School Update

Peggy Dunn spoke about Desert View NPA. She stated the campus is open in Hesperia with five classrooms and a capacity of 60 students. Peggy stated their primary specialty is students with emotional disturbance. Peggy further stated Desert View is currently accepting referrals.

Peggy reported that Bright Futures Academy (BFA) currently has a conditional certification which allows them to be open and accept students. Peggy continued that there was an incident on Monday in which a student was tased by a school resource officer. She stated the CDE is conducting an investigation regarding the health and safety of students. Peggy further stated she

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will share the information on CDE's findings when the SELPA is notified. She continued that D/M SELPA has provided supports to BFA with program specialists and managers being on site regularly. Peggy asked for the committee's feedback as to how the directors would like BFA's contract handled.

After a brief time for small group discussion, the consensus of the members is that there does need to be more nonpublic options before ending the master contract with BFA.

Peggy Dunn confirmed that the contract with Desert View is K-12 but they do not serve children with autism. Corinne concluded that the suggestions will be considered.

8.13 Nonpublic School Master Contract

Peggy Dunn reported that the 2018-19 master contract has minimal changes from the 2017-18 contract. Peggy concluded a copy of the 2018-19 master contract is included with the Steering materials.

8.14 TPP Report

Corinne Foley presented the 2017-18 Transition Partnership Program (TPP) Report.

8.15 WorkAbility Report

Corinne Foley presented the 2017-18 WorkAbility Report.

8.16 TPP Beginning of the Year Meeting

Corinne Foley presented the flyer for the TPP Beginning of the Year Meeting that will be held on September 25, 2019.

8.17 PBIS Recognition

Kami Murphy presented the PBIS Recognition flyer. Kami stated that this is the third year the Desert/Mountain region is recognizing districts.

8.18 PBIS Assessment Data

Kami Murphy summarized the PBIS Assessment Data that provides windows for testing. Kami concluded by sharing that the state triage grant amount has been reduced but that she has not received confirmation of the actual grant amount.

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9.0 BUSINESS DEPARTMENT REPORTS

None.

10.0 PROGRAM SPECIALISTS' REPORTS

10.1 Region 10 Annual Behavior Conference

Danielle Cote presented the save-the-date flyer for the Region 10 Annual Behavior Conference. Danielle asked to be contacted with any questions.

10.2 Restorative Practices Training

Bonnie Garcia presented the flyer on Restorative Practices Training. She shared that the training was full but the number of participants has been increased allowing 15-16 more people to attend.

10.3 How to Have Better IEP Meetings Training

Bonnie Garcia presented the flyer for Region 10 ADR training that will be held on September 7, 2018.

11.0 INFORMATION ITEMS

11.1 New Charter Web IEP Trainings

11.2 Web IEP Training Schedule

11.3 Monthly Occupational & Physical Therapy Services Reports

11.4 Monthly Audiological Services Reports

11.5 Monthly Nonpublic School/Agency Expenditure Report

11.6 Monthly Nonpublic School/Agency Placement Report

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11.8 Upcoming Professional Learning Opportunities

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13.0 ADJOURNMENT

Having no further business to discuss, the meeting was adjourned at 11:46 a.m.

NEXT MEETING: SEPTEMBER 14, 2018 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY

Individuals requiring special accommodations for disabilities are requested to contact Jamie Adkins at (760) 955-3555, at least seven days prior to the date of this meeting.

Competitive Integrated Employment Blueprint Local Partnership Agreement (LPA)

Addendum

Effective Date: July 2018

I. INTENT/PURPOSE

The purpose of this Local Partnership Agreement Addendum to the Inland Empire Local Partner Collaborative (IELPC) for Competitive Integrated Employment (CIE) 2018, is to establish a local partnership agreement specific to partners in the Desert/Mountain SELPA of the Inland Empire to coordinate systems to support the seamless delivery of services. The Desert/Mountain SELPA Local Partnership Agreement Collaborative (DMLPAC) will enhance collaborative partnerships in the Desert/Mountain SELPA leading to improvements in the level and quality of services, which ultimately promotes the preparation and achievement of CIE for youth and adults with intellectual disabilities/developmental disabilities (ID/DD).

II. IDENTIFICATION OF LOCAL CORE PARTNERS

Core partners composing the DMLPAC include Students, Local Education Agencies (LEAs), the Department of Rehabilitation (DOR), the Inland Regional Center (IRC), and the Workforce Development Board.

A. Department of Rehabilitation (DOR) Victorville Office Core Partners

- Robert Loewn, District Administrator, District Office
- Alfonso Jimenez, Team Manager, District Office
- Susan Wright, Team Manager, Victorville Office
- Craig Rubenstein, Team Manager, Deaf/Hard of Hearing Field Services
- Yuki Long, Team Manager, Blind Field Services

Department of Rehabilitation's mission is to work with consumers and stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

DOR CONTACT INFO:

Inland Empire District Office

 2010 Iowa Avenue, Ste 100 • Riverside, CA 92507

 (951) 782-6650

Victorville Office

 15415 W. Sand Street • Victorville, CA 92392

 (760) 243-6024

Deaf/Hard of Hearing Field Services

 2010 Iowa Avenue, Ste 100 • Riverside, CA 92507

 (951) 801-4220 – Video Phone

 (951) 782-6658 – Voice

Blind Field Services

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 464 W. 4th Street, Ste 152 • San Bernardino, CA 92401
 (909) 383-4298

B. Local Education Agencies (LEAs)

- Desert/Mountain Special Education Local Plan Area (SELPA)
 - Jenae Holtz, Desert/Mountain SELPA CEO
 - Adrienne Shepherd, Program Manager, Career Technical Education
- Local Education Agency (LEA) Members:
 - Academy for Academic Excellence Charter School
 - Apple Valley Unified School District
 - Baker Valley Unified School District
 - Barstow Unified School District
 - Bear Valley Unified School District
 - Encore Jr./Sr. High School for the Performing & Visual Arts
 - Excelsior Charter Schools
 - Helendale School District
 - Hesperia Unified School District
 - Lucerne Valley Unified School District
 - Needles Unified School District
 - Oro Grande School District
 - Silver Valley Unified School District
 - Snowline Joint Unified School District
 - Taylion High Desert Academy
 - Trona Joint Unified School District
 - Victor Valley Union High School District

LEA CONTACT INFO:

 **Desert/Mountain SELPA**
 **17800 US Highway 18 • Apple Valley, CA 92307**
 **(760) 843-3982, ext. 200**

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California Career Innovations (CCi)

The California Department of Rehabilitation (DOR) is partnering with San Diego State University Interwork Institute to evaluate the effects and benefits of work-based learning experiences to prepare students with disabilities to enter post-secondary education and obtain competitive integrated employment (CIE). The DOR is the lead agency for the California Career Innovations Work-Based Learning Initiative (CCi). Collaborations will include Local Educational Agencies throughout California, led by Region Managers from the Vallejo Unified School District, California State University - Los Angeles, Riverside County Office of Education, and San Diego Health Sciences High & Middle College. Students with disabilities throughout these regions, between ages 16-21, with Individualized Education Plans (IEPs) or 504 plans will be identified to participate in this project.

California Promoting the Readiness of Minors in Supplemental Security Income (CaPROMISE)

The CaPROMISE is a joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. The goal of CaPROMISE is increased self-sufficiency for SSI children and their families. CaPROMISE is a research study which is attempting to address the primary barriers to successful employment for transitioning youth with disabilities on SSI. This project identifies youth ages 14 to 16 who are SSI recipients and randomly assigns them either to a control group who will receive typical services or to a participant group in which they will receive usual typical services plus CaPROMISE augmented services.

Employment Network (EN)

The goal of the Desert/Mountain SELPA Employment Network is to help individuals become employed and work their way off benefits completely, but not immediately. The Employment Network can offer adults returning to the workforce a clear vision of what to expect concerning their disability benefits. Information about SSDI and SSI rules and procedures are clearly explained. Pre-employment assistance, job development, and SSA benefits planning provide individuals returning to work the necessary services and supports to be successful.

Paid Internship Program (PIP)

The Paid Internship Program is a collaborative effort between Inland Regional Center and the Desert/Mountain SELPA Transition Service Team. The purpose of the program is to increase the vocational skills and the abilities of the individuals served who choose, via the Individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to full-time Competitive

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Integrated Employment (CIE) in the same job. Participants have an opportunity to earn a maximum of \$10,400 per year while earning CIE at multiple work sites.

Transition Partnership Program (TPP)

The Transition Partnership Program builds partnerships between LEAs and the Department of Rehabilitation for successfully transitioning high school students with disabilities into meaningful employment and/or postsecondary education.


WorkAbility (WAI)

WorkAbility is a nationally recognized school-to-work program that provides pre-employment skills, employment training, and follow-up for high school students in special education who are making the transition from school to work. Students with a current IEP may apply. Eligible high school students are paid minimum wage while working in the community to gain employment skills.

WORKABILITY CONTACT INFO:

Desert/Mountain SELPA

 17800 Highway 18 • Apple Valley, CA 92307

 760-843-3982, ext. 212

Apple Valley Unified School District

 11837 Navajo Road • Apple Valley, CA 92308

 760-247-7206, ext. 268

Hesperia Unified School District

 16527 Lemon Street • Hesperia, CA 92345

 760-244-1771, ext. 5114 or 5118

Victor Valley Union High School District

 16350 Mojave Drive • Victorville, CA 92395

 760-955-3201

Workforce Innovation and Opportunity Act (WIOA) – Generation Go!

The Workforce Development Board is partnering with the Desert/Mountain SELPA to make key investments in serving Out-of-School Youth. The program will prepare vulnerable youth and other young job seekers for successful employment through increasing the use of proven service models. The transition staff will enroll out-of-school youth between the ages of 16-24 and will either directly provide or use linkages to access several of the 14 WIOA Program Elements. Youth will receive services in the following areas: paid and unpaid work experiences, occupational skills training, support

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services, adult mentoring, leadership development, financial literacy, and linkage(s) to adult education programs and community colleges.

Desert/Mountain Children's Center (DMCC)

DESERT/MOUNTAIN CHILDREN'S CENTER CONTACT INFO:

Linda Llamas – Director

✉ linda.llamas@cahelp.org

☎ (760) 955-3606

The Desert/Mountain Children's Center (DMCC) is a counseling center designed to meet the therapeutic needs of infants, children, and youth, birth to 22 years of age. The DMCC provides screening, psychological assessment, mental health treatment planning, and mental health treatment services. Services are provided through individual, group, and family therapy.

Services are provided at the DMCC clinic, schools, and/or in the home. The DMCC offers services on a continuum of care, from mild to severe mental health needs. It is the goal of the DMCC to assist clients in developing skills to reach their full potential. Referrals may be made through the child's school, parent, doctor, or an external source.

C. Inland Regional Center (IRC) Core Partners

- Vince Toms, Community Services Director
- Felipe Garcia, Children and Transition Director
- Angelica Serrano, Program Manager
- Andrew Burdick, Employment Specialist
- Beth Crane, Employment Specialist

Regional Centers are community-based, private, non-profit agencies which help people with a developmental disability obtain services and supports that enhance the quality of life and increase independence, inclusion, and normalization.

IRC CONTACT INFO:

Inland Regional Center

📖 1365 S. Waterman Avenue • San Bernardino, CA 92408

☎ (909) 890-3000

D. San Bernardino County Workforce Development Board Core Partners

Stephanie Murillo, Administrative Supervisor I

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✉ smurillo@wdd.sbcounty.gov

📖 290 North D Street, Suite 600 • San Bernardino, CA 92415

☎ (909) 387-9831

Sal Monica, Business Services Representative

✉ salm@wdd.sbcounty.gov

📖 17310 Bear Valley Road, Ste 109 • Victorville, CA 92395

☎ (760) 552-6533

Jillian Lanphear, Workforce Development Specialist

✉ jillian.lanphear@wdd.sbcounty.gov

☎ (760) 552-6550

The Workforce Development Board educates businesses while attending employer events and through targeted information sessions and committee meetings on the employment support programs available through WDD, IRC, and DOR, i.e., Paid Internship Programs and Customized Employment. They also link employers to LEA, IRC, and DOR. They help individuals explore training options with job coaching, targeted instruction, conducting assessments, or behavior management to also assist the local employment support vendors. They offer training to enhance workplace skills for students with ID/DD, including foundational employment skills, self-determination, workplace technology, etc. The Workforce Development Department (WDD) provides a referral to the youth program and assists with a campaign to recruit businesses and potential employers.

18-21: WDD does not serve adults still in high school

III. IDENTIFICATION OF COMMUNITY PARTNERS

B.E.S.T. Opportunities

Karin Etheridge, C.E.O.

✉ karin.e@bestopportunities.org

📖 22450 Headquarters Drive • Apple Valley, CA 92307

☎ (760) 628-0111

B.E.S.T. Opportunities is a center for adults with developmental disabilities located in Apple Valley, Barstow, and Hesperia and offers the following programs: Adult Development Center (promotes the independence and integration of adults with disabilities in the community), Supported Employment (helps adults with disabilities obtain and maintain meaningful employment), and Situational Assessments (assists a person with a disability to make choices about the types of jobs and work environments that they would enjoy using actual employment and community settings).

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California MENTOR

Kayava Lenoir, Area Director

✉ kayava.Lenoir@thementornetwork.com

📍 15075 Main Street • Hesperia, CA 92345

☎ (760) 998-2829

The MENTOR Network is a national network of local health and human services providers in more than 30 states offering an array of quality, community-based services to adults and children with intellectual and developmental disabilities, brain and spinal cord injuries, and other catastrophic injuries and illnesses. The Mentor Network also assists youth with emotional, behavioral, and medically complex challenges and their families, as well as elders in need of support. Founded in 1980, The Network has made a positive impact in the lives of thousands of children and adults across the country.

Cole Vocational Services

Kimberly Bagley, Program Director

✉ kimberly.bagley@thementornetwork.com

☎ (760) 998-2829 - Office

☎ (951) 529-7909

Brenda Robledo, Job Developer

✉ brenda.robledodinonicio@thementornetwork.com

☎ (951) 375-9408

Cole Vocational Services, a partner of California MENTOR, strives to create successful employment experiences for the individual as well as the employer. Their wide range of employment services helps individuals find and maintain meaningful jobs in California and 38 other states. Their Supported Employment program offers vocational training and other job-related resources to help adults with intellectual and developmental disabilities achieve goals and thrive in the working world. They carefully match individuals with employers, based on interests and skills and provide full training and job assistance to ensure continued success. Interested individuals meet with a job developer, who assesses their unique skills and interests to develop a personalized employment plan. This program also helps employers hire capable workers and make a positive impact on the community. Support and guidance is offered to help employers successfully integrate individuals with intellectual and developmental disabilities into the workplace.

Department of Behavioral Health

Alfredo Jauregui, Program Specialist I

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Housing and Employment Program

✉ ajauregui@dbh.sbcounty.gov

☎ (909) 421-9430

The Department of Behavioral Health has many programs for adults ages 18 and over, ranging from screening to mental health services and prevention services.

Early Start Family Resource Network (ESFRN)

Janice Hinton, ESFRN Manager

✉ jhinton@inlandrc.org

☎ (800) 974-5553

The Early Start Family Resource Network provides parent-to-parent support, information, and resources to families who have children with special needs. The organization is staffed by parents of children with special needs; the ESFRN serves families in both Riverside and San Bernardino Counties.

Goodwill

Elizabeth Hulse, Career Service Coordinator

ehulse@goodwillsocal.org

☎ (760) 780-4970, ext. 4853

Israel Riley, Case Manager

iriley@goodwillsocal.org

☎ (760) 780-4970, ext. 4874

Goodwill Southern California Youth Centers provide at-risk youth with leadership training, work-based mentoring, internships, and paid work experience, as well as basic education, educational competency classes, tutoring, and recreational activities. The programs help guide youth on their way to becoming self-sufficient and productive community members by helping them earn a high school diploma or equivalent and transitioning into higher education and employment.

Inland Empire Health Plan (IEHP)

Sonja Marquez, Disability Community Representative

✉ marquez-s@iehp.rog

📖 10801 6th St. • Rancho Cucamonga, CA 91730

☎ (909) 890-2781 Phone

☎ (909) 890-2704 Fax

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IEHP provides supplemental health insurance and linkages to community resources related to healthy living, such as medical services, transportation, food, and housing. IEHP provides in-home assessments to identify vocational barriers and referrals to employment agencies as appropriate.

Mountain Desert Career Pathways (DMCP) JPA

Matthew Wells, Director

✉ matt.wells@mdcareerpathways.com

☎ (760) 247-8001, ext. 20811

Kendle Crowell, Assistant

✉ kendle.crowell@mdcareerpathways.com

☎ (760) 247-8001, ext. 20812

Mountain Desert Career Pathways (MDCP) JPA is a collaborative Career Technical Education effort between nine school districts in the high desert. The purpose of MDCP is to coordinate with industry, government, and higher education to build better opportunities for the future of the region's students. These opportunities are accomplished through the fostering of educated, informed individuals with in-demand skills and knowledge, who will be an asset to regional business and industry as a strong and desirable workforce. MDCP coordinates and hosts regional industry advisory councils to ensure that district curriculum is tightly aligned to industry needs. Furthermore, MDCP works to expand work-based learning opportunities for students in the region to further explore and learn about quality careers in the region.

Rolling Start, Inc.

Ernesto Contreras, Operations Manager

✉ econtreras@rollingstart.com

📖 1955 S Hunts Lane • San Bernardino, CA 92408

☎ (760) 949-7626

☎ (909) 890-9516 Voice

Rolling Start is an independent living center that works directly with willing and eligible individuals with disabilities, their support networks, and providers to facilitate and monitor the individual's transition from facilities to community settings. Eligible individuals of all ages with physical and mental disabilities have an opportunity to participate.

Victor Valley Community College (VVC)

Cathy Ekpo, Direct Access

📖 18422 Bear Valley Road • Victorville, CA 92395

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✉ cathy.ekpo@vvc.edu

☎ (760) 245-4271, ext. 2939

Jacqueline Stahlke

✉ jacqueline.stahlke@vvc.edu

☎ (760) 245-4271, ext. 2212

VVC offers support and accommodations through the ACCESS Resource Center, formerly Disability Programs and Services (DPS), and enrichment and CTE classes. They explore class offerings that support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. VVC offers CTE classes to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc. and provides support to DOR clients as the employer of record for work experience.

Victor Valley Family Resource Center (VVFRC)

Sharon Green

✉ sgreen@vvfrc.com

📖 16000 Yucca Street • Hesperia, CA 92345

☎ (760) 669-0300

Victor Valley Family Resource Center is a Transitional Housing first 501-c3 non-profit organization. They specialize in supporting people to re-build their pathway to a successful lifestyle. With transitional housing programs and supportive services, they have supported over 12,500 sheltered nights, provided over 37,000 meals, and over 100 adults have graduated from this program. They also offer over 12 partnering community programs that give resources for homelessness prevention or restoration.

Victor Valley Transit Authority (VVTA)

Aaron Moore, Consolidated Transportation Services Agency Director

✉ amoore@vvta.org

📖 17150 Smoketree Street • Hesperia, CA 92345

☎ (760) 948-4021, ext. 128

Bethany Hagen, Lead Travel Trainer

✉ bhagen@vvta.org

☎ (760) 948-4021, ext. 141

The Consolidated Transportation Service Agency (CTSA) of Victor Valley Transit Authority is currently responsible for the operation and oversight of twelve mobility management projects that benefit the residents of the Victor Valley and North Desert

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regions of San Bernardino County. The Travel Training program provides one-on-one instruction for riding and navigating VVTA's fixed route system based on the individual needs of clients and small groups. The TRIP program allows seniors and disabled individuals to receive funds to reimburse a volunteer driver who provides them with transportation to vital medical, human services, and social appointments. The Transit Ambassador program consists of a group of voluntary travel trainers who are trained and retrained at regular intervals to provide no-cost training to fellow members of the community. Other programs operated by the CTSA include the Travel Trainer Certification program, Transit Orientations, the Vanpool program, the Fare Media Scholarship, and the Needles Carshare program. For more information about these and other programs, please contact Aaron Moore at amoore@vvta.org.

VIP, INC.

Joey Holland, Director of Rehab in Hesperia

✉ joeyh@vipsolutions.com

☎ (760) 948-1312

VIP is a not for profit organization dedicated to serving individuals with disabilities with prevocational training and job placement services. They are dedicated to maximizing the potential of individuals with developmental disabilities. VIP offers works services (Work Activity Program) and Supported Employment Services (Supported Employment Group Placements, Individual Placements, and Direct Placements).

IV. ROLES AND RESPONSIBILITIES

Person-Centered Planning (PCP) is a process-oriented approach to empowering individuals with disabilities. PCP has a primary focus on people and their needs by putting them in charge of defining the direction for their lives, not on the systems which may or may not be available to provide services. Empowering students and youth ultimately leads to greater inclusion as valued members of both community and society.

The PCP process is a collaborative effort and includes input from individuals involved in every aspect of the participant's life including family, friends, school, and support agencies. This process will play a critical role in addressing the individualized vocational needs of those within the ID/DD population. Partners will collaborate and share information by attending meetings, share assessment information and reports, and by aligning agency plans to reflect the same vocational and transition goals. Duplication of services will be reduced by defining the roles and responsibilities of each agency partner at different points in the individual's education and transition to CIE.

Services will be provided to Students with Disabilities (SWD) and Youth with Disabilities (YWD) based on the criteria referenced below:

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➤ **SWD: Students (Ages 16-21) in secondary school**

○ **LEA**

16-17: Develop and refine an Individual Transition Plan (ITP) based on the information gathered during the PCP process. Provide Pre-Employment Transition Skills (Pre-ETS) training and work experience opportunities as appropriate through the district and SELPA Managed transition programs. Conduct ongoing assessments of progress toward CIE readiness. Refer to CTE/ROP classes as appropriate. Maintain ongoing collaboration with IRC and DOR.

18-21: Continue services listed above in the adult transition program setting. Facilitate agency linkages and transition services to support agencies. Make referrals as needed.

○ **MOUNTAIN DESERT CAREER PATHWAYS**

Offer CTE classes. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Explore class offerings to support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. Explore CTE class offerings to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc.

○ **IRC**

16-17: Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process and ongoing collaboration with the LEA. Provide services as appropriate to address vocational barriers while in school.

18-21: Coordinate with LEA and DOR to provide appropriate work services as needed. Work services may include participation in a Paid Internship Program (PIP) where IRC will refund the consumer's wages, and the business' payroll costs up to \$10,400 annually for each student who participates. Evaluate data provided by the LEA to determine CIE readiness and appropriate transition options. Attend exit IEP to determine appropriate transition services. Make a referral to DOR for students ready for CIE and to employment support vendors for additional training as appropriate.

○ **DOR**

16-17: Develop an Individual Plan for Employment (IPE) for students in programs linked to DOR services (Ca PROMISE, TPP, CCI) and provide work

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experience to the potentially eligible students based on the information gathered during the PCP process and collaboration with the LEA.

18-21: Evaluate data provided by the LEA and or IRC to determine CIE readiness and appropriate employment services. Attend exit IEP as appropriate. Placement in business with needed supports for CIE ready students and make a referral to employment support vendors for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

○ **EMPLOYMENT TRAINING AND SUPPORT VENDORS**

18-21: Provide employment training and support to individuals in need of additional skills to be ready for CIE through DOR and or IRC cooperative programs only. Maintain ongoing collaboration with LEA, IRC, and DOR to develop and refine new programs. Such training and supports include;

- ❖ Discovery
- ❖ Assessment
- ❖ Behavioral Support
- ❖ Job Placement/Referral
- ❖ Job Coaching
- ❖ Progress Meetings and Reports
- ❖ Tailored Day Services
- ❖ Customized Employment
- ❖ Client and Parent Education

**** Services provided to students still in high school will be based on referral through DOR and or IRC cooperative programs only.**

○ **COMMUNITY PARTNERS**

Please refer to the list of Community Partners in the previous section.

➤ **YWD: Individuals (Ages 18–24) and not in secondary school**

○ **LEA**

Provide assessment information and records to IRC/DOR gathered regarding the student's readiness for CIE. Provide follow-up support to students who are two

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years past exiting or aging out of high school. Provide agency linkages to support agencies.

- **MOUNTAIN DESERT CAREER PATHWAYS**

Offer CTE classes. Educate businesses while attending employer events and through targeted information sessions on the employment support programs available through IRC and DOR. Explore class offerings to support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. Explore CTE class offerings to enhance workplace skills for individuals with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc.

- **IRC**

Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process. Evaluate data provided by the LEA to determine CIE readiness and appropriate transition options. Conduct assessment as needed. Make a referral to DOR for students ready for CIE and to employment support vendors for additional training as appropriate.

22-24: Subminimum wage restriction - a client requires Career Counseling Information and Referral (CCIR) from DOR. IRC can assist consumers who wish to participate in a Paid Internship Program, Supported Employment, or attend a Day Program to increase vocational, social, behavioral, and independent living skills. IRC can also help the student with transportation, housing, and Supportive Living services.

- **DOR**

Develop an Individual Plan for Employment (IPE) based on the information gathered during the PCP process. Evaluate data provided by the LEA and/or IRC to determine CIE readiness and appropriate employment services. Placement in business with needed supports for CIE ready students and make a referral to employment support vendors for additional assessment and/or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

22-24: Subminimum wage restriction - a client requires Career Counseling Information and Referral (CCIR).

**** Provide training and updates for counselors, service coordinators, clients, parents, and partners as appropriate.**

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○ **WORKFORCE DEVELOPMENT BOARD**

Educate businesses while attending employer events and through targeted information sessions and committee meetings on the employment support programs available through WDD, IRC, and DOR, i.e., Paid Internship Programs (PIP) and Customized Employment. Link employers to IRC and DOR. Explore training options to support the local employment support vendors, i.e., job coaching, targeted instruction, conducting an assessment, behavior management, etc. Explore training to enhance workplace skills for students with ID/DD, i.e., foundational employment skills, self-determination, workplace technology, etc. Provide vocational training services, i.e., referral to the youth program. Assist with a business campaign to recruit businesses and potential employers.

○ **EMPLOYMENT TRAINING AND SUPPORT VENDORS**

Provide employment training and support to individuals in need of additional skills to be ready for CIE. Maintain ongoing collaboration with IRC and DOR to develop and refine new programs. Such training and supports include;

- ❖ Discovery
- ❖ Assessment
- ❖ Behavioral Support
- ❖ Job Placement/Referral
- ❖ Job Coaching
- ❖ Progress Meetings and Reports
- ❖ Tailored Day Services
- ❖ Customized Employment
- ❖ Client and Parent Education

○ **COMMUNITY PARTNERS**

Please refer to the list of Community Partners in the previous section.

V. REFERRAL AND INTAKE

An additional objective of the DMLPAC shall be to streamline the referral process collectively established between the IRC, DOR, LEAs, and other community partner agencies which provide services to individuals with ID/DD. Additionally, this LPA is to serve as a framework which can be used by the DOR branch offices to develop and implement LPAs which address the specific operational needs of their respective catchment

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areas as these locations, in collaboration with community partners, work to support CIE outcomes.

A. Provide your current agency referral process:

Local Education Agencies (LEA) - The Desert/Mountain SELPA Local Education Agencies (LEAs) will, with written consent from the parent or student who has reached the age of majority, invite a representative from the Inland Regional Center to an IEP meeting within the last 9 months of school for a student interested in competitive integrated employment (CIE) upon exiting from high school. The classroom teacher will obtain written consent from the parent or student who has reached the age of majority to release the following documentation to the IRC representative by the end of the IEP Meeting:

- LEA Referral Form to Inland Regional Center Representative
- IEP – including the Individualized Transition Plan (ITP)
- Psychoeducation report
- Summary of Performance (SOP)
- Transition Assessments
- Portfolio
- Other supporting documents

B. DOR and IRC Referral Process

For consumers 24 years of age and under, referrals for services will come directly from IRC Consumer Services Coordinators, (CSC) or LEA members at an IEP meeting with an IRC Consumer Services Coordinators present.

The IRC CSC will finalize the referral packet and send it to the DOR Supported Employment Liaison/point of contact for the designated unit.

- Referral Packet should include:
 - ❖ DOR Referral form
 - ❖ Consent to release information signed by a consumer
 - ❖ Individual Program Plan (IPP)
 - ❖ Social Assessment
 - ❖ Psychological Assessment
 - ❖ Medical Assessment

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- ❖ Client Development Evaluation Report (CDER)
 - ❖ Annual Case Notes
 - ❖ DS1968 signed by consumer and IRC CSC
 - ❖ Individualized Education Program (IEP) and Individualized Transition Plan (ITP)
- Once the referral is received by the designated Department of Rehabilitation (DOR) liaison, a letter will be mailed to the consumer with the orientation/intake date, time, location, and name of assigned Qualified Rehabilitation Professional (QRP). The intake meeting will be scheduled within two weeks of receiving the referral.
 - A copy of the intake appointment letter will be emailed to the Inland Regional Center CSC.
 - Once a consumer attends their intake appointment a case will be opened with the DOR to determine their eligibility for service.
 - Once the consumer has completed the orientation, a DOR intake session will be scheduled with the consumer.
 - A referral for a Situational Vocational Assessment will be completed by DOR to Community Rehabilitation Program (CRP) to determine Competitive Integrated Employment (CIE) Readiness.
 - Based on assessment results, a consumer will be referred for a Trial Work Experience (TWE), Group Placement, Individual Placement, or closed, provided Career Counseling Information and Referral (CCIR) and referred to IRC.

VI. COMMUNICATION:

The DMLPAC will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for dialogue related to training opportunities, best practices, and sharing resources.

Systems of Measurement

- Refer to the Department of Rehabilitation (DOR) Inland Empire District strategic goals for increasing levels of competitive integrated employment opportunities for individuals with ID/DD.
- DOR will utilize the Aware database to track ID/DD outcomes.
- DOR will utilize Potentially Eligible tools to identify individuals who can benefit from competitive integrated employment outcomes.

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Addendum

Effective Date: July 2018

- LEA will complete data tracking of youth population with ID/DD who are nearing school exit.
- IRC Transition Division will complete monitoring of caseload levels related to individuals also nearing program transition/exit and share that information with the IELPAC accordingly.

VII. GOALS

DMLPAC:

- Implement a common referral form within high schools.
- Develop common assessments related to CIE to be implemented within high schools.
- Develop a resource to give parents and students at the exit IEP meeting describing the referral process, terminology, and agency supports available to them.
- Increase vendors by adding LEA for job coaching (aka short-term support) services.

**Competitive Integrated Employment Blueprint
Local Partnership Agreement (LPA)**

Addendum

Effective Date: July 2018

DOR Inland Empire District Core Partners:

Robert Loeun, District Administrator

Alfonso Jimenez, Team Manager

Susan Wright, Team Manager

Craig Rubenstein, Team Manager

Yuki Long, Team Manager

LEA Core Partners:

Jenae Holtz, CEO, Desert/Mountain SELPA

Adrienne Shepherd, Program Manager

IRC Core Partners:

Vince Toms, Community Services Director

Felipe Garcia, Director of Children and Transition

Angelica Serrano, Program Manager

Andrew Burdick, Employment Specialist

Beth Crane, Employment Specialist

4.1 Hola! Training

Verbal Report, no materials

GRR UPDATE

SEPTEMBER 2018



Legislative Calendar

- August 31st was the last day for the Senate and Assembly to pass bills.
- Legislature is on recess until December 3rd.
- September 30th is the last day for the Governor to sign or veto bills passed by the Legislature.
- New bills take effect on January 1, 2019.
- November 6th is the General Election.

Supported Bills

AB 3136 (O'Donnell) – Special Education Finance

Summary: Would require that special education funding rates be equalized to the 95th percentile after the Local Control Funding Formula is fully enacted along with other funding changes.

Status: Held by the Senate Appropriations Committee due to costs in the \$500 millions.

Notes: With a forthcoming change in the Gubernatorial Administration and a new Superintendent of Public Instruction, next year will bring new dynamics to this discussion. Conversations should begin now with the major candidates for these offices to build champions and position the ask for next year. We can work directly with the candidates and their campaigns, with whom the GRR Representative has relationships, to begin that work in the fall leading up to the election.

Supported Bills

AB 2657 (Weber) – Restraint and Seclusion

Summary: Would prohibit the use of restraint or seclusion on any student, except in specified circumstances, and establishes parameters and procedures for situations in which restraint and seclusion may be used.

Status: Passed both houses of the Legislature and headed to Governor.

Notes: The SELPA Administrators worked effectively with the author, Assembly Member Shirley Weber, who is an education leader, and the sponsor, Disability Rights California, to craft amendments over the course of the year and take a supportive position. This collaboration and ability to get satisfactory amendments was based on longstanding relationships the GRR Representative had with Assembly Member Weber's staff and the lobbyist for DRC.

Supported Bills

AB 2423 (Holden) – Physical Therapists

Summary: Would exempt physical therapy services provided pursuant to an IEP from direct access limitations.

Status: Passed both houses of the Legislature and headed to the Governor's desk.

Notes: This bill is a good example of our coalition building work. The bill is sponsored by the California Physical Therapy Association, the lobbyist for which reached out to the GRR Representative on this bill. In the future, we will be able to call on them to support efforts that may be important to SELPAs, thus building our political power.

Supported Bills

AB 3096 (Rubio) – School Accountability Report Card

Summary: Would eliminate duplicative reporting requirements for schools and school districts and streamlines the development of the School Accountability Report Card.

Status: Held by the Senate Appropriations Committee and will no longer advance this year.

Notes: Supporting this bill helped us build a relationship with Assembly Member Blanca Rubio, who is one of the few K-12 educators serving in the Legislature. It also aligned us with ACSA and CSBA, who are key coalition partners on many of our efforts.

Supported Bills

SJR 19 (Wilk) – Special Education Funding

Summary: Urges Congress and the President to enact H.R. 2902 pending before Congress that would fully fund the IDEA.

Status: Chaptered into law.

Notes: Senator Scott Wilk has been a vocal supporter of special education and has a child with special needs. He is an important champion to cultivate for future issues like special education finance reform.

Support if Amended

AB 2083 (Cooley) – Foster Youth: Trauma-Informed System of Care

Summary: Requires counties to develop MOUs to describe the roles and responsibilities of various entities that serve foster youth who have experienced severe trauma.

Status: Passed both houses of the Legislature and headed to the Governor's desk.

Notes: SELPA partnered with ACSA, CCSESA, and CSBA to secure a commitment from the author to make clarifying amendments to ensure there are no unintended consequences for LEAs.

Other Bills of Interest (No Position)

AB 1951 (O'Donnell) – Pupil Assessments

Summary: Would allow LEAs to administer, in lieu of the grade 11 Smarter Balanced Summative Assessment, a nationally recognized high school assessment.

Status: Passed both houses of the Legislature and headed to the Governor's desk.

Notes: We received pressure to take a position on both sides of this bill. CTA, DRC, ACSE, and SPI Torlakson all opposed the bill. The College Board and Assembly Member O'Donnell asked us to support it. Staying neutral on the bill allowed us to preserve important relationships on both sides of the issue.

Other Bills of Interest (No Position)

SB 354 (Portantino) – IEP Translation Services

Summary: Requires LEAs to provide a parent with a translation of the IEP and related documents if in a top 8 language within 30 days of the IEP meeting.

Status: Passed both houses of the Legislature and headed to the Governor's desk.

Notes: We successfully secured amendments to clarify that “other languages” cannot be considered a top 8 language for purposes of the bill. Throughout the year, we were a part of extensive stakeholder discussions with Senator Portantino and the Assembly Education Committee. Our relationships allowed us to successfully negotiate a deal that mitigates the impact of this bill, and our input was proactively sought by policy consultants analyzing the bill.

Other Bills of Interest (No Position)

AB 2171 (Frazier) – Requires inclusion of employment planning in IEP. Ordered to inactive file. Dead for the year.

SB 1127 (Hill) – Medical cannabis at schools. Passed both houses of the Legislature and headed to the Governor.

AB 2580 (Cunningham) – Authorizes extensions in special education due process hearings for good cause. Passed both houses of the Legislature and headed to the Governor.

AB 2168 (Thurmond) – Establishes a special education teachers grant program and allocates \$2 Million in one-time funding for this purpose. Passed both houses of the Legislature and headed to the Governor.

SB 328 (Portantino) – Provides that the schoolday for middle and high schools shall start no earlier than 8:30 a.m. Passed both houses of the Legislature and headed to the Governor.

Mental Health Bills

- **AB 1436 (Levine)** will require educational psychologists to complete suicide prevention training in assessment, treatment, and management. Passed both houses of the Legislature and headed to the Governor's desk.
- **AB 2022 (Chu)** will require schools to notify pupils, parents or guardians how to access student mental health services on campus or in the community. Passed both houses of the Legislature and headed to the Governor's desk.
- **AB 2639 (Berman/O'Donnell)** will require districts to review their policies on student suicide prevention every five years and update the policies, if necessary. Passed both houses of the Legislature and headed to the Governor's desk.

Mental Health Bills

- **SB 972 (Portantino)** will require schools that issue pupil identification cards to print on the cards the telephone number for a suicide prevention hotline or crisis text line. Pending on the Governor's desk.
- **SB 1019 (Beall)** will require the MHSOAC to consult with the SPI in establishing criteria for allocating one-half of the SB 82 Triage funds to district/mental health partnerships through a competitive process. Passed both houses of the Legislature and headed to the Governor's desk.
 - Note: The Chief Consultant for the Senate Education Committee, Lynn Lorber, consulted with the GRR Representative on this bill to ensure that AB 114 dollars were protected from being used for these grants.

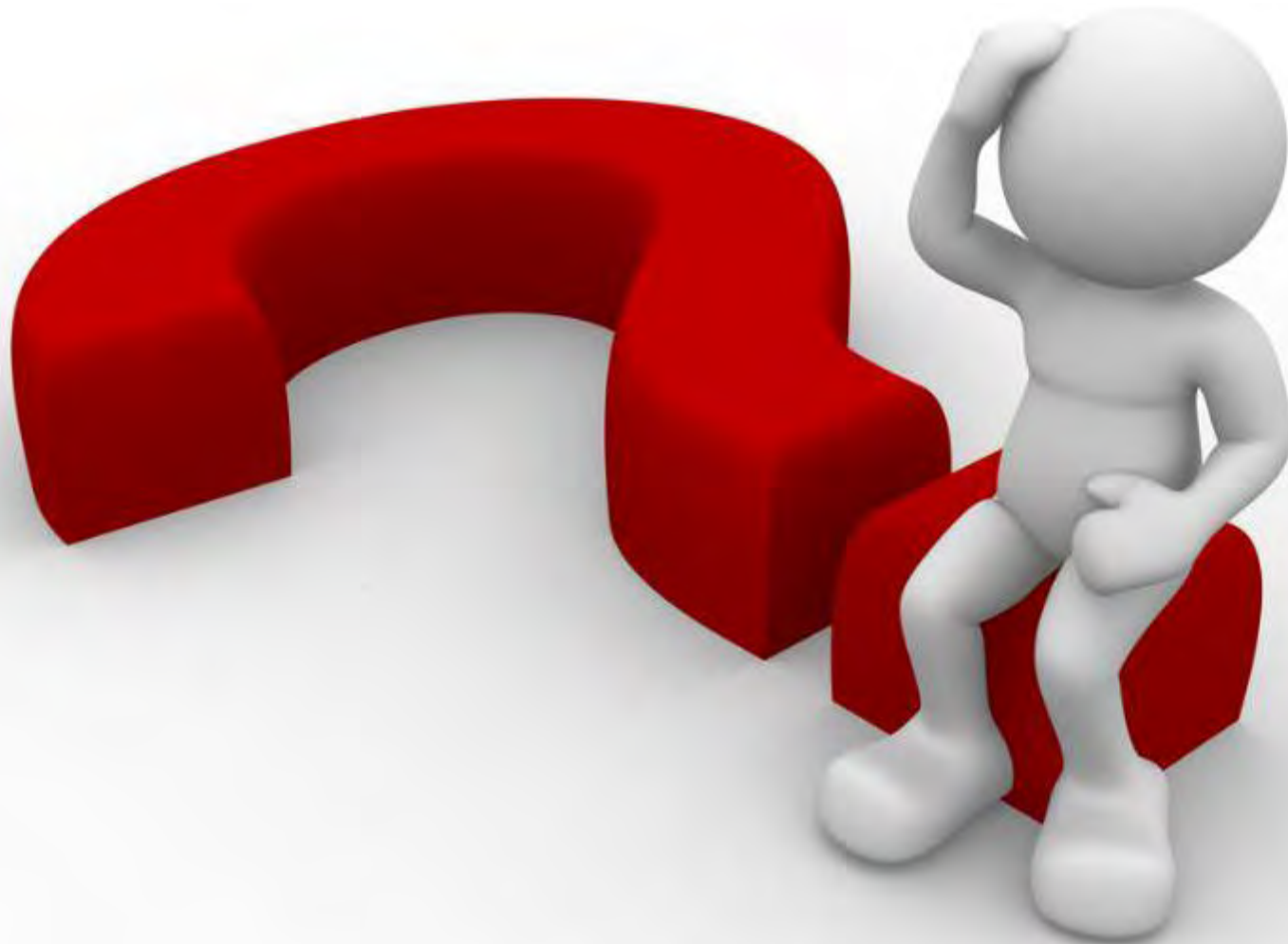
Planned Leg Committee Services

- Continue monthly PPT – include notes section and expand documentation of evidence of work
- Continue monthly GRR Report – expand the items that are listed related to communication and information sharing
- Continue support to Interagency for CCS work – include notes and documentation of evidence of work
- Continue to support OOHC funding work – include notes and evidence of work

Planned Legislative Committee Activities

- October SELPA – Legislative Priorities Generation Activity
 - Led by GRR team from chosen agency
 - Regional Engagement
 - Focus of Legislative work for organization
 - Creation of Common Message
- December SELPA –
 - Review and decide about Legislative Priorities
 - Grassroots to Grasstops Advocacy Training – How to message from Leadership to Parent
 - Bill Analysis Training – How to read legislative language
- Monthly Comments/conversation section

Questions?



September 4, 2018

To: Members, Coalition for Adequate Funding for Special Education

From: Nancy LaCasse, Coalition Advocate, School Services of California, Inc.

Re: Local Solutions to the Shortage of Special Education Teachers Grant RFP

Below please find information from the California Commission on Teacher Credentialing regarding Local Solutions to the Shortage of Special Education Teachers Grant RFP. Proposals must be received by the Commission by 5 p.m. PDT on October 30, 2018.



Commission on Teacher Credentialing News-List
<https://www.ctc.ca.gov>

Subject: Local Solutions to the Shortage of Special Education Teachers Grant RFP

Link: https://www.ctc.ca.gov/docs/default-source/educator-prep/grants/local-solutions-rfp.pdf?sfvrsn=669050b1_2

Summary: A school district, county office of education, charter school, regional occupational center or program operated by a joint powers authority may apply for funding of up to a maximum of \$20,000 per teacher participating in the Local Solutions Grant Program to implement locally-identified solutions that address a local need for special education teachers. Grant program funding may be used for local efforts to recruit, prepare, develop support systems for, and retain special education teachers that include, but are not limited to, teacher service scholarships, student debt payment, living stipends for newly credentialed teachers who earned an education specialist credential, recruitment of former special education or other teachers who may be interested in working as special education teachers, signing bonuses for newly credentialed teachers who earn an education specialist credential, service awards, mentors for existing teachers, professional learning communities, teacher career pathways or other solutions that address a local need for special education teachers. Proposals must be received by the Commission **by 5 p.m. PDT on October 30, 2018.**

- [Local Solutions RFP](#)
- [Appendix B-Intent to Apply](#)
- [Appendices to Submit with Proposal](#)

California Commission on Teacher Credentialing



Request for Proposals For Local Solutions to the Shortage of Special Education Teachers *Local Solutions Grants Program*

Available Funding

Grant awards of up to \$20,000 per teacher participating in the Local Solutions Grant Program are available to develop and implement new, or expand existing, locally-identified solutions that address a local need for special education teachers. \$50 million is available for this grant program. Applicants should note that funds from a Local Solutions Grant Program cannot be used to support teacher candidates participating in a program supported by an award from the Teacher Residency Grant Program. A total of \$50 million is available through this Request for Proposals.

Who Is Eligible to Apply?

Eligible applicants for the Local Solutions Grants Program are school districts, county offices of education, charter schools, and regional occupational centers or programs operated by a joint powers authority. Eligible applicants must have a CD/CDS code issued by the California Department of Education (CDE). Applicants should note that there is a 100% match requirement for each grant dollar received. Matching funds may be actual funds and/or in-kind match.

Project Period

Up to five years, from 2018-19 through June 30, 2023, with reporting requirements due annually and a final implementation report due within three years of receiving a grant award.

**Due Date for Receipt of Proposals at the Commission Office
Tuesday, October 30, 2018 by 5 p.m. PDT**

Proposals received after that date and time will not be accepted or reviewed.

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Request for Proposals

Local Solutions Grant Program

Section I: Introduction

Introduction

This Request for Proposals (RFP) is to provide grant awards of up to \$20,000 per teacher participating in the Local Solutions Grant Program to Local Education Agencies (LEAs) consisting of one or more, or any combination of the following: school districts, county offices of education, charter schools, and regional occupational center or programs operated by a joint powers authority, to develop and implement new or expand existing locally-identified solutions that address a local need for special education teachers. Eligible LEAs for the Local Solutions Grant Program must have a CD or a CDS code issued by the CDE. This funding is available for encumbrance through June 30, 2023, and for liquidation through June 30, 2026. The 2018-19 Budget Act ([Appendix A](#)) authorizes the Commission on Teacher Credentialing (Commission) to provide competitive grants to eligible entities for the Local Solutions Grant Program. The grant funds must be matched by the grantee LEA or consortium on a dollar-for-dollar basis. Matching funds may be actual dollars or in-kind.

Allowable Activities and Use of Funds

Grant program funding may be used for local efforts to recruit, prepare, develop support systems for, and retain special education teachers that include, but are not limited to, teacher service scholarships, student debt payment, living stipends for newly credentialed teachers who earned an education specialist credential, recruitment of former special education or other teachers who may be interested in working as special education teachers, signing bonuses for newly credentialed teachers who earn an education specialist credential, service awards, mentors for existing teachers, professional learning communities, teacher career pathways or other solutions that address a local need for special education teachers.

Applicants should identify their local staffing needs for special education teachers and analyze their local contexts when designing a Local Solutions Grant Program. The local program must include activities consistent with the applicable provisions of statute. Some examples, but not an exhaustive list, of allowable activities include:

- Supporting the costs of identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers
- Assisting special education candidates with tuition payment
- Supporting the preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential
- Supporting the preparation costs of classified personnel to earn Education Specialist teaching credentials
- Assisting newly credentialed special education teachers with student debt payment

- Providing living stipends for newly credentialed special education teachers
- Providing signing bonuses for newly credentialed special education teachers
- Providing induction for special education teachers
- Other approaches to meeting local staffing needs that would result in increasing the supply of credentialed special education teachers

Additional Information for Applicants

The purpose of the Local Solutions Grant Program is to allow eligible LEAs the opportunity and flexibility to design and implement local solutions to meeting their needs for credentialed special education teachers. LEAs are encouraged to use this grant opportunity to increase the supply of new special education teachers in the field by prioritizing strategies for identifying, recruiting, preparing, employing, and supporting newly-credentialed special education teachers and teachers who may be credentialed in another field and want to become credentialed special education teachers.

Applicants should note the following provisions of the authorizing statute with respect to the obligations of teachers participating in the Local Solutions Grant Program (Section 44416 (2)):

- (A) A teacher participant who receives a teacher service scholarship, signing bonus, or student debt payment must agree to teach at a school within the jurisdiction of the grant recipient and work as an education specialist serving a caseload of pupils who receive special education services in a special education setting for four years, and the teacher participant will have five years to meet that obligation.
- (B) A teacher participant who fails to complete the service obligation as described must reimburse the sponsoring grant recipient the amount of grant funding received as a teacher service scholarship, signing bonus, or student debt payment. The amount to be reimbursed must be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than the required four years, at the sponsoring grant recipient.
- (C) If a teacher participant is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
 - (i) The teacher participant has completed at least one-half of the school year.
 - (ii) The employer deems the teacher participant to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (iii) The teacher participant was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the next succeeding school year.
 - (iv) The teacher participant has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (v) The teacher participant was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

- (D) If the commission determines or is informed that a teacher participant fails to complete the service obligation as described, the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the teacher participant and the grant recipient. The amount to be recovered must be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than four years, at the sponsoring grant recipient.
- (E) Upon confirming the amount to be recovered from the grant recipient, the commission must notify the grant recipient of the amount to be repaid within 60 days.

Key Dates in the Application Process

Date	Activity
August 31, 2018	RFP issued
September 11, 2018	Written questions about the RFP due to the Commission
September 14, 2018	Intent to Apply due
September 14, 2018	Responses to written questions posted and distributed
October 30, 2018 by 5 p.m. PDT	RFP Proposals must be received by the Commission
October 31-December 12, 2018	Review of applications
December 14, 2018	Announcement of Grant Awards

Notice of Intent to Apply

Entities with an interest in responding to this RFP are encouraged to submit a Notice of Intent to Apply ([Appendix B](#)) via email to SolGrants@ctc.ca.gov by **September 14, 2018**. The purpose of this notice is to inform the Commission of interested applicants so that any additional information about the RFP may be provided, including responses to written questions (see below). Submission of an Intent to Apply form is not a promise or obligation to submit a proposal, and a lack of submitting an Intent to Apply form does not disqualify or preclude an applicant from submitting a proposal in response to this RFP.

How to Submit Written Questions about this RFP

Applicants who have questions about information contained in this RFP may submit questions via email with “Local Solutions Grant Questions” in the subject line **by September 11, 2018** to: SolGrants@ctc.ca.gov.

Responses to written questions submitted by the deadline will be distributed to those who have submitted the Intent to Apply form and will also be posted on the Commission’s website. Questions submitted after September 11, 2018 may not be answered.

Section II: How to Respond to this RFP

Definitions of Terms Used in this Request for Proposals (in alphabetical order)

Term	Definition as Used in this RFP
Encumbrance	A planned expenditure of grant funds
Liquidation	Full and final expenditure of all grant funds received
Living Stipend	An amount provided by the grantee LEA to program participants for living expenses
Locally-identified Solution	One or more approaches to meeting the local need for special education teachers developed by local personnel and stakeholders, as applicable, within the grantee LEA
Local Solution	A solution to meeting the local need for special education teachers designed specifically for the local context of the grantee LEA
Matching funds	Actual dollars or the in-kind value of services or other expenditures from the grantee's own resources
Professional Learning Communities	A comprehensive and interactive approach to supporting the continued professional growth of teachers and others within a particular educational community that focuses on working collaboratively to improve student achievement and provide supportive student services to meet a range of students' social and emotional needs.
Program Administration Costs	The costs of operating the grant program that may include personnel, facilities, and other related costs to administer the grant program as designed by the grantee LEA.
Service Awards	See Teacher Service Scholarship
Signing Bonus	An amount given to a teacher as an incentive to contract to work for a particular employer LEA
Student Debt Payment	An amount provided to a teacher in order to assist in paying for student debt incurred by the teacher prior to participation in the Local Solutions Grant Program.
Service Obligation	A requirement for Local Solutions Grant participants to teach for the grantee LEA for a specified amount of time consistent with the applicable provisions of the Local Solutions Grant legislation.
Teacher Career Pathway	An approach to teacher preparation authorized by the Commission on Teacher Credentialing
Teacher Service Scholarship	An amount provided to a teacher participating in the Local Solutions Grant Program to help pay for services such as tuition, fees, and associated costs of preparation for the special education credential.
Teacher Residency Grant Program	A state grant program authorized under the provisions of EC 44415 that provides funding for teacher residency programs.

Components to be Addressed in the Applicant's Response

LEAs interested in developing and implementing a Local Solutions Grant Program must provide a narrative response to this RFP. In order to be considered, responses must include all of the

components described below. Responses by each applicant will be evaluated based on the selection criteria detailed below. Responses to this RFP must reach the Commission according to the submission information provided in Section III no later than **5 p.m. PDT on Tuesday, October 30, 2018**. The proposals determined to have the highest scores, as calculated within the selection criteria summarized at the end of this section of the RFP, will be recommended to the Executive Director for funding.

The following information provides guidance to applicants for organizing a complete response to this RFP.

Responses must include a **Cover Page** ([Appendix C](#)) that identifies a contact person at the applicant entity, along with contact information by telephone, fax, and email, and the signature of the superintendent/chief executive officer of the applicant entity.

Important note: The Commission will use the contact information provided on the cover page as the sole point of contact for each grantee. Please carefully select the individual who will be responsible for all communications relating to the grant application and, if successful, to the grant program when funded.

Following the cover page, applicants must provide a **Table of Contents** indicating where in the application each of the required responses can be found.

Selection Criteria for Applicant Responses

1. Provide an Overview of the Context of the Proposed Local Solutions Grant Program (5 points)

Describe the local context for the grant application, including but not limited to, a description of the applicant LEA or consortium of LEAs, and an overview of the scope of the proposed Local Solutions Grant Program to be funded under this RFP.

2. Describe the Local Need for Special Education Teachers (10 points)

Describe the local need for special education teachers, including but not limited to

- a) A description of prior efforts to meet local shortage needs for special education teachers;
- b) The number of teachers currently serving as special education teachers who are fully credentialed;
- c) The number of teachers currently serving as special education teachers on less than full credentials (e.g., waivers, Short Term Staff Permits, Provisional Intern Permits, and/or Interns);
- d) Current needs for special education teachers; and
- e) The specific needs to be addressed in the proposed Local Solutions Grant Program. If this is a consortium application, explain the rationale for the consortium and describe how the consortium will work together effectively and efficiently on the Local Solutions Grant Program.

3. Describe the Local Solutions Program to be Implemented (15 points)

Describe each of the following:

- a) What local solutions will be implemented by the program
- b) How these solutions were identified
- c) The rationale for each solution to be implemented by the program, including how these solutions relate to the statutory purpose(s) of this grant program to recruit, develop support systems for, and retain special education teachers. Solutions may include, but are not limited to:
 - Teacher service scholarships
 - Candidate tuition or student debt payment
 - Living stipends for newly credentialed teachers who earn an education specialist credential
 - Recruitment of former special education or other teachers who may be interested in working as special education teachers
 - Signing bonuses for newly credentialed teachers who earn an education specialist credential
 - Service scholarships
 - Induction and/or mentors for existing teachers
 - Professional learning communities
 - Teacher career pathways or other solutions that address a local need for special education teachers
- d) The implementation plan for each of the identified local solutions over the life of the program, including the number and type of participants for each local solution strategy to be implemented
- e) How, and the extent to which, these local solutions will address the identified needs for special education teachers in the applicant LEA(s)

Applicants must also fill out and include Local Solutions Implementation Overview Form ([Appendix D](#)), as part of the response to this selection criterion.

4. Describe the Target Participants for the Local Solutions Grant Program (10 points)

Explain how the applicant will identify and recruit the potential candidates into the program, including but not limited to the following, as applicable: new and/or currently-enrolled credential candidates interested in earning Education Specialist credentials; classified staff interested in earning an Education Specialist credential; current teachers interested in earning an Education Specialist credential; newly-credentialed special education teachers; and any other appropriate prospective participants.

5. Key Program Personnel and Program Governance (15 points)

- a) Provide a chart that identifies management staff who will be responsible for the Local

Solutions Grant Program, including position title, roles and responsibilities, and the full time equivalent (FTE) of each position. Identify which management staff will be responsible for the following:

- The overall management of the Local Solutions program,
 - The fiscal management of the program, and
 - Providing the required program data indicated in Criterion 6 below.
- b) Identify other key staff who may not have direct program administration responsibilities but who will be playing important roles in implementing the local solutions identified by the program. For example, these other key staff could include individuals serving within the planned program such as mentor/master teachers, co-teachers, professional learning community leaders/organizers, and others whose services and contributions are critical to the Local Solutions Grant’s successful implementation. Describe any professional development/training that will be provided to other key staff who will be working directly with the target program participants in order to effectively implement the local solutions. For example, the program may include providing specific training to individuals who may be serving as mentors to newly-credentialed special education teachers to help them understand and implement their roles more effectively.
- c) Explain the relationship and governance of the project within the grantee LEA in terms of internal institutional oversight, management, and reporting.

6. Data Collection and Evaluation Reporting (15 points)

The following data are required to be collected and submitted to the Commission during each year of grant funding. Applicants should describe their plans to collect, analyze, and report the following data to the Commission in the manner and timeframe to be prescribed by the Commission for successful applicants. **Note: The data elements may change as a result of future legislation concerning the Local Solutions grants.**

- A. The number of teachers participating in each type of local solutions activities implemented in the project
- B. The percent of funding allocated to all of the following types of activities, including the number of teachers participating in each type of activity:
- Recruitment, including signing bonuses for newly credentialed teachers who earn an Education Specialist credential
 - Preparation, including teacher service scholarships and student debt payment
 - Induction
 - Professional learning
 - Teacher career pathways
 - Other pertinent activities implemented by the Local Solutions grantee
- C. Information regarding the effectiveness of the Local Solutions Grant Program in

recruiting, developing support systems for, and retaining special education teachers, including but not necessarily limited to all of the following

- The reduction in teacher turnover rates for special education teachers within the grantee LEA
- The number of special education teachers within the grantee LEA serving on intern credentials, permits, or waivers
- Best practices found to be effective in implementing the program
- Factors promoting or hindering program implementation
- Lessons learned in order to inform future investments in this type of program.

7. Budgets and Budget Narratives for the First Program Year, including Matching Funds (30 points)

Important Note: Applicants should keep in mind the intent of the authorizing legislation to provide funding based on a total allowable grant-funded expenditure of \$20,000 per participating teacher. The funds are intended to provide a maximum of direct services and/or related services that directly benefit the participating teachers. For that reason, the authorizing legislation capped the expenditure of grant funds for program administration purposes at five percent (5%). No additional grant funds expenditures for program administration purposes will be allowed. Applicants may, however, choose to use their matching funds to provide for additional program administration services under the budget category of “Program Administration/Indirect Costs” if additional funding is needed for this purpose. When building the program budget for use of the grant funds, applicants should be able to identify how each planned expenditure directly relates to the purposes and intended outcomes of the Local Solutions Grant Program.

The Commission recognizes that it may be difficult for applicants to determine the exact budget allocations per local solution(s) planned until the pool of teachers who will be participating in the program is identified. Therefore, applicants should use their best estimates in developing the initial first year program budget. Successful applicants will be given additional time to recruit and/or identify participants and determine their needs in order to effectively implement the local solutions program design before a final first year budget is required to be submitted to the Commission. This two-step budget process is also indicated on the budget forms and instructions.

Directions for Responding to the Budget Criterion

Provide a [budget](#) for the first year of the proposed Local Solutions program, using [Budget Form F1](#) for grant funds and [Budget Form F2](#) for local matching funds. In addition, applicants must also provide a budget narrative explaining how each of these costs was determined/calculated for both the grant funds and the matching funds. Applicants should consider the most efficient and effective use of time, fiscal resources, material resources, and the expertise and preparation of those involved in planning and implementing the Local Solutions Grant Program when determining costs to be funded by the grant funds and costs to be funded by the matching funds.

Successful applicants will resubmit both of these budget forms within three months of receiving notification of the grant awards. Further information and guidance about this process will be provided to applicants awarded Local Solutions grants.

Summary Review of the Selection Criteria

Proposal Component	Points
1. Local Solutions Program Overview	5
2. Local Need for Special Education Teachers	10
3. Local Solutions to be Implemented within the Grant Program	15
4. Target Program Participants	10
5. Key Program Personnel and Program Governance	15
6. Data Collection and Evaluation Reporting	15
7. Budgets and Budget Narratives for the First Program Year	30
Total Points Possible	100

Section III: Application Submission and Process for Application Review

How to Submit the Application

Applicants who wish to compete for funding for a Local Solutions Grant must submit **ALL** of the following:

1. An electronic copy of the entire grant application
2. Four paper copies of the entire grant application

All Proposals (electronic and paper) must reach the Commission office by 5:00 p.m. PDT on Tuesday, October 30, 2018. Proposals received after this time will not be accepted, reviewed or evaluated.

Email the electronic copy to: SolGrants@ctc.ca.gov

Mail or Deliver the four paper copies to:

Phyllis Jacobson
Professional Services Division
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811

Format and Length of the Proposal

Proposals should be formatted to an 8 ½ x 11 page, with one inch margins on all sides, using a font of not less than 12 point. Pages may be double or single spaced. The suggested maximum length of a proposal is not more than 30 double spaced or 15 single spaced pages.

Application Review and Award Processes

Applications received by the submission deadline will be reviewed first for technical compliance with the application instructions and completeness of the application in responding to all required information. Applications that meet the initial technical compliance screening will then be read by a team of Commission staff members and rated according to the scoring criteria provided in this RFP.

A recommendation for awarding the grants will be made to the Executive Director and will result in a grant award letter from the Commission and grant acceptance conditions to be signed and returned by each grantee. Further information about the grant process will be provided to grantees following the awarding of the grants.

Funding Considerations

The grantee will be expected to make appropriate yearly progress in implementing the program planning process according to the plan provided in the funded application. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data as specified in the RFP.

Funds to grantees will be distributed in two total payments. The first payment will be 90 percent (90%) of the annual budget amount of the operational budget, and the second payment will be ten percent (10%) of the annual budget amount of the operational budget. The second payment will be provided to grantees after the Program has submitted its required implementation report.

Appendix A Authorizing Legislation

Section 39: Article 16. Teacher Recruitment, Retention, and Support Grant Programs

44416.

- (a) For the 2018–19 fiscal year, the sum of fifty million dollars (\$50,000,000) is hereby appropriated from the General Fund to the commission to establish the Local Solutions Grant Program to provide one-time competitive grants to local educational agencies to develop and implement new, or expand existing, locally identified solutions that address a local need for special education teachers. This funding shall be available for encumbrance through June 30, 2023, and available for liquidation through June 30, 2026.
- (b) (1) A grant shall be up to twenty thousand dollars (\$20,000) per teacher participant that the identified solution proposes to support, matched by that local educational agency or consortium on a dollar-for-dollar basis. Grant program funding may be used for local efforts to recruit, develop support systems for, and retain special education teachers that include, but are not limited to, teacher career pathways, signing bonuses for newly credentialed teachers who earn an education specialist credential, mentors for existing teachers, professional learning communities, service awards, teacher service scholarships, student debt payment, living stipends for newly credentialed teachers who earn an education specialist credential, or other solutions that address a local need for special education teachers.
- (2) (A) A teacher participant who receives a teacher service scholarship, signing bonus, or student debt payment shall agree to teach at a school within the jurisdiction of the grant recipient and work as an education specialist serving a caseload of pupils who receive special education services in a special education setting for four years, and the teacher participant shall have five years to meet that obligation.
- (B) A teacher participant who fails to complete the service obligation described in subparagraph (A) shall reimburse the sponsoring grant recipient the amount of grant funding received as a teacher service scholarship, signing bonus, or student debt payment. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than the required four years, at the sponsoring grant recipient.
- (C) If a teacher participant is unable to complete a school year of teaching, that school year may still be counted toward the required four complete school years if any of the following occur:
- (i) The teacher participant has completed at least one-half of the school year.
 - (ii) The employer deems the teacher participant to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement.
 - (iii) The teacher participant was not able to teach due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the next succeeding school year.
 - (iv) The teacher participant has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law.
 - (v) The teacher participant was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.
- (D) If the commission determines or is informed that a teacher participant who fails to complete the service obligation described in subparagraph (A), the commission shall confirm with the grant recipient the applicable grant amount to be recovered from the teacher participant and the grant recipient. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than four years, at the sponsoring grant recipient.
- (E) Upon confirming the amount to be recovered from the grant recipient pursuant to subparagraph

(D), the commission shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the commission. If the grant recipient fails to make the required payment within 60 days, the commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the commission from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution. If the grant recipient is a regional occupational center or a program operated by a joint powers authority that does not receive principal apportionment or apportionments of state funds, or a consortia of local educational agencies, the commission shall notify the Controller of the local educational agency where the teacher participant taught and the Controller shall deduct the amount owed from the applicable local educational agency's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(F) An amount recovered by the commission or deducted by the Controller pursuant to subparagraph (E) shall be deposited into the Proposition 98 Reversion Account.

(G) Grant recipients may recover from a teacher participant who fails to complete the service obligation described in subparagraph (A) the amount of grant funding received as a teacher service scholarship, signing bonus, or student debt payment. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the teacher participant taught at least one year, but less than four years, at the sponsoring grant recipient.

(c) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(d) A grant recipient shall provide a 100-percent match of grant funding to support, complement, or enhance the local solution identified in subdivision (h). The match shall be in the form of one or both of the following:

- (1) One dollar (\$1) for every one dollar (\$1) of grant funding received.
- (2) An in-kind match.

(e) An applicant may consist of one or more, or any combination, of the following:

- (1) A school district.
- (2) A county office of education.
- (3) A charter schools
- (4) A regional occupational center or program operated by a joint powers authority.

(f) To receive a grant, an applicant shall submit to the commission an application at a time, in a manner, and containing information prescribed by the commission.

(g) A grant recipient shall not use funds from a Local Solutions Grant Program award to support teacher candidates participating in a program supported by an award from the Teacher Residency Grant Program established pursuant to Section 44415.

(h) When selecting grant recipients, the commission shall require applicants to demonstrate a local need for special education teachers and present a plan that proposes one or more solutions that address that local need.

(i) For purposes of administering the grant program pursuant to this section, the commission shall do all of the following:

- (1) Determine the number of grants to be awarded and the total amount awarded to each grant applicant.
- (2) Require grant recipients to annually report the status and progress of the identified solution and to submit a final implementation report within three years of receiving a grant award that describes the outcomes and effectiveness of the identified solution.
- (3) Allocate 90 percent of funding to each grant recipient at the time of the initial grant award and

allocate the final 10 percent of grant funding upon receipt of the final implementation report. If the grantee fails to provide the final implementation report pursuant to paragraph (2), the grantee shall not receive the final 10 percent of the grant award.

- (j) For purposes of making the computations required by Section 8 of Article XVI of the California Constitution, the appropriation made by subdivision (a) shall be deemed to be "General Fund revenues appropriated for school districts," as defined in subdivision (c) of Section 41202, for the 2017–18 fiscal year, and included within the "total allocations to school districts and community college districts from General Fund proceeds of taxes appropriated pursuant to Article XII B," as defined in subdivision (e) of Section 41202, for the 2017–18 fiscal year.

44417.

The commission shall conduct an evaluation of the Teacher Residency Grant Program established in Section 44415 and the Local Solutions Grant Program established in Section 44416 to determine the effectiveness of these programs in recruiting, developing support systems for, and retaining special education, and bilingual education, science, technology, engineering, and mathematics, teachers and provide a report to the Department of Finance and the appropriate fiscal and policy committees of the Legislature by December 1, 2023.

44418.

This article shall remain in effect only until January 1, 2027, and as of that date is repealed.

Appendix B

Intent to Apply for a Local Solutions Grant Program (Optional)

As indicated by the signature of the Superintendent or authorized administrator below, it is the intent of the institution identified below to apply for a Local Solutions Grant Program to address the shortage of special education teachers. The institution understands that this optional Intent to Apply must be received by the **Commission by September 14, 2018** and that submission of this form does not require or otherwise obligate the institution to submit a proposal to the Commission. Applicants may submit proposals to the Commission without submitting an Intent form; however, those who submit an intent form will be emailed any additional information regarding the application process that may become available. A scanned copy of the signed Intent to Apply form may be emailed to SolGrants@ctc.ca.gov or sent by postal mail to:

Phyllis Jacobson
Commission on Teacher Credentialing
1900 Capitol Avenue
Sacramento, CA 95811-4213

LEA	
CD/CDS Code	
Signature	
Print Name	
Title	
Date	
Consortium Application	Yes* No

* If Yes, list below the names and CD/CDS codes of the LEA consortium members

Appendix C
Application Cover Page
Local Solutions Grant Program

This form should be the cover page to the application submitted to the Commission.

1. Name of LEA:	
Mailing Address:	
CD/CDS Code:	
2. Contact Person:	
Telephone:	
Email:	
Fax:	
3. Fiscal Agent for the Program	
Name:	
Agency:	
Mailing Address:	
Telephone:	
Email:	
Fax:	
4. Administrative Approval from the Superintendent or Authorized Administrator of the Applicant Local Education Agency (LEA):	
Name:	
Title:	
Signature:	
Date:	

Appendix D
Program Implementation Overview Form

Locally-Identified Solutions (As Applicable)	Number of Participants	Implementation Timeline (As Applicable)					Personnel Responsible
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers							
Assisting special education candidates with tuition							
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential							
Preparation costs of classified personnel to earn an Education Specialist teaching credentials							
Assisting newly credentialed special education teachers with student debt payment							
Living stipends for newly credentialed special education teachers							
Signing bonuses for newly credentialed special education teachers							
Induction for special education teachers							
Teacher service scholarships							
Service awards							
Preparing mentor/master teachers to support new special education teachers							
Professional Learning Communities							

Locally-Identified Solutions (As Applicable)	Number of Participants	Implementation Timeline (As Applicable)					Personnel Responsible
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	
Teacher career pathways							
Other locally-identified solutions: Indicate below:							

Appendix E
Local Solutions Budget Form

Directions: For each locally-developed solution intended to benefit teacher participants, please indicate which solution(s) the program plans to use, the number of intended Program participants to be supported by that local solution, and whether the activity will be funded through grant funds and/or local matching funds, as applicable to each identified solution. Use the blank spaces below to add any additional locally-identified solution not already listed.

Locally-Identified Solution	# of Participants	Grant Funded Amount	Local Funded Amount	Total
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers				
Assisting special education candidates with tuition				
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential				
Preparation costs of classified personnel to earn an Education Specialist teaching credentials				
Assisting newly credentialed special education teachers with student debt payment				
Living stipends for newly credentialed special education teachers				
Signing bonuses for newly credentialed special education teachers				
Induction for special education teachers				
Service awards				
Teacher service scholarships				
Preparing mentor/master teachers to support new special education teachers				
Professional Learning Communities				
Teacher career pathways				
Program administration (5% cap on grant funds)				
Other locally-developed solutions: Describe below				

Locally-Identified Solution	# of Participants	Grant Funded Amount	Local Funded Amount	Total
GRAND TOTALS				

Appendix F 1
Budget Form and Narrative for Grant Funds
Local Solutions Program Year One

Directions: Step One: Complete the worksheet for the **Year 1 Projected Amount of Funding** only for the first Program year, using the budget categories applicable to your planned Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned grant funds expenditures must also be detailed in the budget narrative.

Directions: Step Two: After you have identified the actual Program participants and their individual support needs, you will fill out the second half of this form, the **Year One Operational budget**. The fully-completed form, including both the project and the actual funding for Program year one will be due by **March 15, 2019**.

Category	Year 1 - Projected	Year 1 - Operational	Total Costs
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers			
Assisting special education candidates with tuition			
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential			
Preparation costs of classified personnel to earn an Education Specialist teaching credentials			
Assisting newly credentialed special education teachers with student debt payment			
Living stipends for newly credentialed special education teachers			
Signing bonuses for newly credentialed special education teachers			
Induction for special education teachers			
Service awards			
Teacher service scholarships			
Preparing mentor/master teachers to support new special education teachers			
Professional Learning Communities			

Category	Year 1 - Projected	Year 1 - Operational	Total Costs
Teacher career pathways			
Program administration (5% cap on grant funds)			
Other locally-developed solutions: Describe below			
Totals			

Appendix F 2
Budget Form and Narrative for Matching Funds
Local Solutions Program Year One

Directions: Step One: Complete the worksheet for the **Year 1 Projected Amount of Funding only** for the first Program year, using the budget categories applicable to your planned Program. If additional categories are necessary that are not included, list these in spaces provided below. All categories of planned matching funds expenditures must also be detailed in the budget narrative.

Directions: Step Two: After you have identified the actual Program participants and their individual support needs, you will fill out the second half of this form, the **Year One Operational budget**. The fully-completed for, including both the projected and the actual funding for Program year one will be due by **March 15, 2019**.

Matching Funds

Category	Year 1 - Projected		Year 1 - Operational		Total
	Actual Funds	In-Kind Funds	Actual Funds	In-Kind Funds	
Identifying, recruiting, and preparing new special education teachers and/or preparation costs for teachers credentialed in other areas interested in becoming special education teachers					
Assisting special education candidates with tuition					
Preparation costs of special education candidates to complete an integrated undergraduate program of preparation for an Education Specialist credential					
Preparation costs of classified personnel to earn an Education Specialist teaching credentials					
Assisting newly credentialed special education teachers with student debt payment					
Living stipends for newly credentialed special education teachers					
Signing bonuses for newly credentialed special education teachers					
Induction for special education teachers					
Service awards					
Teacher service scholarships					

Category	Year 1 - Projected		Year 1 - Operational		Total
	Actual Funds	In-Kind Funds	Actual Funds	In-Kind Funds	
Preparing mentor/master teachers to support new special education teachers					
Professional Learning Communities					
Teacher career pathways					
Program administration (5% cap on grant funds)					
Other locally-developed solutions: Describe below					
Grand Totals					

Appendix G Budget Definitions

Directions: For each of the line item budget categories on the Budget Form, provide the details of how the yearly total was calculated. Below are clarifications of what type of information should be included for each line item.

Teacher Identification and Recruitment: Use this line item for costs relating to identifying, recruiting, and hiring special education teachers under the Local Solutions Grant Program.

Student Debt Payment: Use this line item for funds provided to program participants to pay student debt incurred prior to participation in the Local Solutions Grant Program.

Living Stipends for New Special Education Teachers: Use this line item for stipends provided to program participants for living purposes.

Service Awards: Use this line item for service awards given to teachers participating in the Local Solutions Grant Program.

Teacher Service Scholarships: Use this line item for teacher service scholarships given to teachers participating in the Local Solutions Grant Program.

Signing Bonuses for Newly-Credentialed Special Education Teachers: Use this line item for signing bonuses provided to new Special Education teachers who sign a contract to work for the district as a Special Education teacher.

Induction for New Special Education Teachers: Use this line item for Induction costs for new Special Education teachers who are required to complete Induction for their clear credential.

Preparation Costs for Special Education Candidates to Complete an Undergraduate Integrated Program or a Traditional Teacher Education Program for an Education Specialist Credential: Use this line item for the tuition, fees, books and related costs for special education candidates other than classified school employees to complete an undergraduate integrated program of preparation for an Education Specialist credential.

Preparation Costs for Classified School Employees to earn an Education Specialist Credential: Use this line item for the tuition, fees, books and related costs for classified school employees to complete preparation for an Education Specialist credential.

Master Teachers/Mentors for Existing Teachers: Use this line item for costs relating to identification, selection, and training of Master Teachers/Mentors for existing Special Education teachers.

Teacher Career Pathways: Use this line item for costs relating to developing career pathways for new special education candidates.

Professional Learning Communities: Use this line item for costs relating to supporting the development and implementation of a Professional Learning Community in the school(s) or district(s) served by the Local Solutions Grant.

Program Administration: Use this line item for costs relating to management and administration of the Local Solutions Grant Program. Note: There is a statutory five percent (5%) cap on the use of grant funds for program administration purposes but no cap on the use of local funds for

program administration purposes.

Other: Add any additional line items with associated expenditures. For any added category, provide a narrative explanation of the category and how the related costs were determined.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
Jenae Holtz, Chief Executive Officer

Desert/Mountain Charter SELPA Steering Committee Meetings 2018-19

Desert Mountain Educational Service Center

17800 Highway 18, Apple Valley, CA

1:00 - 3:00 p.m.

- October 11, 2018
- November 8, 2018
- December 13, 2018
- January 17, 2019
- February 21, 2019
- March 14, 2019
- April 11, 2019
- May 9, 2019
- June 13, 2019

San Bernardino County Students with Disabilities and the California Dashboard

District Superintendents' Meeting
September 7, 2018

Jenae Holtz, Desert/Mountain SELPA Administrator
Patty Metheny, Ed.D., East Valley SELPA Administrator
Susan Bobbit-Voth, West End SELPA Administrator

Agenda

- Introduction – Our Stories
- The Why
- Dive into the Data
- Tools and Resources
- Next Steps



Introduction

Pair/Share

With an elbow partner, please answer these questions:

What brought you to education?

What drives your passion to be a leader in education?

What are your thoughts on Special Education?



The Why



KNOW YOUR

IT'S NOT
WHAT
BUT WHY
YOU DO IT

- This FOU you the g
- Havi cons back your chall
- Your in th re-fo

Why Does Special Education Matter?

Under the Individuals with Disabilities Act, **special education** is defined as “Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability.”

- During the 2017-2018 school year, 774,655 students with disabilities in California were served
- Students from low socioeconomic status, abusive histories, and prenatal exposure to drugs and/or alcohol are more likely to qualify for special education

The Why

*"Each year in the US alone, there are over **3 million children** that are abused or neglected. These destructive experiences impact the developing child, increasing risk for **emotional, behavioral, academic, social and physical problems** throughout life."*



that people that work with him

Looking Through a Different Lens

- **All** children are children **first**
 - Special Education is a service not a sentence
- What is the data saying about:
 - Culture of the campus
 - Thoughts related to inclusion/special education
- What are the options for marginalized students with disabilities





- Patterns in the data
- What is working

The Heart of the Matter

*We are all in
education because
we care about
children and the
future.*










Diving Into the Data

Special Education Student Performance San Bernardino County Wide Fall 2017 Dashboard

San Bernardino County School Districts *Special Education Dashboard Summary*

San Bernardino County Districts					
	0%	4%	18%	24%	54%
Mathematics 28/33	0	0	0	9	19
English Language Arts 28/33	0	0	1	4	23
Suspension Rate 29/33	0	1	8	10	10
Graduation Rate 16/33	0	3	9	1	3
*Maximum number of possible state indicators for Special Education students of San Bernardino County districts. State Indicators are not applicable to all districts due to grades or size of Special Education population.					

San Bernardino County Districts' Graduation Rates Special Education Students Fall 2017 Dashboard

Green	Yellow
Chino Valley	Apple Valley
Hesperia	Chaffey Joint Union High
Snowline Joint	Fontana
	Redlands
	Rialto
	Rim of the World
	San Bernardino City
	Upland
	Yucaipa-Calimesa



Desert / Mountain Children's Center
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-946-0819
W www.dmchildrenscenter.org

MEMORANDUM

DATE: September 13, 2018
TO: Special Education Directors
FROM: Linda Llamas, Director *LL*

SUBJECT: Desert/Mountain Children's Center Client Reports

Attached are the opened and closed cases for the following services:

- Screening, Assessment, Referral and Treatment (SART)
- Early Identification Intervention Services (EIIS)
- School-Age Treatment Services (SATS)
- Therapeutic Behavioral Services (TBS)
- Student Assistance Program (SAP)
- Children's Intensive Services (CIS)
- Speech and occupational therapy

If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org



Sharing Confidential Information with School Staff

Introduction

The Desert/Mountain Children's Center (DMCC) provides mental health and Educationally Related Mental Health Services (ERMHS) and is considered a Health Insurance Portability and Accountability Act (HIPAA) governed entity. Any information provided to the school in written and/or verbal format is subject to be a part of the cumulative file, which the school holds, and such charts fall under the guidelines of Family Educational Rights and Privacy Act (FERPA).

If DMCC Counseling Services are Listed or Added to the Individual Education Plan (IEP) or IEP Addendum

- A. DMCC is required to provide documentation directly to the school and parent which goes into the school's cumulative file. Such documents include:
 1. Assessment Summaries
 2. Progress of Goals
- B. DMCC also provides verbal information to the IEP team such as how the client is progressing in treatment, behavioral information, symptomology and interventions used in counseling.
- C. DMCC is permitted to provide information indicated in A 1. and A 2. to the IEP team without a Release of Information (ROI) form if, and only if, the parent/legal guardian/educational rights holder or caregiver, with a DMCC Caregiver Affidavit on file signs the IEP.
- D. If DMCC has a ROI form with the appropriate signatures, DMCC can provide more detailed information if it is in the client's best interest.
- E. If the IEP team requests the client's diagnosis, DMCC is permitted to provide, if the parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file agrees to allow the clinical staff to release such information AND if releasing the diagnosis is in the client's best interest.
- F. If the parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file requests the client's diagnosis be provided to the school outside of the IEP team meeting, DMCC will offer a letter addressed to the parent so the parent can provide the letter to the school. The DMCC clinical staff will explain to the parent that the diagnosis may be put into the client's cumulative file.

If DMCC does not have a (ROI) form for a student due to parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file declining to sign it, the following information can be shared. For example, DMCC does not have a ROI form signed by the parent/legal guardian/educational rights holder or caregiver with a DMCC Caregiver Affidavit on file to speak with the school regarding Student A but a teacher asks about Student A's behaviors. The DMCC clinical staff is allowed to state the following:

“As a practice, DMCC attempts to gather signatures at the time of the assessment on the releases of information for the school, but the parent can refuse to sign it. If you believe Student A may be a client of DMCC, you (the school staff) can ask the parent to confirm Student A is a client and ask the parent to sign a release of information. Unfortunately, I cannot confirm or deny if Student A is a client, but I want to make sure I help you with your question. Can you tell me about Student A's behaviors, so I can provide you with general information about those behaviors with general recommendations?”

If DMCC Has a Signed ROI to Speak with the School:

DMCC may provide verbal information to school staff who have direct contact with the client such as how the client is progressing in treatment, treatment planning, behavioral information, symptomology and interventions used in counseling.

7.3 Letters to Districts from Parents
Verbal Report, no materials

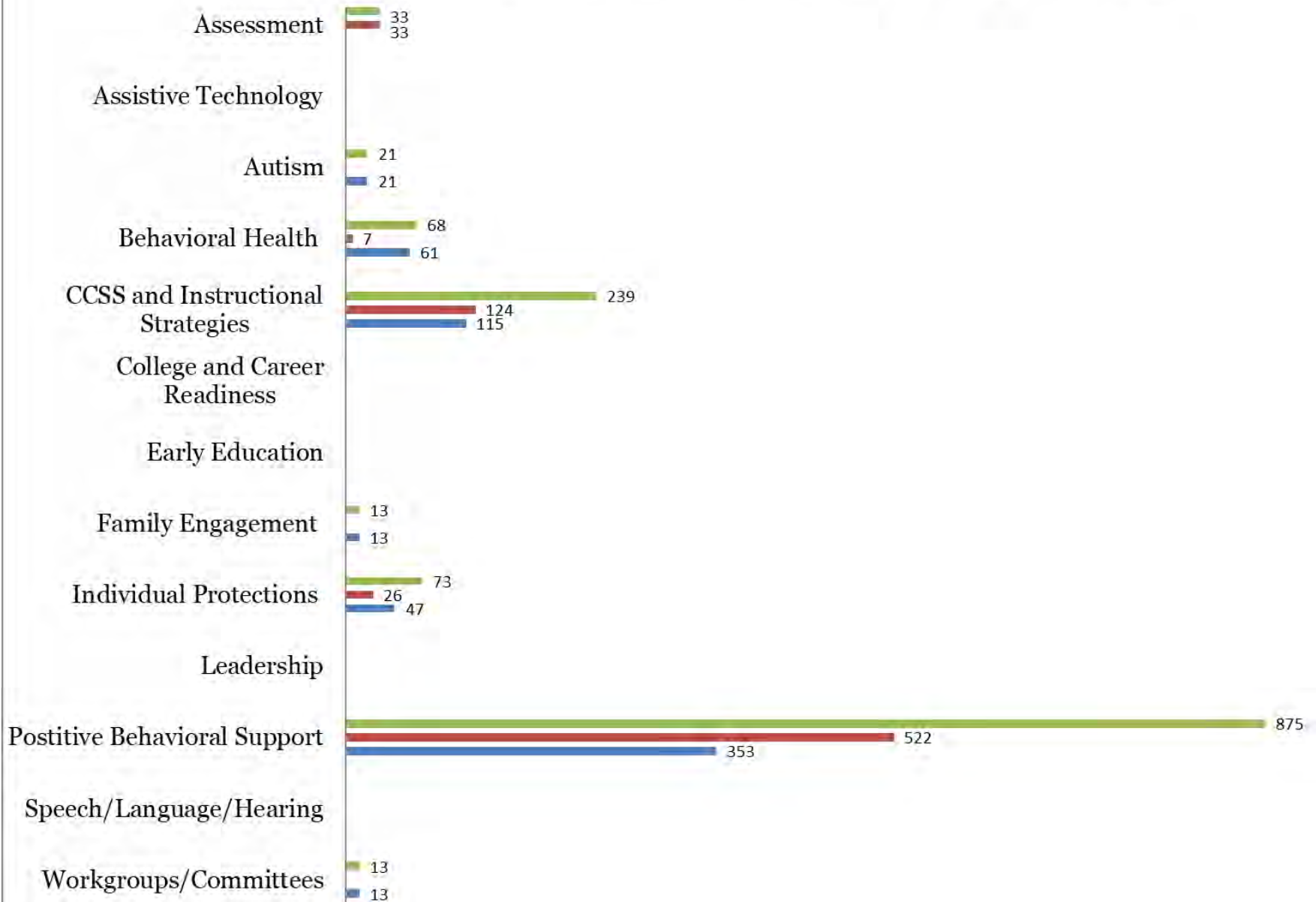
7.4 Youth Mental Health First Aid Training Interest
Verbal Report, no materials

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY & AUGUST 2018 - 1,335 PARTICIPANTS

1,335 YEAR-TO-DATE PARTICIPANTS

■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings

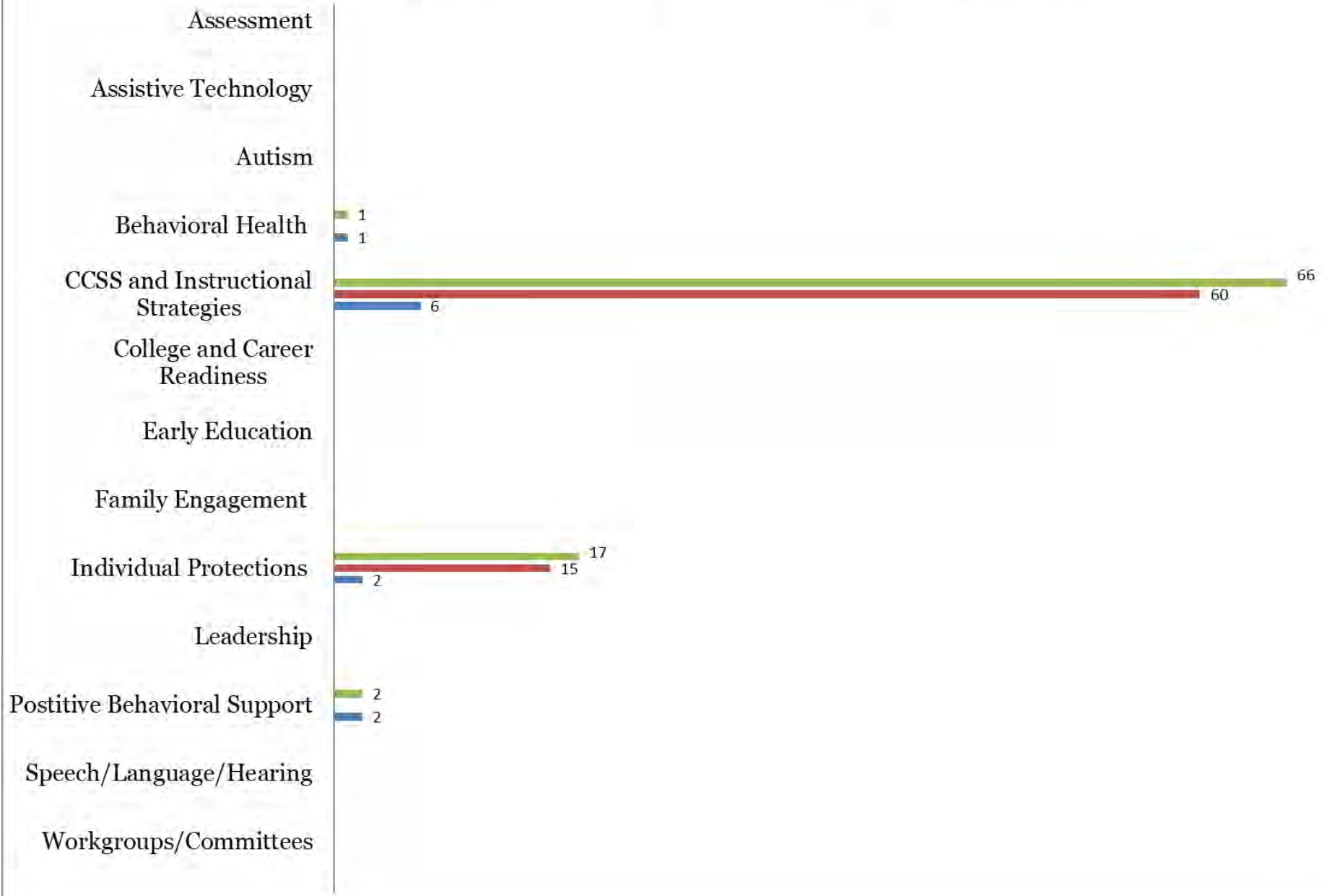


D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

JULY & AUGUST 2018 - 86 PARTICIPANTS

86 YEAR-TO-DATE-PARTICIPANTS

■ Total Participants by Content Area ■ On-Site Trainings ■ Regional Trainings





SPECIAL EDUCATION DIRECTORS' TRAININGS

Upcoming Training Information: Special education directors will participate in trainings focusing on areas of need or interest in the area of special education research, programs, or legal compliance. All meetings will be held at the Desert Mountain Educational Service Center, immediately following the Steering Committee meeting.

Contact: Corinne Foley at (760) 955-3569 or by e-mail at corinne.foley@cahelp.org

Caryn De La Torre at (760) 955-35552 or by e-mail at caryn.delatorre@cahelp.org

Dates: **October 12, 2018-** The Truth about Transgender and Suicide
presented by: Cheryl Babb, Behavioral Health Counselor Supervisor

November 9, 2018- Overview of The Resilience Breakthrough
presented by: Christian Moore, Why Try Founder, Author, Speaker, and
Social Worker

February 22, 2019- How NOT to go to Due Process
presented by: Jack Clarke, Esq. Partner with the law firm of Best, Best &
Krieger

April 12, 2019- School to Work Services for Youth
presented by: Adrienne Shepherd, Program Manager

Registration: To register for the trainings, contact Caryn De La Torre at (760) 955-3552
or via e-mail at caryn.delatorre@cahelp.org



Desert Mountain SELPA / Charter School SELPA
Corinne Foley

August 14, 2018

Proposal by: Teresa Garretson

IMSE Comprehensive Orton-Gillingham Training

Course Description

The IMSE Comprehensive course is a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method and the tools necessary to apply it in the classroom as well as the importance of a Structured Literacy program. After participating in this training, teachers will have an understanding of the structure and foundation of the English language. Teachers will have an awareness of how to assess and teach students with dyslexia as well as students in all three tiers of RTI. Teachers will be able to evaluate and teach students in phonological skills, phonics/word recognition, spelling, writing, fluency, vocabulary, and comprehension.

Texts, Readings, Instructional Resources Provided By IMSE

- *Recipe for Reading* by Nina Traub and Francis Bloom
- *Interventions for All: Phonological Awareness* by Yvette Zgonc
- Phoneme/Grapheme Card Pack
- Syllable Division Cards
- *Syllable Division Word Book* by the Institute for Multi-Sensory Education
- *Assessment Manual* by the Institute for Multi-Sensory Education
- *Training Manual* by the Institute for Multi-Sensory Education

Course Requirements

Class participation and attendance: Teachers will sign in each morning and be required to attend all 30 hours. Teachers will observe lessons as well as create and practice their own.

Assignments: There will be four out-of-class assignments, which will consist of Daily Learning Outcomes. The questions will require teachers to respond to material covered during the day

19720 Gerald Street Northville, Michigan 48167

from the training as well as additional reading. For the final lesson, teachers will prepare and implement a lesson incorporating all of the components from the 30-Hour Comprehensive Training as well as complete an in-class Final Learning Outcome.

Learning Objectives

Upon completion of this course, the participant should be able to:

1. Be aware of the foundation and structure of the English language.
2. Gain basic knowledge about students with reading disabilities including dyslexia.
3. Understand how ELL students can best learn English.
4. Identify the various types of assessments, be able to administer the PAST and IMSE assessments, and understand the components to writing an assessment report.
5. Implement structured literacy strategies for phonological awareness, phonics, word recognition, writing, spelling, fluency, vocabulary, and comprehension.
6. Apply self-editing techniques for written expression.
7. Adapt and differentiate instruction based on assessment and student need.
8. Demonstrate knowledge of syllabication patterns and types for encoding/decoding.
9. Integrate multi-sensory strategies to teach non-phonetic sight words.
10. Create structured weekly lesson plans.

Assignments: Learning Outcomes

(4 hours of additional work outside of class time)

Day 1: Participants will:

- Select a Tier 1 activity and explain how to modify it as a Tier 3 activity in the *Phonological Awareness* book.
- Name the purpose, materials, teacher's role, and student's role for all of the components of the Three-Part Drill as well as the Vowel Intensive.
- List 3 positive attributes that students with dyslexia may share.
- List 5 words that would not be applicable to use on the blending board if you only learned c-qu.

Day 2: Participants will:

- Provide sound lines and visual cues for 4 CVC words.
- Create word lines and visual cues for two sentences for sentence dictation.
- Describe the difference between "Green Words" and "Red Words" (phonetic and non-phonetic).
- Differentiate the three-part drill as well as dictation of words and sentences to meet the needs of all learners.

Day 3: Participants will:

- Design three creative ways to teach or review your red word.



Teachers Teaching Teachers

- Identify how the assessment results will help determine an appropriate starting point.
- Decode 2 multi-syllabic words with blends.
- State and explain the doubling rule for s, l, f, and z.
- Provide sound lines with visual cues for 5 words listed.

Day 4: Participants will:

- Explain the Magic “e” syllable type.
- List the four syllable division patterns from most common to least common.
- Provide the abbreviation or label for three syllable types listed.
- Encode and decode a list of 7 words.
- State 2 ways students can review vocabulary words.
- List the 4 components to Reciprocal Teaching.
- Identify strategies for improving fluency.

Day 5: Participants will

- Identify 10 graphemes and their orthographic structure.
- Identify the number of “sounds” (phonemic awareness) per syllable and also how many “fingertaps”(phonics).
- Encode and decode multi-syllabic words encompassing all Syllable Patterns and Types.
- Define and provide examples of all 7 Syllable Types.

Interactive OG

A one-year subscription for each participant is included.

Interactive OG is IMSE’s online lesson planning and assessment application.

IMSE interactive lesson planning and assessment tool allows teachers to plan their own lessons, access a resource of master lessons, assess their students as individuals, groups, or whole class, and store it all in one easy-to-use program.

- Complete compatibility with any mobile device
- Updated technology and increased speed
- A new, clean and easy-to-navigate design
- Enhanced support for lesson planning and assessment management

19720 Gerald Street Northville, Michigan 48167

Phone: 800-646-9788 • Fax: 248-735-2927 • Web: orton-gillingham.com



Cost:

Option for the 30-Hour training split into two sessions and lower number of participants options are available available October - April

Number of Participants	Cost
10-14	\$15,980.00
15-19	\$21,230.00
20-24	\$26,480.00
25-29	\$31,730.00
30-34	\$36,980.00
35-39	\$41,430.00
40-44	\$46,680.00
45-54	\$55,005.00
55-64	\$63,880.00

Cost includes; instruction, materials provided, Interactive OG and instructor travel expenses for multiple trips.

Disclaimer:

Upon completion of the course, participants are considered “trained” to use the IMSE methodology with students. Upon completion of the course *and* practicum, candidates would be certified to teach students in IMSE’s OG methodology. *Candidates are not certified nor permitted to teach other educators/instructors how to implement IMSE’s OG.* All materials are copyrighted and solely owned by IMSE. Unlawful use of our materials is not permitted.

The Road to Resiliency: Navigating Life's Obstacles and Family Challenges



Presented By

Kristee Laiva, LCSW,
Prevention & Intervention Lead Specialist

Description

Have you and your children had to navigate and overcome obstacles and challenges in your personal and family life, at home in your neighborhoods, or in your local community? These experiences of “adversity” are incredibly common in today’s world and can be great learning and growth opportunities for us as parents and for our children. This evening will provide insight into life challenges or adversity, how they affect brain development and behavior, and how we can help our children (and ourselves) overcome and thrive in the face of these challenges.

Date

October 11, 2018

Cost

\$0.00 - Dinner Included

Time

CAC Reps Business Meeting 5:00-5:30 p.m.
Dinner 5:30-6:00 p.m.
Presentation 6:00-7:00 p.m.

Location

Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92307

Registration

Please Register online at:
<https://sbcss.k12oms.org/52-151887>

Special Accommodations

Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering.



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Caryn DeLaTorre
Caryn.DeLaTorre@cahelp.org
760.955.3552



www.cahelp.org/
<https://sbcss.k12oms.org>

8.5 Due Process Update
Verbal Report, no materials

**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2018 - September 14, 2018**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR				
	13/14	14/15	15/16	16/17	17/18	18/19			Total	D/W	Resolution	Mediation	Settled	Hearing
Allegiance STEAM Acad - Thrive	N/A	N/A	N/A	N/A	N/A	0			0	0	0	0	0	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	0			8	0	0	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	0			4	0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	0			0					
Desert Trails Prep Academy	0	0	0	0	0	0			0	0	0	0	0	0
Encore Junior/Senior High School	0	0	0	0	0	0			0	0	0	0	0	0
Encore High School, Riverside	N/A	N/A	0	0	0	0			0	0	0	0	0	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0			0					
LaVerne Elem Preparatory	0	0	0	0	0	0			0	0	0	0	0	0
Odyssey Charter School	N/A	N/A	0	0	0	0			0	0	0	0	0	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0			0					
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	0			0					
Pathways to College	0	0	0	0	0	0			0	0	0	0	0	0
Taylion High Desert Academy	0	0	0	0	0	0			0	0	0	0	0	0
5														
SELPA-WIDE TOTALS	0	0	2	4	6	0			12	0	0	0	0	0

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2018 – September 14, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
None filed at this time							

Desert /Mountain Charter SELPA
Legal Expense Summary
As of September 14, 2018

2000-2001	\$	-
2001-2002	\$	-
2002-2003	\$	-
2003-2004	\$	-
2004-2005	\$	-
2005-2006	\$	-
2006-2007	\$	-
2007-2008	\$	-
2008-2009	\$	-
2009-2010	\$	-
2010-2011	\$	-
2011-2012	\$	-
2012-2013	\$	-
2013-2014	\$	-
2014-2015	\$	-
2015-2016	\$	7,378.00
2016-2017	\$	33,886.61
2017-2018	\$	70,994.67
2018-2019	\$	120.00

**Desert/Mountain SELPA
Due Process Summary
July 1, 2018 - September 14, 2018**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total	D / W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	0	27	0	0	0	0	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	2	11.33	0.5	0.5	0	1	0
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0	0	5.5	0	0	0	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	4.5	46	1	0	0.5	3	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	0	11	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	0	2	1	1	5	4.5	6.5	2	0	22	0	0	0	0	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	1	4.33	3.33	1.83	2.5	6.5	0	22.49	0	0	0	0	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	1	32.96	0	1	0	0	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	0	10.33		0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	1	13.83	0.5	0.5	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0.5	0	0	0.5	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	0	5	0	0	0	0	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	3	0	0	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0	0	4	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	12	0	0	0	0	0
SELPA-WIDE TOTALS	8	15	17	18	33	29.96	33	40	34	9	237	2	2	1	4	0

Districts showing a value of .50 above indicates that the district is a co-respondent with another district.

Districts showing a value of .25 above indicates that the district is a co-respondent with 3 other districts.

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2018 – September 14, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Apple Valley USD Case No. 2018070020	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	06/27/18	07/05/18	N/A	08/10/18	08/22/18	8/10/18 – settlement agreement signed - CLOSED
2. Hesperia USD Case No. 2018070273 (Sibling of Case 3)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Assessments and additional services 4. Denial of FAPE	07/03/18	07/17/18	08/21/18	10/08/18	10/16/18 – 10/18/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – settled at mediation - CLOSED
3. Hesperia USD Case No. 2018070287 (Sibling of Case 2)	1. Placement and supports 2. Levels, types, frequency & duration of services 3. Failure to hold annual IEP Team meetings 4. Behavioral assessments and supports 5. Denial of FAPE	07/03/18	07/17/18	08/21/18	09/10/18	09/18/18 – 09/20/18	Resolution was held and no settlement was reached; parents and district agreed to attend mediation – Settled at mediation - CLOSED
4. Apple Valley USD & SBCSS D/M Ops Case No. 2018071093	1. Lack of appropriate progress toward goals 2. Failure to provide BCBA behavior interventionist 3. Denial of FAPE	07/24/18	07/31/18; rescheduled to 08/15/18	N/A	09/07/18	09/19/18	8/15/18 – case withdrawn by parents at resolution – CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2018 – September 14, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
<p style="text-align: center;">5. Hesperia USD & Excelsior Charter School Case No. 2018071045</p>	<ol style="list-style-type: none"> 1. Child find; failure to assess 2. Failure to assess in all areas of suspected disability/inadequate assessment 3. Goals are not meaningful or appropriate 4. Program and supports 5. Procedural safeguards; denial of parent right to meaningfully participate in education program 6. Denial of FAPE 	07/25/18	08/09/18	09/20/18	10/19/18	10/30/18- 11/01/18	All-day resolution was held with parent and advocate (attorney declined to attend); offer of settlement was negotiated/tendered but full settlement has not been reached - OPEN 09/20/18 - mediation
<p style="text-align: center;">6. Hesperia USD Case No. 2018071261</p>	<ol style="list-style-type: none"> 1. Program and supports 2. Placement 3. Failure to assess in all areas of suspected disability 4. FBA/ERMHS Assessments 5. Speech and language assessment 6. Assistive Technology assessment 7. Denial of FAPE 	07/31/18	08/13/18	N/A	09/17/18	09/26/18	8/13/18 – case settled at resolution with written agreement – CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2018 – September 14, 2018**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Hesperia USD Case No. 2018080008	<ol style="list-style-type: none"> 1. Failure to conduct triennial assessment 2. Failure to assess in all areas of suspected disability 3. Supports and services 4. Procedural safeguards; denial of parent right to meaningfully participate in education program 5. PLPs and goals 6. Denial of FAPE 	08/01/18	08/13/18	N/A	09/17/18	09/25/18	Prior to resolution, LEA learned parent had not been a resident of the district nor resided at the address listed in the complaint prior to the end of 17/18 school year; parent had not filed Inter-District Transfer for student or his five siblings. At resolution, parent admitted her address was not within district boundaries and her attorney stopped the resolution in order to address the factual inconsistencies in the complaint – 08/28/18 - withdrawn at resolution - CLOSED
8. Victor Valley UHSD Case No. 2018080981	<ol style="list-style-type: none"> 1. Placement and supports 2. Assessments and additional supports 3. FAPE 	08/23/18	09/05/18	N/A	10/08/18	10/17/18	09/05/18 – resolution meeting
9. Apple Valley USD D/M Operations Case No. TBD	<ol style="list-style-type: none"> 1. Placement and supports 2. Assessments 3. LRE 4. FAPE 	08/31/18	09/13/18	N/A	10/19/18	10/25/18	09/13/18 – resolution meeting

Desert /Mountain SELPA
Legal Expense Summary
As of September 14, 2018

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$18,507.42



Revised Desert/Mountain SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
<p>Chapter 4: Instructional Planning and the IEP</p>	<ul style="list-style-type: none"> • Updated Section B reference to IEP Goal form, which changed from 68H to 68L • Updated policy to remove Appendix C – IEP Training information due to recent IEP Form series modifications and re-ordering • Added information sheet “Roles and Responsibilities in Special Education: Case Manager” as Appendix F <p>34 C.F.R. § 300.320 - 300.324</p> <ul style="list-style-type: none"> • Updated Section D to remove information and references to the California English Language Development Test (CELDT), and include information about the English Language Proficiency Assessments for California (ELPAC) <p>E.C. § 60640, 60641(b), 60810</p>	<p>9/14/18</p>
<p>Chapter 16: State and District Assessment Programs</p>	<ul style="list-style-type: none"> • Modified Sections A, D, E and F to remove references to the California High School Exit Exam (CAHSEE) and to the California English Language Development Test (CELDT); added language regarding the English Language Proficiency Assessments of California (ELPAC) • Add Section G for the English Language Proficiency Assessments of California (ELPAC) • Modified references to SELPA Form 68L testing accommodations for CAASPP/PFT/ELPAC to reference Form 68F; Form 68L was renamed/reordered as part of an approved overhaul/modification to the IEP Form packet (forms 68A – 68P) in June 2018 • Removed Appendix A and reordered existing appendix references <p>E.C. § 60640, 60641(b), 60800, 60810</p>	<p>9/14/18</p>



Chapter 4: Instructional Planning and the IEP

SECTION A: THE IEP MEETING: PREPARATION, PROCESS, AND FOLLOW-UP

SECTION B: CREATING MEANINGFUL GOALS

SECTION C: STUDENTS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE (CLD)

SECTION D: TEACHING AND ASSESSING CALIFORNIA'S ENGLISH LANGUAGE DEVELOPMENT (ELD) AND ENGLISH LANGUAGE ARTS (ELA) STANDARDS FOR ENGLISH LEARNERS

APPENDIX A: TRANSITION REQUIREMENTS CHECKLIST

APPENDIX B: SPECIAL EDUCATION TIMELINES

APPENDIX C: IEP TEAM MEMBERSHIP AND PARTICIPATION: QUESTIONS AND ANSWERS

APPENDIX D: IEP MEETING AGENDA AND GUIDELINES

APPENDIX E: IEP PROCESS FLOW CHART

APPENDIX F: ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION: CASE MANAGER

Introduction

The Individualized Education Program (IEP) document is the foundation that directs instructional planning for the student with exceptional needs. Therefore, the process of preparing for, conducting, and following-up any IEP meeting is crucial. This chapter will give an overview of the IEP meeting process, including the document, D/M SELPA form 68A, which describes the student's program.

The Desert/Mountain SELPA IEP is used by all Local Education Agencies (LEAs) within the SELPA and includes all required components.

All special education and related services determined by the IEP team to be necessary for a student to benefit from education shall be listed on the IEP. The IEP shall include the date of initiation and frequency of service. Each participating LEA shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the service.

According to California Education Code § 56326, a child can be referred for further assessment by the California School for the Deaf or Blind, or the Diagnostic Centers. This assessment, however, does not constitute placement in the state special schools. This information, along with other relevant factors, would assist the IEP team in their decision-making process regarding the most appropriate placement for the child.

Section A - IEP Meeting: Preparation, Process, and Follow-up

California Education Code § 56340. Each district, special education local plan area, or county office shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs.

California Education Code § 56341(a). Each meeting to develop, review, or revise the individualized education program of an individual with exceptional needs shall be conducted by an individualized education program team.

California Education Code § 56341.1(h). It is the intent of the Legislature that the individualized education program team meetings be nonadversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs.

California Education Code § 56343. An individualized education program team shall meet whenever any of the following occurs:

- (a) A pupil has received an initial formal assessment. The team may meet when a pupil receives any subsequent formal assessment.*
- (b) The pupil demonstrates a lack of anticipated progress.*
- (c) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.*
- (d) At least annually, to review the pupil's progress, the individualized education program, including whether the annual goals for the pupil are being achieved, and the appropriateness of placement, and to make any necessary revisions.*

Activities Prior to the Meeting

Each LEA shall make every reasonable effort to ensure that one or both parents of the student with a disability are present at the IEP meeting or are afforded the opportunity to participate. Activities include notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend. When a student reaches the age of majority, the LEA shall provide notice of the IEP to both the student and the parent.

Each LEA shall make every reasonable effort to ensure that one or both parents of the student with a disability are present at the IEP meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place. If neither parent can attend, the LEA shall use other methods to ensure parent participation, including individual or conference telephone calls and other reasonable accommodations. If the student is, or may be, participating in the general education environment, at least one general education teacher of the student must be included in the IEP team.

The notice of IEP meeting (D/M 67) shall indicate the purpose, time, and location of the meeting and who shall be in attendance. As appropriate, the student will be included in the IEP. The student's input will be solicited if he/she is unable or unwilling to attend.

The notice of IEP meeting shall inform parents of their right to bring other people to the meeting who have knowledge or special expertise regarding the student with disabilities.

Each LEA shall invite a representative of any other agency that is likely to be responsible for providing or paying for services, including transition services to secondary or postsecondary programs. The invitation may be in person, by telephone, or in writing. If an agency invited to send a representative to a meeting does not do so, the LEA shall take other steps to obtain participation of the other agency in the planning of any transition services. All efforts to include participation of agency personnel will be documented. Title 34 CFR Section 300.321(b)(3) indicates that the LEA must acquire written consent from the parent (or a student who has reached the age of majority) for each agency that is invited to attend an IEP meeting to discuss the provision or payment of transition services.

Meeting Notification (D/M SELPA Form 67)

Depending on the purpose of the meeting, team membership may differ from meeting to meeting. Appropriate notification should be sent to all parties comprising the team. California Education Code section 56341.5(b) states, "...parents shall be notified of the individualized education program meeting early enough to ensure an opportunity to attend". Local policy has suggested a minimum of 10 calendar days notice to the parents and other parties who have assessed or who serve the student. Since students are encouraged to participate in their IEP, the notice should also be sent to the student when considered appropriate. The notice must contain the following elements:

- Purpose, time, and location of the meeting.
- Positions of the people invited to the meeting.

- Identification of any other local agency invited to send a representative such as Department of Behavioral Health (DBH).
- For students age 16, or younger if appropriate, a statement indicating that the purpose is to consider needed transition services. At age 16, the student **MUST** be invited to the meeting to develop a plan for needed transition services as must any agencies responsible for implementing those services.

When a student who is enrolled in an LEA on an inter-district transfer is being assessed for special education eligibility, the LEA of residence director of special education should be contacted and informed of the situation if it is suspected that the student will be referred to a provider program for services or placement. If the LEA of residence wishes to conduct the assessment, or be part of the assessment team, it can make that known at that time.

IEP Team Members

According to Title 34 of the Code of Federal Regulations section 300.344, the following are required members of the IEP team:

- One or both parents
- At least one general education teacher of the student if the k-12 student or preschooler is or may be in the general education environment
- Special education service providers
- An administrative representative or designee of the local school district who: (a) is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; (b) is knowledgeable about the general education curriculum; and (c) is knowledgeable about the availability of resources within the local school district
- Individual(s) who performed the assessments or who can interpret the implications of the results
- Individual(s) who, at the discretion of the parents or agency, may have special knowledge or expertise regarding the child
- The child when appropriate

Effective January 1, 2004, Education Code requires an invitation be sent to a representative of the group home in those cases in which a student with exceptional needs has been placed in a group home by a juvenile court.

If planning for transition services, the following participants are also required:

- The student at any age if transition is being planned
- If the student does not attend, steps shall be taken to ensure that the student's interests and preferences are considered
- Any other agency that is likely to be responsible for providing or paying for transition services

Professional Conduct (Civility)

California Education Code section 32210 states, “Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).” It is understood that employees of the LEA shall adhere to customary professional standards when providing services to and/or communicating with students, parents, or related service providers. It is the expectation of the LEA that all personnel will be responsive to parents’ concerns and attempt to resolve problems at the most appropriate level. In the event LEA personnel are unable to resolve the matter, it should be referred to the administrator or designee and, if necessary, subsequently to the superintendent or designee. It is neither required nor desirable that an LEA employee, related service provider, student, or parent, face abusive language or behavior.

This policy promotes mutual respect, civility, and orderly conduct among all parties. It is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment for students, parents, related service providers and LEA employees.

Responsibilities of Team Members

Each member of the team has a clearly defined role based on their area of expertise. The members are knowledgeable about the student and have knowledge about services that could benefit the student. Any individual identified as a service provider should prepare for the IEP meeting by gathering information that would indicate present level(s) of performance, progress achieved toward annual goals/short-term objectives, and other items which may be necessary for the team to consider. Parents should prepare for the meeting by considering how the student will participate in the state and district assessment, their priorities for enhancing the long-term education of their child, identifying which daily living skills the child utilizes at home; considering career/vocational outcomes for the future; identifying the child’s community participation; and learning strengths/preferences seen in the home and the community.

Involving General Education Teachers in Implementation of the IEP

The district or LEA case carrier is required to inform general education teachers of their specific responsibilities related to implementing the IEP, and the specific accommodations, modifications, and supports specified within the IEP. General education teacher access to the student’s IEP is also required.

IEP Meeting Agenda

Typically, one team member serves as the facilitator. As such, this individual conducts the meeting by guiding the team through the agenda. See Appendix E for sample IEP meeting agenda and guidelines.

For the purposes of the state-mandated management information systems (MIS), the final summary of programs/services is contained on the first page of the document rather than in the body of the document.

Additional Considerations for Writing Effective Individualized Education Programs

While it is essential to remember that the IEP is a legal document requiring compliance practices outlined in IDEA 2004, it must also be seen as a working document that reflects learning outcomes for each student with a disability:

- An IEP must be written for a student with a disability who receives special education and related services
- The IEP is developed by a multi-disciplinary team including parents and professionals knowledgeable about the student and when possible the student
- The IEP must be reviewed and revised at least annually
- The IEP is used to provide guidance to the instructional process

Providing a Copy of the IEP to the IEP Team Members

It is required that the parent be provided a completed copy of the IEP. This typically occurs at the conclusion of the IEP meeting unless the IEP team specifies in writing within the IEP document that a final copy will be provided at a different time. If any members of the IEP team have issues or questions regarding the final document, it is necessary to reconvene the IEP team to address the issues in question. The IEP should be at no cost to the parent.

IDEA 2004 and the IEP Process

While the process of IEP development, as well as the alignment of supports and services, remains much the same, there are specific changes regarding the content of the IEP, members of the IEP team, the development of the IEP, and reviewing and revising the IEP. The major thrust of this special education legislation is to increase student involvement in the regular curriculum.

The IEP forms and Web-IEP program have been specifically designed to incorporate the required elements of the law and will support the team's effort to design an effective IEP.

- The IEP team must include the general education teacher
 1. The general education teacher is specifically listed as a member of the IEP team.
 2. There must be evidence that the general education teacher has contributed to the development of the IEP. These contributions may be documented as behavioral interventions, supplementary aids and services, instructional modifications, and supports necessary for the staff to be successful with the student.
 3. IDEA 2004 makes provisions for the excused absence of a required member of the IEP team. If a member of the team is unable to attend, that person needs to provide to the parents written information that is relevant to the development of the IEP, prior to the IEP meeting. The parents must understand the reasons why the IEP team member is unable to attend and must consent to that person's absence from the meeting. There are places on the signature page of the IEP (D/M 68G) for documentation of such an occurrence.

- Student access to and involvement in the core curriculum must be evident
 1. Present levels of educational performances must state the relationship between the child’s disability and involvement and process in the general curriculum.
 2. Annual goals are to relate to assisting the child’s involvement and progress in the general education curriculum.
 3. Special education and related services, supplementary aids and services, program modifications and supports for school personnel that encourage connection to the core curriculum must be identified.
 4. Students must be educated with their non-disabled peers and participate in extracurricular and other nonacademic activities to the maximum extent possible.
 5. A rationale for nonparticipation with general education children must be provided.
- The IEP team must consider “special factors” that are unique to that student. These may include behavior, communication, and assistive technology needs as well as English language acquisition needs for students designated as English Language Learners (ELL).
 1. Whether or not a student needs assistive technology devices and/or services.
 2. Positive behavior strategies, including Positive Behavior Intervention Plans are designed for any student whose behavior impedes their learning or the learning of others.
 3. An ELL student’s language needs are identified and supports articulated.
 4. Instruction is provided in Braille for students who are blind or visually impaired.
 5. The needs of students who are deaf or hard of hearing must take into account the student’s language and communication, opportunities for direct communication with peer and professionals in that child’s language and communication mode, academic level and opportunities for direct instruction.
- For each student with a disability, beginning at age 16, or younger if determined appropriate by the IEP team, the IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

“Transition Services” means a coordinated set of activities for a student with a disability that:

1. is designated within an outcome-oriented process, that promotes movement from school to post-school 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 on the individual student’s needs, taking into account the student’s preferences and interests; and

3. includes:
 - i. instruction
 - ii. related services;
 - iii. community experiences;
 - iv. the development of employment and other post-school adult living;
 - v. if appropriate, acquisition of daily living skills and functional vocational evaluation.
- Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.
 1. A statement of the transition service needs to prepare the student for adult living beyond high school addressing the student's courses of study.
 2. An identification of needed agency responsibilities and connections.
 3. Evidence of an annual review of the plan.

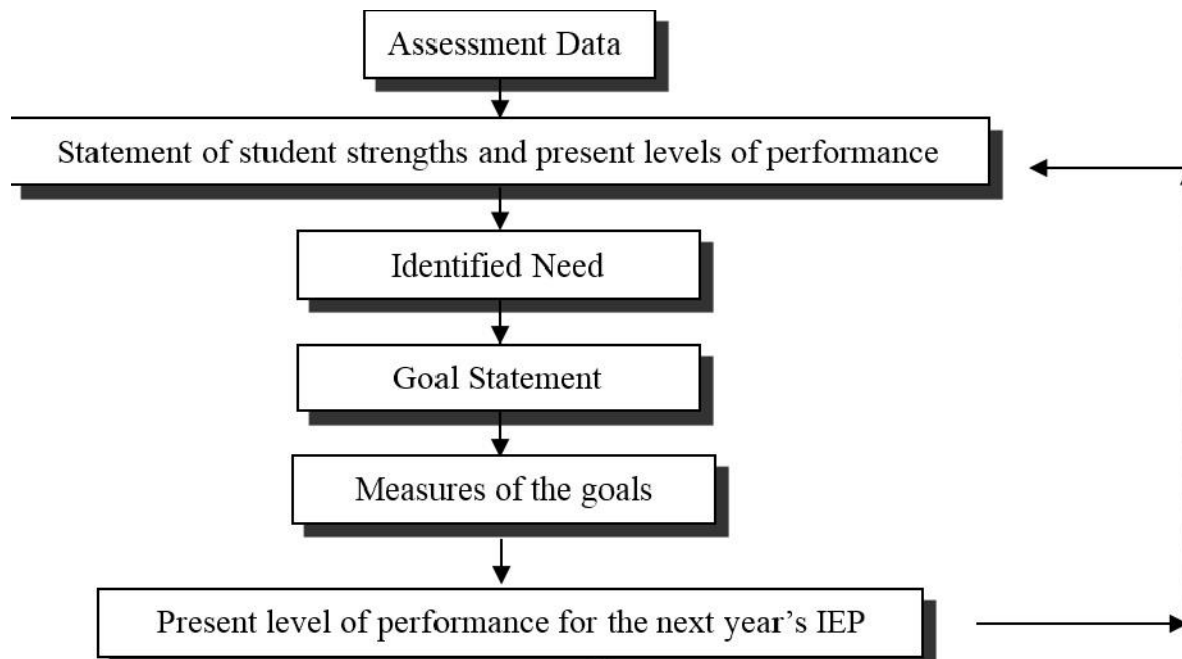
For a complete list of indicators for transition services, see the Transition Requirements Checklist located at the end of this chapter.

- Documentation of student progress must be provided for parents as frequently as it is provided for students in general education.
 1. A statement of how the student's parents/guardians will be routinely informed of progress towards IEP goals.
 2. A statement regarding the extent to which progress is sufficient to enable the student to achieve the goals by the end of the year.
 3. Indications that the course of study will or will not lead to the receipt of a high school diploma.
- Parents/guardians must be included in any process designing supports and services for their child.
 1. Documentation that the parents/guardians have been informed of and contributed to the decisions regarding educational supports and services for their student.

Making IEP Assessments More Meaningful

LINKING ASSESSMENT TO GOALS

There must be a direct relationship that flows from:



PRESENT LEVELS OF PERFORMANCE

1. Are outcomes of assessment
2. Are stated in specific performance terms not simply test scores
3. Should be based on the Content Standards
4. Lead directly to goal statement

GOALS

1. Flow directly from present levels of performance
2. Are curriculum based and measurable
3. Are tied to statewide and/or district grade level standards
4. Describe expected outcomes within a 12 month period
5. Provide focus and emphasis for instruction

Section B – Creating Meaningful Goals

Writing Goals

Guidelines for writing defensible goals are provided to assist teachers to write goals that also enhance student learning.

The following is a list of useful action terms:

<u>Action Terms</u>	<u>Action Terms</u>	<u>Action Terms</u>	<u>Action Terms</u>
Describe	Sequence	Match	Follow directions and . . .
Explain	Find	Record	Compare and contrast . . .
Analyze	Use	Draw	Demonstrate proficiency by . . .
Complete	Name	Arrange	Correctly use . . .
Locate	Provide	Order	Indicate understanding by . . .
Ask for	Produce	Count	Identify by . . .
Compute	Apply	Perform	Legibly write . . .
Attend to	Demonstrate	Measure	Respond by . . .
Question	Ignore	Recite	Read and . . .

Forms for Reporting Progress

LEAs often have individual forms developed for this purpose. D/M SELPA Form 68L is also available. In any case, IDEA 2004 requires that the school/teacher will provide the parent with meaningful information about their child’s progress toward the completion of their goals at least as often as parents of students in general education are provided information about the progress of their children.

Should the child not be making satisfactory progress, it is incumbent on the teacher or case carrier to call an IEP meeting to review and revise the goals. It is not acceptable for parents to come to an annual review IEP meeting and learn for the first time that their child has not made significant progress toward their goals.

Section C - Students who are Culturally and Linguistically Diverse

Students who are culturally and linguistically diverse have four initial areas of consideration for their school program. First, the language of instruction is considered. According to the IDEA, some students will need special education, which could include related speech and language services. While language diversity may be one of the most frequently discussed topics concerning academic achievement, it is important for an IEP team to consider and document the effect of a student being a second-language learner on his or her ability to make progress in the general education curriculum.

To choose the language of instruction, the IEP team considers where on the continuum of language acquisition the student assesses for both the primary language and English. The Speech-Language Pathologist is consulted to interpret the student’s pragmatic and socialization aspects of language, which include eye contact, facial expression, nonverbal messages and tone. These assessment data

are used to determine if errors are made because of lack of exposure to the curriculum and if exposure has been adequate to master the primary language. A determination is made as to whether the student is struggling with second-language learning or has one or more disabilities that impact learning progress.

Questions developed by Ortiz and Garcia (1988) guide the IEP team through this decision process:

1. What is the student's dominant language in various settings?
2. What is the student's level of proficiency in both the primary language and English for social and academic language?
3. What are the styles of verbal interaction used in the primary language and English?
4. How much exposure has the student had to verbal interactions in English?
5. What is the source of exposure to each language (family, peers, TV, book reading, etc.)?
6. Are the student's language behaviors characteristic of other second language learners?
7. What types of language intervention has this student already had and what is the duration and outcome of those interventions?

For further information, refer to Education Code sections 313 and 420 - 421.

The second area of consideration for English Language Learners is for authorization of the teacher to provide instruction. BCLAD and CLAD certification is required for teaching English language development. SDAIE authorization is required to teach English language development and content for the core subjects in the primary language. Contact your LEA office to verify appropriate certification for teachers of students who are English learners and who are receiving the core curriculum in English and for those students who are English language learners but are learning core curriculum in their primary language.

Another consideration is the use of interpreters and translators. It is noted that interpretation is for oral language, while translation refers to written language. Using an interpreter or translator is a method of choice when the pathologist who is assigned to provide therapy is not fluent enough to provide therapy in both languages. Guidance is provided for service delivery in a resource titled *Working Successfully with Interpreters and Translators in Speech-Language Pathology and Audiology*, written by Langdon and Cheng.

Students with accents and dialects may be referred for special education services, speech services, or viewed as low achievers. Current efforts by the American Speech and Hearing Association, ASHA, consider these referrals misguided. The organization is attempting to avoid these potential discriminatory actions. An accent is defined as a phonetic trait from a primary language that is carried over to the way a second language is spoken. The level of pronouncement of an accent on the second language depends upon the age and circumstances under which the second language was acquired. A dialect is defined as differences that make one English speaker's speech different

from another. Dialects have distinguishing characteristics, which may include: phonology, morphology, semantics, syntax, or pragmatics.

Dialects and accents are considered language variations that are accepted differences in speech (Cole, 1983). A determination by the IEP team to provide special education services must be grounded on what students who are culturally and linguistically diverse need to be successful based on academic standards, not on accent or dialect differences.

The fourth and final consideration, working with families, is one that shows respect and increases the possibility of carry-over from school interventions to the home setting. In addition to cohesive planning during the IEP process, family literacy programs supported by the LEA have been especially meaningful for those who are culturally and linguistically diverse.

The information for this section is attributed to Barbara J. Moore-Brown and Judy K. Montgomery. Their book, *Making a Difference for America's Children, Speech-Language Pathologists in Public Schools*, 2001, is available from Thinking Publications.

Section D - Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners

A document provided by West Ed, Northern California Comprehensive Assistance Center, 2000, reformats the State of California's English Language Arts (ELA) standards with those for English Language Development (ELD). The intent is for English Language students to acquire the standards established for language development to become proficient with the English Language Arts skills for reading, writing, listening and speaking. It is further proposed that one document could be provided to cluster standards from both ELA and ELD requirements with a single assessment. The assessment instrument would be helpful to identify students who are English learners, to provide information for instructional decisions, and to determine when reclassification is appropriate.

This paradigm shift promotes current thinking for competent language proficiency for all students. Rather than using language arts standards from an earlier grade level, the ELD standards follow a research-based progression from beginning to advanced language skills, and provide intermediate skills that ELD students need. Additionally the shift for future development is away from isolated use of ELD instruments toward the use of assessments representative of ELA standards.

English Language Proficiency Assessments for California (ELPAC)

School districts in California are required under federal and state laws to administer the ELPAC to determine English proficiency to students in kindergarten through grade twelve, whose primary language is not English. Students with exceptional needs who cannot take the entire ELPAC or a section of the test may be tested with special assistance and/or take alternate tests. All assistance or alternate tests must be documented in the student's IEP or Section 504 plan. The purpose of the ELPAC is to determine how well each student tested can listen, speak, read, and write English. ELPAC scores should be used annually in developing educational needs and appropriate goals in

order to determine the level of assistance needed and to ensure the student’s placement in an appropriate program.

A Map for Teaching and Assessing ELD and ELA Standards for English Learners

A map developed by West Ed, Northern California Comprehensive Assistance Center matches the standards for English Learner Development and for Language Arts Development in seven strands. Additionally it is divided into the academic areas of reading, writing, listening and speaking. They are available by grade span, (K-2, 3-5, 6-8, 9-10, and 11-12). A model that is generic for all grade level follows:

ELD Standards Alignment with ELA Standards

Reading

<u><i>ELD Reading</i></u>	<u><i>ELA Reading</i></u>
Word Analysis, Fluency and Systematic Vocabulary Development	Word Analysis, Fluency and Systematic Vocabulary Development
Reading Comprehension	Reading Comprehension, Expository Critique (grade 5 and up)
Literacy Response and Analysis	Literary Response and Analysis

Writing

<u><i>ELD Writing</i></u>	<u><i>ELA Writing</i></u>
Strategies and Applications	Strategies, Applications
Conventions	Written (and Oral) English Language Conventions

Listening and Speaking

<u><i>ELD Listening and Speaking</i></u>	<u><i>ELA Listening and Speaking</i></u>
Strategies and Applications	(Written and) Oral English Language Conventions

Section E - Linguistically Appropriate Goals for English Language Learners

According to the California Special Education Programs - Composite of Laws, linguistically appropriate goals, objectives, and programs are:

- Those activities which lead to the development of English language proficiency; and those instructional systems either at the elementary or secondary level which meet the language development needs of the limited English language learner.
- For individuals whose primary language is other than English and whose potential for learning a second language, as determined by the IEP team, is severely limited, nothing in this section shall preclude the IEP team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311(c),
- Include a program provided in the individual's primary language, provided that the IEP team periodically, but not less than annually, reconsiders the individual's ability to receive instruction in the English language.

Areas to be addressed in developing a linguistically appropriate IEP include the following:

- The student's language classification and degree of proficiency.
- Identification and description of the student's disability.
- The student's current educational performance in his/her primary language and in English as measured by California's ELD and ELA standards.
- The degree to which the student's disability might impact his/her level of educational performance in both languages.
- A description of activities, including related services, which are directed at the remediation of the specific disability with clear indications of the extent to which the student's primary language will be utilized in this process.
- If the student is to be taught in his/her primary language, statements regarding the duration of primary language instruction prior to the introduction of English instruction shall be made.
- If the student is to be taught using bilingual instruction, statements regarding the appropriateness of primary language usage versus English in selected instructional areas shall be made.
- If the student is to be taught using all English instruction, a statement regarding the rationale for all English instruction shall be made.
- The amount of inclusion into general education programs with the student's own language peers and/or English peers shall be included.
- An indication of the personnel and/or other programs that will be needed in order to meet the stated goals shall be made.
- The date of initiation and duration of all programs and services shall be stated.
- There shall be clear, objective criteria and dates for evaluation of the goals.
- A plan for coordination of services shall be written with specifics regarding which language will be used in which instructional setting.
- In addition to the above IEP components, all English Language Learners must have the following educational components provided to them:

- A program of English Language Development that promotes the development of proficiency in English as effectively and efficiently as possible. This must be appropriate for their identified level of language proficiency.
- Primary language instruction or specifically designed instruction in English.

Sample Goals

Goals for special education students should be based on the English Language Development Standards prepared by the Standards and Assessment Division of the California State Department of Education.

Reading

Goal: By date, the student will recognize and produce ten phonemes that are like phonemes students hear and produce in their primary language with 90% accuracy as measured by teacher's charted observation.

Writing

Goal: By date, the student will write ten simple sentences using key words commonly used in the classroom; e.g., labels, number names, days of the week and months, with 90% accuracy as measured by student writing samples.

Listening and Speaking

Goal: By date, the student will ask and answer five instructional questions daily using simple sentences and a Total Physical Response method with 100% accuracy as measured by teacher's charted observation.

(End of "Sections")

APPENDIX A: Instructional Planning and the IEP

TRANSITION REQUIREMENTS CHECKLIST

The following checklist corresponds to specific sections of the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04) the final regulations related to the transition requirements that were issued in the Federal Register on August 14, 2006. The checklist may be used by public agencies to help align their practices with the transition requirements of the IDEA '04. (Excerpt from Storms, O'Leary, and Williams.)

Transition Services Participants (34 CFR § 300.344); when a purpose of the IEP meeting is the consideration of transition services:

1. Did the public Agency invite the student? Yes No
2. If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP? (If student attended the meeting, indicate "N/A" for not applicable.) Yes No N/A
3. Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services? Yes No
4. If an agency was invited to send a representative to a meeting and did not do so, did the public agency take other steps to obtain his or her participating in the planning of transition services? (If the agency attended the meeting, indicate "N/A.") Yes No N/A

Parent Notice (34 CFR § 300.345); Does the parent (and student, if rights have been transferred) notice:

1. Indicate, for a student beginning at age 15+ (or younger, if appropriate; must be in place by 16th birthday), that a purpose of the meeting is the consideration of needed transition services? Yes No
2. Indicate that the public agency will invite the student beginning at age 15+ (or younger, if appropriate)? Yes No
3. Identify any other agency that will be invited to send a representative? Yes No
4. Indicate the time/location of the meeting and who will be in attendance? Yes No
5. Inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate?
Yes No

Exception to FAPE and Prior Written Notice (34 CFR § 300.122(a)(3)(I, ii, iii) and §300.503); If the student will graduate with a regular* high school diploma, does the IEP team provide the parent(s) (and student, if rights have been transferred) with:

1. Prior written notice (in accordance with 34 CFR § 300.503) that graduation from high school with a regular diploma constitutes a change in placement and that the high school student is no longer entitled to provide a free appropriate public education (FAPE)?

(NOTE: A state may choose to continue to provide FAPE. Check with your state for requirements that may be beyond Federal Requirements.) *Does not apply to students who have graduated but have not been awarded a regular high school diploma.

Yes No

Content of the Individualized Education Program (IEP) (34 CFR § 300.347); If the student is 15+ (or younger, if appropriate), does the IEP include:

1. A statement of current performance related to transition service needs. Yes No
2. A statement of transition service needs that specifies courses of study that will be meaningful to the student's future and motivate the student to complete his or her education? Yes No

If the student is 16 (or younger, if appropriate), does the IEP include:

1. A statement of current performance related to transition service needs. Yes No
 - a. Instruction? Yes No
 - b. Related services? Yes No
 - c. Community experiences? Yes No
 - d. Development of employment and other post school adult living objectives?
 Yes No
 - e. If appropriate, acquisition of daily living skills? Yes No
 - f. If appropriate, a functional vocational evaluation? Yes No
2. The activities in the statement of needed transition services are presented as a coordinated set of activities that promotes movement from school to desired post-school activities?
 Yes No

(mark each option that applies)

- a. Post-secondary education?
 - b. Vocational education?
 - c. Integrated employment (including supported employment)?
 - d. Continuing and adult education?
 - e. Adult services?
 - f. Independent living?
 - g. Community Participation?
3. A coordinated set of activities that is based on the individual student's needs, taking into account the student's preferences and interests? Yes No
 4. A statement, if appropriate, of the interagency responsibilities or any needed linkages (i.e., linkages to agencies or services the student needs)? Yes No

5. Has the statement of transition service needs and statement of needed transition services been reviewed at least annually? Yes No
6. A statement, in a State that transfers right at the age of majority, at least one year before the student reaches the age of majority under state law, that the student has been informed of the rights under Part B of the Act, if any, that will transfer to him or her when he or she reaches the age of majority? Yes No

Transfer of rights (34 CFR § 300.517, § 300.347(c))

1. In a State that transfers rights at the age of majority, when the student reached the age of majority, did the public agency notify both the student and the parent that all rights under Part B transferred to the student? (NOTE: In a State that transfers rights at the age of majority, the public agency shall provide any notice required by the regulations to both the individual and the parents.) Yes No

Agency responsibilities for transition services (34 CFR § 300.348)

1. If participating agency failed to provide agreed-upon transition services contained in the IEP, did the public agency responsible for the student's education reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP? (If the agency provided services, indicate N/A for not applicable.)
Yes No N/A

Special Education Timelines

Federal Register Vol. 71, No. 156, August 14, 2006/Rules and Regulations

Children with Disabilities Enrolled by Their Parents in Private Schools When FAPE is at Issue

300.148 Placement of children by parents [in private schools] when FAPE is at issue.

(d) *Limitation on reimbursement* [for private school placement]. The cost of reimbursement described in paragraph (c) of this section may be reduced or denied-

(1) If-

- (i) At the most recent IEP Team meeting that the parents attended prior to removal of the child from the public school, the parents did not inform the IEP Team that they were rejecting the placement proposed by the public agency to provide FAPE to their child, including stating their concerns and their intent to enroll their child in a private school at public expense; or (ii) ***At least ten (10) business days*** (including any holidays that occur on a business day) prior to the removal of the child from the public school, the parents did not give written notice to the public agency of the information in (d)(1)(i) . . . (*see regulations for additional qualifications*).

Evaluations and Reevaluations

300.301 Initial Evaluations.

(c) *Procedures for initial evaluation*. The initial evaluation-

- (1)(i) Must be conducted ***within 60 days*** of receiving parental consent for the evaluation.

Individualized Education Programs

300.323 When IEPs must be in effect.

(c) *Initial IEPs; provision of services*. Each public agency must ensure that-

- (1) A meeting to develop an IEP for a child is conducted within 30 days of a determination that the child needs special education and related services; and
- (2) As soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with the child's IEP.

Procedural Safeguards Due Process Procedures for Parents and Children

300.507 Filing a due process complaint.

(a)(2) The due process complaint must allege a violation that occurred ***not more than two years*** before the date the parent or public agency knew or should have known about the

APPENDIX B: Chapter 4-Instructional Planning and the IEP

alleged action that forms the basis of the due process complaint, or, if the State has an explicit time limitation for filing a due process complaint under this part, in the time allowed by that State law, except that the exceptions to the timeline described in 300.511(f) apply to the timeline in this section.

300.512 Hearing rights.

- (a) *General.* Any party to a hearing . . . has the right to-
 - (3) Prohibit the introduction of any evidence at the hearing that has not been disclosed to that party ***at least five business days before*** the hearing.
- (b) *Additional disclosure information.*
 - (1) ***At least five business days prior*** to a hearing . . . each party must disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use the hearing.

300.515 Timelines and convenience of hearing and reviews.

- (a) *The public agency must ensure that **not later than 45 days** after the expiration of the 30-day period under 300.510(b), or the adjusted time period described in 300.510(c)-*
 - (1) A final decision is reached in the hearing; and
 - (2) A copy of the decision is mailed to each of the parties.
- (b) *The SEA must ensure that **not later than 30 days after** the receipt of a request for a review-*
 - (1) A final decision is reached in the review; and
 - (2) A copy of the decision is mailed to each of the parties.
- (c) *A hearing or reviewing officer may grant specific extensions of time beyond the periods set out in paragraphs (a) and (b) of this section at the request of either party.*
- (d) *Each hearing and each review involving oral arguments must be conducted at a time and place that is reasonably convenient to the parents and child involved.*

300.517(c)(2)(i) Attorney's fees. Attorneys' fees may not be awarded, and related costs may not be reimbursed in any action or proceeding under section 615 of the Act for services performed subsequent to the time of the written offer of settlement to a parent if-

- (A) The ***offer is made within the time prescribed*** by Rule 68 of the Federal Rules of Civil Procedure or, in the case of an administrative proceeding, ***at any time more than 10 days before*** the proceeding begins;
- (B) The offer is not accepted ***within 10 days***; and
- (C) The court or administrative hearing officer finds that the relief finally obtained by the parents is not more favorable to the parents than the offer of settlement (see regulations for additional criteria).

300.519 Surrogate parents.

(h) *SEA Responsibility.* The SEA must make reasonable efforts to ensure the assignment of a surrogate parent **not more than 30 days** after a public agency determines that the child needs a surrogate parent.

Discipline Procedures

300.530 Authority of school personnel.

(b) *General.*

(1) School personnel under this section may remove a child with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for **not more than 10 consecutive school days** (to the extent those alternatives are applied to children without disabilities), and for additional removals of **not more than 10 school days in that same school year** for separate incidents of misconduct (as long as those removals do not constitute a change of placement under 300.536).

(2) After a child with a disability has been removed from his or her current placement for **10 school days in the same school year**, during any subsequent days of removal the public agency must provide services to the extent required under paragraph (d) of this section.

(c) *Additional authority.* For disciplinary changes in placement that would exceed **10 consecutive school days**, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to paragraph (e) of this section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in paragraph (d) of this section.

(d) *Services.*

(1) A child with a disability who is removed from the child's current placement pursuant to paragraphs (c) or (g) of this section must-

(i) Continue to receive educational services, as provided in 300.101(a), so as to enable the child to continue to participate in the general education curriculum although in another setting, and to progress toward meeting the goals set out in the child's IEP; and

(ii) Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address behavior violation so that it does not recur.

(2) The services required by paragraph (d)(1), (d)(3), (d)(4), and (d)(5) of this section may be provided in an interim alternative educational setting.

(3) A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current

APPENDIX B: Chapter 4-Instructional Planning and the IEP

placement for **10 school days or less in that school year**, if it provides services to a child without disabilities who is similarly removed.

(4) After a child with a disability has been removed from his or her current placement for **10 school days in the same school year**, if the current removal is **not for more than 10 consecutive school days** and is not a change of placement under 300.536, school personnel, in consultation with at least one of the child's teachers, determine the extent to which services are needed as provided in 300.101(a), so as to enable the child to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

(5) If the removal is a change of placement under 300.536, the child's IEP Team determines appropriate services under paragraph (d)(1) of this section.

(e) Manifestation determination.

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the LEA, the parent and relevant members of the child's IEP Team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine-

(i) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

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

(2) The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (e)(1)(i) or (1)(ii) of this section was met.

(3) If the LEA, the parent, and relevant members of the child's IEP Team determine the condition described in paragraph (e)(1)(ii) of this section was met, the LEA must take immediate steps to remedy those deficiencies.

(f) Determination that behavior was a manifestation. If the LEA, the parent and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP team must-

(1) Either-

(i) Conduct a functional behavioral assessment, unless the LEA had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

(ii) If a behavioral intervention plan has already been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

(2) Except as provided in paragraph (g) of this section, return the child to the placement from which the child was removed, unless the parent and the LEA

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agree to a change of placement as part of the modification of the behavioral intervention plan.

(g) *Special circumstances.* School personnel may remove a student to an interim alternative educational setting for **not more than 45 school days** without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child-

- (1) Carries a weapon to or possess a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA; or
- (2) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

(h) *Notification.* **On the date on which the decision is made** to make a removal that constitutes a change of placement of a child with a disability because of a violation of a code of student conduct, the LEA must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 300.504 (*see regulations for definitions of controlled substances, illegal drug, serious bodily injury, and weapon*).

300.532 Appeal.

(b) *Authority of hearing officer.*

(1) A hearing officer under 300.511 hears and makes a determination regarding an appeal under paragraph (a) of this section.

(2) In making the determination under paragraph (b)(1) of this section, the hearing officer may-

(i) Return the child with a disability to a placement from which the child was removed if the hearing officer determines that the removal was a violation of 300.530 or that the child's behavior was a manifestation of the child's disability; or

(ii) Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for **not more than 45 school days** if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

(3) The procedures under paragraphs (a) and (b)(1) and (2) of this section may be repeated, if the LEA believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

(c) *Expedited due process hearing.*

(2) The SEA or LEA is responsible for arranging the expedited due process hearing, which must occur **within 20 school days** of the date the complaint requesting the hearing is filed. The hearing officer must make a determination **within 10 days** after the hearing.

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- (3) Unless the parents and LEA agree in writing to waive the resolution meeting, or agree to use the mediation process described in 300.506-
 - (i) A resolution meeting must occur ***within seven days*** of receiving notice of the due process complaint; and
 - (ii) The due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties ***within 15 days*** of the receipt of the due process complaint.

300.536 Change of placement because of disciplinary removals.

- (a) *For purposes of removals of a child with a disability* from the child's current educational placement under 300.530 through 300.535, a change of placement occurs if-
 - (1) The removal is for ***more than 10 consecutive school days***; or
 - (2) The child has been subjected to a series of removals that constitute a pattern-
 - (i) Because the series of removals ***total more than 10 school days in a school year***;
 - (ii) Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in a series of removals; and
 - (iii) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.
- (b)
 - (1) The public agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.
 - (2) This determination is subject to review through due process and judicial proceedings.

Monitoring, Technical Assistance, and Enforcement

300.613 Access rights.

- (a) Each participating agency must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the agency under this part. The agency must comply ***without unnecessary delay*** and before any meeting regarding an IEP, or any hearing . . . , or resolution session . . . , and in no case ***no more than 45 days*** after the request has been made.

IEP Team Membership and Participation: Questions & Answers

1. Who are the required members of the IEP Team?
 - a. Parent;
 - b. Regular education teacher;
 - c. Special education teacher/provider;
 - d. LEA representative; and
 - e. An individual who can interpret the instructional implications of assessment results. This individual may be the regular education teacher, the special education teacher/provider, the LEA representative, or an individual invited by the parent or LEA who has knowledge or special expertise regarding the pupil.

Reference: 34 Code of Federal Regulations § 300.321(a)(1)-(5); Education Code § 56341(b)(1)-(5).

2. Who are permissive members of the IEP Team?
 - a. At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate.
 - b. Whenever appropriate, the pupil.

Reference: 34 Code of Federal Regulations § 300.321(a)(6)-(7); Education Code § 56341(b)(6)-(7).

3. Are there any additional IEP Team membership requirements for an initial eligibility meeting where a pupil is suspected of having a specific learning disability?
 - a. Yes. At least one member of the IEP Team must be qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. There is nothing to preclude an existing member of the IEP team from meeting this requirement as long as he/she was “qualified to conduct individual diagnostic examinations of children.” At least one team member must have observed the student’s academic performance and behavior in the areas of difficulty in the student’s learning environment, including the regular classroom setting.

Reference: 34 Code of Federal Regulations § 300.310; Education Code § 56341(c).

4. Who must an LEA invite to IEP Team meetings and under what conditions?

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- a. The pupil, if a purpose of the meeting will be to consider postsecondary goals and needed transition services.

Reference: 34 Code of Federal Regulations § 300.321(b); Education Code § 56341(d)(1).

- b. With the consent of the parents or the pupil who has reached the age of majority, a representative of a participating agency that is likely to be responsible for providing or paying for transition services.

Reference: 34 Code of Federal Regulations § 300.321(b)(3); Education Code § 56341(d)(3).

- c. In the case of a child previously served under the Part C infant program, and upon the request of the parent, the infant and toddlers with disabilities coordinator or other representative of the early education or early intervention system.

Reference: 34 Code of Federal Regulations § 300.321(f); Education Code § 56341(i).

- d. A representative of a private school, before the LEA places a child with a disability in, or refers a child to, a private school or facility.

Reference: 34 Code of Federal Regulations § 300.325(a).

5. What are the qualifications for the LEA representative? The LEA representative must meet all of the following:

- a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
- b. Is knowledgeable about the general education curriculum.
- c. Is knowledgeable about the availability of resources of the local education agency.

Reference: 34 Code of Federal Regulations § 300.321(a)(4); Education Code § 56341(b)(4).

6. Who is considered “qualified” to provide, or supervise the provision of, specially designed instruction?

- a. The term “qualified” is defined in § 3001(y) of Title 5 of the California Code of Regulations as meaning that “a person has met federal and state certification, licensing, registration, or other comparable requirements . . .” A person qualified to provide specially designed instruction to meet the unique needs of individuals with exceptional needs would need to be an individual who possesses certification, license or registration in the field of special education such as a speech language pathologist, school psychologist, special education teacher, occupational therapist, and physical therapist. A person qualified to supervise the provision of specially designed instruction to meet the needs of individuals with exceptional needs would need to be an individual who possesses certification as an administrator.

Reference: California Code of Regulations, Title 5, § 3001(y).

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7. Does the “qualified” individual need to be an administrator, special education teacher, or provider at the time of the IEP meeting?
 - a. No. The “qualified” individual could be serving in a different role as long as he/she possessed the necessary certification, license, or registration as an administrator, special education teacher or provider. A provider would include an individual who is qualified to provide special education or related services such as a special education teacher, speech language pathologist, school psychologist, occupational therapist, and physical therapist. Likewise, a regular education teacher could be considered qualified to provide specially designed instruction if he/she also possessed a special education teaching credential.
8. Can another member of the IEP Team simultaneously serve as the LEA representative? If so, who, and under what conditions?
 - a. Yes. A LEA may designate another LEA member of the IEP Team to serve also as the LEA representative as long as the requirements in #5 above are met.
 - i. Regular education teacher
 - ii. Special education teacher
 - iii. Interpreter of assessment results
 - iv. LEA individuals with knowledge or expertise

Reference: 34 Code of Federal Regulations § 300.321(d); Education Code § 56341(e).
9. How many simultaneous roles can an IEP Team member play, or, how many hats can an IEP Team member wear?
 - a. Parent: One (parent);
 - b. Regular Education Teacher: Three (Regular Education Teacher, LEA Representative, if criteria are met, and Interpreter of Assessment Results);
 - c. Special Education Teacher: Three (Special Education Teacher, LEA Representative, if criteria are met, and Interpreter of Assessment Results);
 - d. LEA Representative: Two (LEA Representative, and Interpreter of Assessment Results);
 - e. Interpreter of Assessment Results: Two (Interpreter of Assessment Results, and LEA Representative, if criteria are met);
 - f. Individuals with Knowledge or Expertise: Three (Individual with Knowledge or Expertise, LEA Representative, if criteria are met, and Interpreter of Assessment Results); and
 - g. Pupil: One (Pupil).

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	Parent	Regular Ed Teacher	Special Ed Teacher/Provider	LEA Representative	Interpreter of Assessment Results	Individuals with Knowledge or Expertise	Pupil
Parent	Yes	No	No	No	No	No	No
Regular Ed Teacher	No	Yes	No	Yes, if: a) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and b) Is knowledgeable about the general education curriculum, and c) Is knowledgeable about the availability of resources of the LEA	Yes	No	No
Special Ed Teacher	No	No	Yes	Yes, if: a) Knowledgeable about the general education curriculum, and b) Knowledgeable about the availability of resources of the LEA	Yes	No	No
LEA Representative	No	No	No	Yes, if: a) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and b) Is knowledgeable about the general education curriculum, and c) Is knowledgeable about the availability of resources of the LEA	Yes	No	No
Interpreter of the Assessment Results	No	No	No	Yes, if: a) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and b) Is knowledgeable about the general education curriculum, and c) Is knowledgeable about the availability of resources of the LEA	Yes	No	No
Individuals with Knowledge/Expertise	No	No	No	Yes, if: a) A member of the LEA, and b) Possesses certification, license or registration to provide specially designed instruction, or possesses an administrative credential, and c) Is knowledgeable about the general education curriculum, and d) Is knowledgeable about the availability of resources of the LEA	Yes	Yes	No
Pupil	No	No	No	No	No	No	Yes

10. May the IEP Team meeting be conducted without a parent in attendance?

- a. Yes. A meeting may be conducted without a parent in attendance if the LEA is unable to convince the parents that they should attend. In this case, the LEA must keep a record of its attempts to arrange a mutually agreed upon time and place for the meeting. The LEA is responsible for using other methods to ensure parent participation, such as individual or conference telephone calls.

Reference: 34 Code of Federal Regulations § 300.322(c)-(d); Education Code § 56341.5(h).

11. What is the least number of members that may attend an IEP Team meeting and still meet the requirements of the law?

- a. Two, if the parent chooses not to attend after multiple efforts by the district. The two are the regular education teacher and the special education teacher, so long as one of the latter two members is eligible to serve as the LEA representative and can interpret the instructional implications of the assessment results.

12. Who may be excused from attending an IEP Team meeting?

- a. A required member of the IEP Team from the LEA may be excused from attending an IEP Team meeting, or in whole or in part, if the parent and the LEA agree, in writing, that the attendance of a member is not necessary because the member's area of the curriculum or related service is not being modified or discussed in the meeting.

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- b. When the meeting involves a modification to or discussion of the LEA member's area of the curriculum or related service, the member may be excused from attending the meeting, in whole or in part, if the parent, in writing, and the LEA consent to the excusal and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior to the meeting.

Reference: 34 Code of Federal Regulations § 300.321(e); Education Code § 56341(f)-(g).

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IEP Meeting Agenda

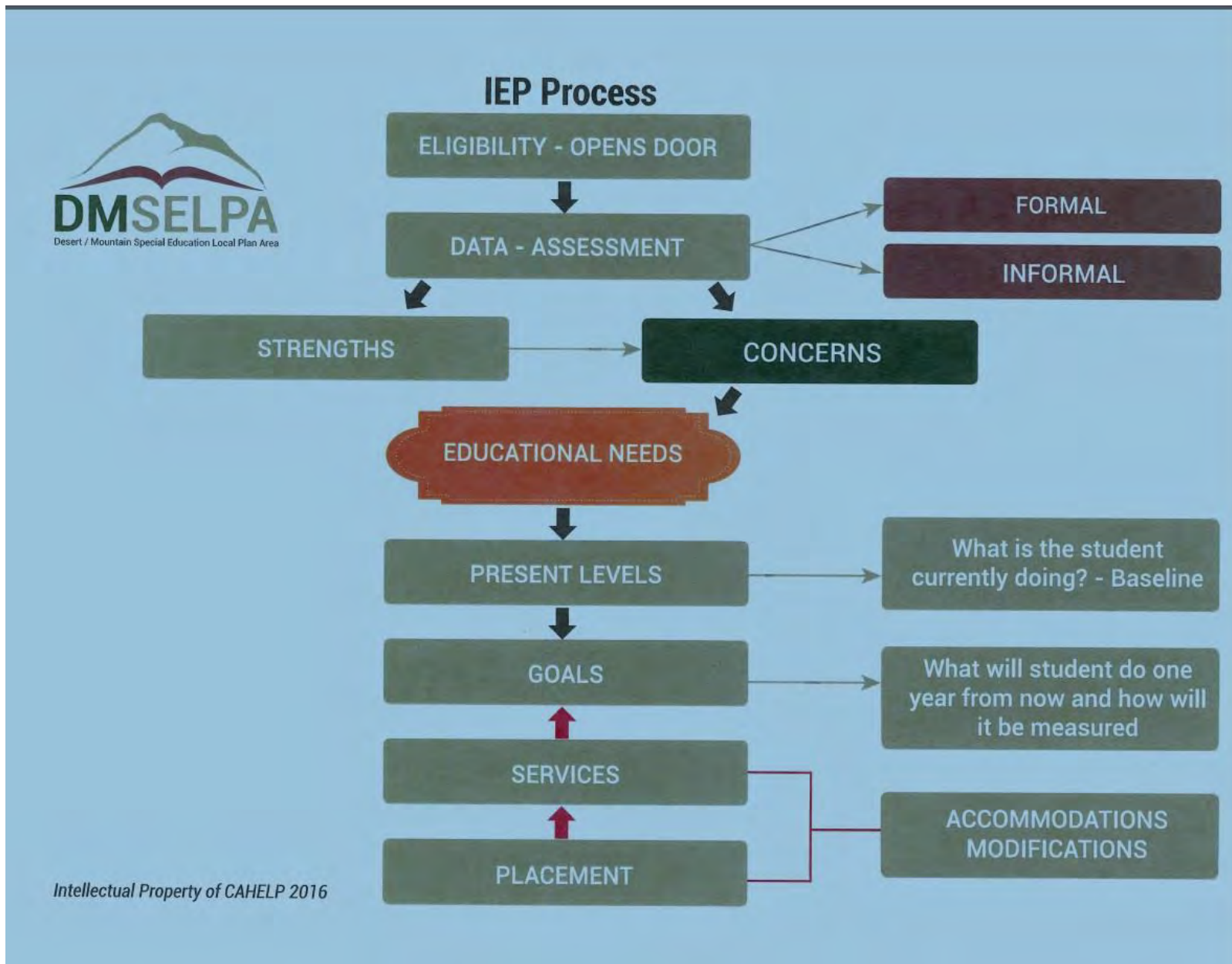
Date(s) and Time(s)

DISTRICT NAME

IEP for STUDENT NAME

1. Introductions/Meeting Guidelines/Procedural Safeguards
2. Purpose of Meeting
3. Scheduling Limitations (meeting scheduled from 9:00 a.m. to 3:00 p.m.)
4. Parent Concerns
5. Review Assessments (if applicable)
6. Student Strengths and Concerns
7. Review Progress of Previous IEP Goals
8. Eligibility (initial and triennial)
9. Educational Needs
10. Present Levels of Academic Achievement and Functional Performance
11. Transition Goals and Services
12. Goals and Objectives
13. Services and Placement/FAPE
14. Accommodations, Modifications, Supports (ESY, Testing)
15. Adjourn

APPENDIX E: Chapter 4-Instructional Planning and the IEP



APPENDIX F

Roles & Responsibilities in Special Education: Case Manager

Section A	Referral Process
Section B	Assessment
Section C	Implementing and Monitoring the Individualized Education Program (IEP)
Section D	Written Notice and Consent
Section E	Records
Section F	Technical Assistance
Section G	Other

A Case Manager is assigned when a student is referred for an initial assessment for special education services. The person is usually a special education teacher/specialist assigned to the Local Education Agency (LEA) and is considered the primary service provider. If the Individualized Education Program (IEP) specifies language and speech services only, the Case Manager is typically the speech/language pathologist. The Case Manager facilitates the IEP process, including the referral, assessment, IEP development, and ensures that a student's IEP is implemented and that all timelines are followed.

A. Referral Process

- Assists with the completion of the written referral if requested or necessary.
- Secures parental consent to obtain confidential information from private and public sources, if necessary.
- Enters student name in Referral Log and notifies the principal and other school site staff members, as appropriate, that a referral has been made for a particular student.
- Creates a confidential special education file for the student and places it in a secure location that is accessible to all appropriate school staff. All forms, consents, reports, etc., associated with the student are maintained in this file, including the Case Planning Guide, and Student Access Log.
- Enters referral information into the Desert/Mountain Special Education Local Plan Area (SELPA) Management Information System (MIS) and/or Web IEP and sends or delivers the following documents to parents: Referral for Special Education and Notice of Procedural Safeguards.

B. Assessment

- Coordinates with the site Student Study Team (SST) or its equivalent for new referrals and assessment staff for the referrals for assessments (including those for non-attending students) and ensures that all required assessment components are addressed.
- Assures that all assessment plans are developed within required timelines if the team agrees assessment is needed (no later than 15 days after parent has put request in writing). Assists in the development of the Assessment Plan (D/M 66) for initials only. An assessment plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing.
- Requests assistance of the administrator when assessments need to be conducted by specialists who do not regularly provide services to the school.
- Sends or delivers to parents the Assessment Plan for initial IEP.
- Assists parents in understanding their rights and the special education process and procedures as needed.

Upon Receipt of Signed Assessment Plan:

- Enters receipt of date of signed assessment plan in Student Access Log and notifies all assessors included on the assessment plan that they may begin assessment. Assures, with the specific assessors, that assessments are conducted in the student's primary language if the students are English learners.
- Provides results of assessments to the school psychologists at least 10 days in advance of the IEP meeting, so that these results can be incorporated into the written psychological report prior to the IEP team meeting.
- Provides copies of assessments with the assessors contact information to parents five days prior to the scheduled IEP meeting. Exception: Discretion shall be used by the assessor to determine if initial diagnosis of a disabling condition warrants a private meeting to discuss the assessment results prior to the IEP meeting.

C. Implementing and Monitoring the IEP

- Schedules IEP team meeting with parents and LEA participants. For Annuals and Triennials, it is strongly recommended that the scheduled IEP date be at least three weeks prior to the last annual or triennial meeting date minus one day, as appropriate. This allows for meeting postponement or rescheduling and supports compliance with State IEP meeting timelines.
- Sends Notification of IEP Team Meeting (D/M 67) to parent and other IEP participants.

NOTE: Annual reviews must be held 364 days before the date of the previous annual IEP and triennial reviews held two years and 364 days or earlier from the last triennial date. Secures IEP meeting room, assuring that the room is private and free from distractions, has adequate seating, electrical outlets, and if needed, a conference phone and internet services.

- Contacts all school IEP team members the day of the IEP meeting ensuring they will be in attendance to the IEP, on-time and with the appropriate number of copies of assessments or other documents they will be sharing with the team.

During the IEP Meeting:

- Chairs IEP team meetings and facilitates the development of IEPs, ensuring that parents have the opportunity to participate in the development of the IEP.
- Ensures there are no blanks on the IEP forms.
- Ensures IEP and other documents are distributed to the family.
- Schedules a follow-up IEP meeting if the IEP is not completed at the meeting and documents the next IEP meeting date on the IEP Meeting Notes page (68N).

After the IEP Meeting:

- Ensures instructional team members are informed of the new IEP and its contents as it relates to their role with the student and the location of the IEP document in its entirety.
- Affirms and attests the IEP within seven days of the IEP meeting and maintains accurate and timely student data information throughout the duration of the IEP year. Accesses the SELPA MIS and/or Web IEP program daily for updates and notifications.
- Provides direct instruction to students with special needs, as designated in the IEP.
- Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.
- Submits a monthly list of student adds/drops to the SELPA MIS Analyst.
- Provides the necessary information to the site/LEA testing coordinator for all State/school-wide assessments.
- Coordinates and conducts, in collaboration with the school psychologist and other pertinent assessment personnel, manifestation determination reviews and IEP meetings.
- Coordinates the process for students to register for the Extended School Year (ESY) program according to timelines, as appropriate.
- Evaluates student progress, maintains necessary records indicating student performance and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.

D. Written Notice and Consent

- Collaborates with the administrator, as necessary, to all requests made by parents prior to, during, or after IEP team meetings by completing and sending the Prior Written Notice to the parent of the proposed or refused action.
- Ensures that all other parental notices and consents for assessments and initial placements are processed appropriately.
- Ensures these documents are created through the electronic IEP system and copies are placed in the student's special education file.

E. Records

- Ensures that complete student records are maintained in a single, secure location in the school (ensuring the principal has access).
- Notifies appropriate staff that a request for records has been received. Coordinates collection and copying of all records for parents in a timely manner.

F. Technical Assistance

- Requests technical assistance and support from Administration or the Desert/Mountain SELPA, as needed.

G. Other

- Provides consultation, resource information, and documentation regarding student needs to parents and general education staff members.
- Supervises the instructional assistant and contributes input to his/her evaluation, if appropriate.
- Provides in-service training for site school staff and the community in order to promote a better understanding of students with disabilities as needed.
- Coordinates and consults with administrators, special education specialists, general education classroom teachers, psychologists, program specialists, other support staff, outside agencies, and parents regarding instructional planning for special education students. Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.
- Attends LEA and site level meetings.

***Triennials:** These are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27 for further information).

Administrative (30-day) Placements: Complete an Interim IEP and send it to an appropriate administrator within 24 hours of placement. **The administrative placement IEP team meeting must take place within 30 days of the placement.**



Chapter 4: Instructional Planning and the IEP

Legal References

CA Education Code
Sections
311(c), 313, 420 -
421, 32210: 56340,
56341(a),
56341.1(h),
56341.5(b), 56343

34 Code of Federal
Regulations
300.321(b)(3),
300.344

Last Updated:
~~9/22/2017~~
9/10/2018

- SECTION A The IEP Meeting: Preparation, Process, and Follow-up
- SECTION B Creating Meaningful Goals
- SECTION C Students who are Culturally and Linguistically Diverse (CLD)
- SECTION D Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners
- APPENDIX A Transition Requirements Checklist
- APPENDIX B Special Education Timelines
- ~~APPENDIX C SELPA form D/M 68A IEP Training~~
- APPENDIX ~~D~~C IEP Team Membership and Participation: Questions and Answers
- APPENDIX ~~E~~D IEP Meeting Agenda and Guidelines
- APPENDIX ~~F~~E IEP Process Flow Chart
- APPENDIX ~~G~~F Roles and Responsibilities in Special Education: Case Manager

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Introduction

The Individualized Education Program (IEP) document is the foundation that directs instructional planning for the student with exceptional needs. Therefore, the process of preparing for, conducting, and following-up any IEP meeting is crucial. This chapter will give an overview of the IEP meeting process, including the document, D/M SELPA form 68A, which describes the student's program.

The Desert/Mountain SELPA IEP is used by all Local Education Agencies (LEAs) within the SELPA and includes all required components.

All special education and related services determined by the IEP team to be necessary for a student to benefit from education shall be listed on the IEP. The IEP shall include the date of initiation and frequency of service. Each participating LEA shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the service.

Section A - IEP Meeting: Preparation, Process, and Follow-up

California Education Code § 56340. Each district, special education local plan area, or county office shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs.

California Education Code § 56341(a). Each meeting to develop, review, or revise the individualized education program of an individual with exceptional needs shall be conducted by an individualized education program team.

California Education Code § 56341.1(h). It is the intent of the Legislature that the individualized education program team meetings be nonadversarial and convened solely for the purpose of making educational decisions for the good of the individual with exceptional needs.

California Education Code § 56343. An individualized education program team shall meet whenever any of the following occurs:

- (a) A pupil has received an initial formal assessment. The team may meet when a pupil receives any subsequent formal assessment.*
- (b) The pupil demonstrates a lack of anticipated progress.*
- (c) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.*
- (d) At least annually, to review the pupil's progress, the individualized education program, including whether the annual goals for the pupil are being achieved, and the appropriateness of placement, and to make any necessary revisions.*

Activities Prior to the Meeting

Each LEA shall make every reasonable effort to ensure that one or both parents of the student with a disability are present at the IEP meeting or are afforded the opportunity to participate. Activities include notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend.

When a student reaches the age of majority, the LEA shall provide notice of the IEP to both the student and the parent.

Each LEA shall make every reasonable effort to ensure that one or both parents of the student with a disability are present at the IEP meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place. If neither parent can attend, the LEA shall use other methods to ensure parent participation, including individual or conference telephone calls and other reasonable accommodations. If the student is, or may be, participating in the general education environment, at least one general education teacher of the student must be included in the IEP team.

The notice of IEP meeting (D/M 67) shall indicate the purpose, time, and location of the meeting and who shall be in attendance. As appropriate, the student will be included in the IEP. The student's input will be solicited if he/she is unable or unwilling to attend.

The notice of IEP meeting shall inform parents of their right to bring other people to the meeting who have knowledge or special expertise regarding the student with disabilities.

Each LEA shall invite a representative of any other agency that is likely to be responsible for providing or paying for services, including transition services to secondary or postsecondary programs. The invitation may be in person, by telephone, or in writing. If an agency invited to send a representative to a meeting does not do so, the LEA shall take other steps to obtain participation of the other agency in the planning of any transition services. All efforts to include participation of agency personnel will be documented. Title 34 CFR Section 300.321(b)(3) indicates that the LEA must acquire written consent from the parent (or a student who has reached the age of majority) for each agency that is invited to attend an IEP meeting to discuss the provision or payment of transition services.

Meeting Notification (D/M SELPA Form 67)

Depending on the purpose of the meeting, team membership may differ from meeting to meeting. Appropriate notification should be sent to all parties comprising the team. California Education Code section 56341.5(b) states, "...parents shall be notified of the individualized education program meeting early enough to ensure an opportunity to attend". Local policy has suggested a minimum of 10 calendar days notice to the parents and other parties who have assessed or who serve the student. Since students are encouraged to participate in their IEP, the notice should also be sent to the student when considered appropriate. The notice must contain the following elements:

- Purpose, time, and location of the meeting.
- Positions of the people invited to the meeting.
- Identification of any other local agency invited to send a representative such as Department of Behavioral Health (DBH).
- For students age 16, or younger if appropriate, a statement indicating that the purpose is to consider needed transition services. At age 16, the student **MUST** be invited to the meeting to develop a plan for needed transition services as must any agencies responsible for implementing those services.

When a student who is enrolled in an LEA on an inter-district transfer is being assessed for special education eligibility, the LEA of residence director of special education should be contacted and informed of the situation if it is suspected that the student will be referred to a provider program for services or placement. If the LEA of residence wishes to conduct the assessment, or be part of the assessment team, it can make that known at that time.

IEP Team Members

According to *Title 34 of the Code of Federal Regulations section 300.344*, the following are required members of the IEP team:

- One or both parents
- At least one general education teacher of the student if the k-12 student or preschooler is or may be in the general education environment
- Special education service providers
- An administrative representative or designee of the local school district who: (a) is qualified to provide, or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; (b) is knowledgeable about the general education curriculum; and (c) is knowledgeable about the availability of resources within the local school district
- Individual(s) who performed the assessments or who can interpret the implications of the results
- Individual(s) who, at the discretion of the parents or agency, may have special knowledge or expertise regarding the child
- The child when appropriate

Effective January 1, 2004, Education Code requires an invitation be sent to a representative of the group home in those cases in which a student with exceptional needs has been placed in a group home by a juvenile court.

If planning for transition services, the following participants are also required:

- The student at any age if transition is being planned
- If the student does not attend, steps shall be taken to ensure that the student's interests and preferences are considered
- Any other agency that is likely to be responsible for providing or paying for transition services

Professional Conduct (Civility)

California Education Code section 32210 states, "*Any person who willfully disturbs any public school or any public school meeting is guilty of a misdemeanor, and shall be punished by a fine of not more than five hundred dollars (\$500).*" It is understood that employees of the LEA shall adhere to customary professional standards when providing services to and/or communicating with students, parents, or related service providers. It is the expectation of the LEA that all personnel will be responsive to parents' concerns and attempt to resolve problems at the most appropriate level. In the event LEA personnel are unable to resolve the matter, it should be referred to the administrator or designee and, if necessary, subsequently to the superintendent or designee. It is neither required nor desirable that an LEA employee, related service provider, student, or parent, face abusive language or behavior.

This policy promotes mutual respect, civility, and orderly conduct among all parties. It is not intended to deprive any person of his/her right to freedom of expression, but only to maintain, to the extent possible and reasonable, a safe, harassment-free environment for students, parents, related service providers and LEA employees.

Responsibilities of Team Members

Each member of the team has a clearly defined role based on their area of expertise. The members are knowledgeable about the student and have knowledge about services that could benefit the student. Any individual identified as a service provider should prepare for the IEP meeting by gathering information that would indicate present level(s) of performance, progress achieved toward annual goals/short-term

objectives, and other items which may be necessary for the team to consider. Parents should prepare for the meeting by considering how the student will participate in the state and district assessment, their priorities for enhancing the long-term education of their child, identifying which daily living skills the child utilizes at home; considering career/vocational outcomes for the future; identifying the child's community participation; and learning strengths/preferences seen in the home and the community.

Involving General Education Teachers in Implementation of the IEP

The district or LEA case carrier is required to inform general education teachers of their specific responsibilities related to implementing the IEP, and the specific accommodations, modifications, and supports specified within the IEP. General education teacher access to the student's IEP is also required.

IEP Meeting Agenda

Typically, one team member serves as the facilitator. As such, this individual conducts the meeting by guiding the team through the agenda. See Appendix E for sample IEP meeting agenda and guidelines.

For the purposes of the state-mandated management information systems (MIS), the final summary of programs/services is contained on the first page of the document rather than in the body of the document.

Additional Considerations for Writing Effective Individualized Education Programs

While it is essential to remember that the IEP is a legal document requiring compliance practices outlined in IDEA 2004, it must also be seen as a working document that reflects learning outcomes for each student with a disability:

- An IEP must be written for a student with a disability who receives special education and related services
- The IEP is developed by a multi-disciplinary team including parents and professionals knowledgeable about the student and when possible the student
- The IEP must be reviewed and revised at least annually
- The IEP is used to provide guidance to the instructional process

Providing a Copy of the IEP to the IEP Team Members

It is required that the parent be provided a completed copy of the IEP. This typically occurs at the conclusion of the IEP meeting unless the IEP team specifies in writing within the IEP document that a final copy will be provided at a different time. If any members of the IEP team have issues or questions regarding the final document, it is necessary to reconvene the IEP team to address the issues in question. The IEP should be at no cost to the parent.

IDEA 2004 and the IEP Process

While the process of IEP development, as well as the alignment of supports and services, remains much the same, there are specific changes regarding the content of the IEP, members of the IEP team, the development of the IEP, and reviewing and revising the IEP. The major thrust of this special education legislation is to increase student involvement in the regular curriculum.

The IEP forms and Web-IEP program have been specifically designed to incorporate the required elements of the law and will support the team's effort to design an effective IEP.

- The IEP team must include the general education teacher
 1. The general education teacher is specifically listed as a member of the IEP team.

2. There must be evidence that the general education teacher has contributed to the development of the IEP. These contributions may be documented as behavioral interventions, supplementary aids and services, instructional modifications, and supports necessary for the staff to be successful with the student.
3. IDEA 2004 makes provisions for the excused absence of a required member of the IEP team. If a member of the team is unable to attend, that person needs to provide to the parents written information that is relevant to the development of the IEP, prior to the IEP meeting. The parents must understand the reasons why the IEP team member is unable to attend and must consent to that person's absence from the meeting. There are places on the signature page of the IEP (D/M 68G) for documentation of such an occurrence.

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- Student access to and involvement in the core curriculum must be evident

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1. Present levels of educational performances must state the relationship between the child's disability and involvement and process in the general curriculum.
2. Annual goals are to relate to assisting the child's involvement and progress in the general education curriculum.
3. Special education and related services, supplementary aids and services, program modifications and supports for school personnel that encourage connection to the core curriculum must be identified.
4. Students must be educated with their non-disabled peers and participate in extracurricular and other nonacademic activities to the maximum extent possible.
5. A rationale for nonparticipation with general education children must be provided.

- The IEP team must consider "special factors" that are unique to that student. These may include behavior, communication, and assistive technology needs as well as English language acquisition needs for students designated as English Language Learners (ELL).

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1. Whether or not a student needs assistive technology devices and/or services.
2. Positive behavior strategies, including Positive Behavior Intervention Plans are designed for any student whose behavior impedes their learning or the learning of others.
3. An ELL student's language needs are identified and supports articulated.
4. Instruction is provided in Braille for students who are blind or visually impaired.
5. The needs of students who are deaf or hard of hearing must take into account the student's language and communication, opportunities for direct communication with peer and professionals in that child's language and communication mode, academic level and opportunities for direct instruction.

- For each student with a disability, beginning at age 16, or younger if determined appropriate by the IEP team, the IEP must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.

"Transition Services" means a coordinated set of activities for a student with a disability that:

1. is designated within an outcome-oriented process, that promotes movement from school to post-school 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 on the individual student's needs, taking into account the student's preferences and interests; and
3. includes:

- i. instruction
 - ii. related services;
 - iii. community experiences;
 - iv. the development of employment and other post-school adult living;
 - v. if appropriate, acquisition of daily living skills and functional vocational evaluation.
- Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.
 - 1. A statement of the transition service needs to prepare the student for adult living beyond high school addressing the student's courses of study.
 - 2. An identification of needed agency responsibilities and connections.
 - 3. Evidence of an annual review of the plan.

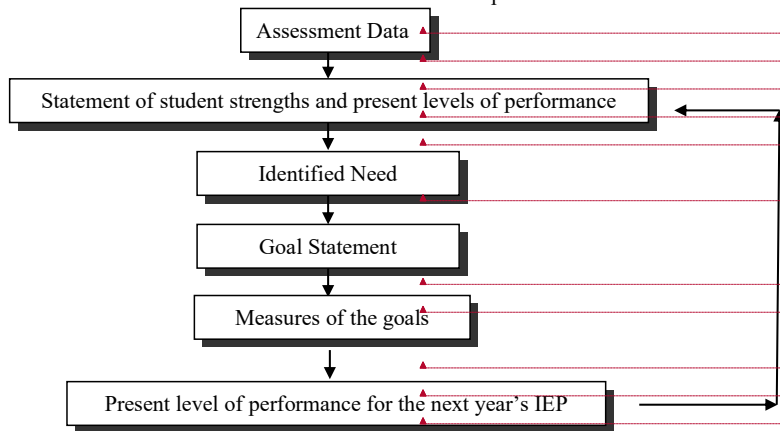
For a complete list of indicators for transition services, see the Transition Requirements Checklist located at the end of this chapter.

- Documentation of student progress must be provided for parents as frequently as it is provided for students in general education.
 - 1. A statement of how the student's parents/guardians will be routinely informed of progress towards IEP goals.
 - 2. A statement regarding the extent to which progress is sufficient to enable the student to achieve the goals by the end of the year.
 - 3. Indications that the course of study will or will not lead to the receipt of a high school diploma.
- Parents/guardians must be included in any process designing supports and services for their child.
 - 1. Documentation that the parents/guardians have been informed of and contributed to the decisions regarding educational supports and services for their student.

Making IEP Assessments More Meaningful

LINKING ASSESSMENT TO GOALS

There must be a direct relationship that flows from:



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PRESENT LEVELS OF PERFORMANCE

1. Are outcomes of assessment
2. Are stated in specific performance terms not simply test scores
3. Should be based on the Content Standards
4. Lead directly to goal statement

GOALS

1. Flow directly from present levels of performance
2. Are curriculum based and measurable
3. Are tied to statewide and/or district grade level standards
4. Describe expected outcomes within a 12 month period
5. Provide focus and emphasis for instruction

Section B - Creating Meaningful Goals

Writing Goals

Guidelines for writing defendable goals are provided to assist teachers to write goals that also enhance student learning.

The following is a list of useful action terms:

Describe	sequence	match	follow directions and . . .
Explain	find	record	compare and contrast. . .
Analyze	use	draw	demonstrate proficiency by . . .
Complete	name	arrange	correctly use . . .
Locate	provide	order	indicate understanding by . . .
ask for	produce	count	identify by . . .
Compute	apply	perform	legibly write . . .
attend to	demonstrate	measure	respond by . . .
Question	ignore	recite	read and . . .

Forms for Reporting Progress

LEAs often have individual forms developed for this purpose. D/M SELPA Form ~~68H~~ 68L is also available. In any case, IDEA 2004 requires that the school/teacher will provide the parent with meaningful information about their child's progress toward the completion of their goals at least as often as parents of students in general education are provided information about the progress of their children.

Should the child not be making satisfactory progress, it is incumbent on the teacher or case carrier to call an IEP meeting to review and revise the goals. It is not acceptable for parents to come to an annual review IEP meeting and learn for the first time that their child has not made significant progress toward their goals.

Section C - Students who are Culturally and Linguistically Diverse

Students who are culturally and linguistically diverse have four initial areas of consideration for their school program. First, the language of instruction is considered. According to the IDEA, some students will need special education, which could include related speech and language services. While language diversity may be one of the most frequently discussed topics concerning academic achievement, it is important for an IEP team to consider and document the effect of a student being a second-language learner on his or her ability to make progress in the general education curriculum.

To choose the language of instruction, the IEP team considers where on the continuum of language acquisition the student assesses for both the primary language and English. The Speech-Language Pathologist is consulted to interpret the student's pragmatic and socialization aspects of language, which include eye contact, facial expression, nonverbal messages and tone. These assessment data are used to determine if errors are made because of lack of exposure to the curriculum and if exposure has been adequate to master the primary language. A determination is made as to whether the student is struggling with second-language learning or has one or more disabilities that impact learning progress.

Questions developed by Ortiz and Garcia (1988) guide the IEP team through this decision process:

1. What is the student's dominant language in various settings?
2. What is the student's level of proficiency in both the primary language and English for social and academic language?
3. What are the styles of verbal interaction used in the primary language and English?
4. How much exposure has the student had to verbal interactions in English?
5. What is the source of exposure to each language (family, peers, TV, book reading, etc.)?
6. Are the student's language behaviors characteristic of other second language learners?
7. What types of language intervention has this student already had and what is the duration and outcome of those interventions?

For further information, refer to Education Code sections 313 and 420 - 421.

The second area of consideration for English Language Learners is for authorization of the teacher to provide instruction. BCLAD and CLAD certification is required for teaching English language development. SDAIE authorization is required to teach English language development and content for the core subjects in the primary language. Contact your LEA office to verify appropriate certification for teachers of students who are English learners and who are receiving the core curriculum in English and for those students who are English language learners but are learning core curriculum in their primary language.

Another consideration is the use of interpreters and translators. It is noted that *interpretation* is for oral language, while *translation* refers to written language. Using an interpreter or translator is a method of choice when the pathologist who is assigned to provide therapy is not fluent enough to provide therapy in both languages. Guidance is provided for service delivery in a resource titled Working Successfully with Interpreters and Translators in Speech-Language Pathology and Audiology, written by Langdon and Cheng.

Students with accents and dialects may be referred for special education services, speech services, or viewed as low achievers. Current efforts by the American Speech and Hearing Association, ASHA, consider these referrals misguided. The organization is attempting to avoid these potential discriminatory actions. An accent is defined as a phonetic trait from a primary language that is carried over to the way a second language is spoken. The level of pronunciation of an accent on the second language depends upon the age and circumstances under which the second language was acquired. A dialect is defined as differences that make one English speaker's speech different from another. Dialects have distinguishing characteristics, which may include: phonology, morphology, semantics, syntax, or pragmatics.

Dialects and accents are considered language variations that are accepted differences in speech (Cole, 1983). A determination by the IEP team to provide special education services must be grounded on what students who are culturally and linguistically diverse need to be successful based on academic standards, not on accent or dialect differences.

The fourth and final consideration, working with families, is one that shows respect and increases the possibility of carry-over from school interventions to the home setting. In addition to cohesive planning during the IEP process, family literacy programs supported by the LEA have been especially meaningful for those who are culturally and linguistically diverse.

The information for this section is attributed to Barbara J. Moore-Brown and Judy K. Montgomery. Their book, Making a Difference for America's Children. Speech-Language Pathologists in Public Schools, 2001, is available from Thinking Publications.

Section D - Teaching and Assessing California's English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners

A document provided by West Ed, Northern California Comprehensive Assistance Center, 2000, reformats the State of California's English Language Arts (ELA) standards with those for English Language Development (ELD). The intent is for English Language students to acquire the standards established for language development to become proficient with the English Language Arts skills for reading, writing, listening and speaking. It is further proposed that one document could be provided to cluster standards from both ELA and ELD requirements with a single assessment. The assessment instrument would be helpful to identify students who are English learners, to provide information for instructional decisions, and to determine when reclassification is appropriate.

This paradigm shift promotes current thinking for competent language proficiency for all students. Rather than using language arts standards from an earlier grade level, the ELD standards follow a research-based progression from beginning to advanced language skills, and provide intermediate skills that ELD students need. Additionally the shift for future development is away from isolated use of ELD instruments toward the use of assessments representative of ELA standards.

~~Assessment Notes, June 7, 2002, published by the Standards and Assessment Division of the California Department of Education addresses the California English Language Development Test (CELDT). This document, which is available through the CDE website, summarizes a number of changes to improve the administration and scoring process for developing the California English Language Development Test (CELDT). It does not address the previously mentioned movement for a common assessment between standards for English Learners and English Language Arts. According to the West Ed document, it is up to the local education agency to determine when a match between the ELD and ELA is sufficiently strong enough to use one assessment for both sets of standards.~~

~~California English Language Development (CELDT) English Language Proficiency Assessments for California (ELPAC)~~

~~School districts in California are required under federal and state laws to administer the CELDT ELPAC to determine English proficiency to students in kindergarten through grade twelve, whose primary language is not English. Students with exceptional needs who cannot take the entire CELDT ELPAC or a section of the test may be tested with special assistance and/or take alternate tests. All assistance or alternate tests must be documented in the student's IEP or Section 504 plan. The purpose of the CELDT ELPAC is to determine how well each student tested can listen, speak, read, and write English. CELDT ELPAC scores should be used annually in developing educational needs and appropriate goals in order to determine the level of assistance needed and to ensure the student's placement in an appropriate program.~~

A Map for Teaching and Assessing ELD and ELA Standards for English Learners

A map developed by West Ed, Northern California Comprehensive Assistance Center matches the standards for English Learner Development and for Language Arts Development in seven strands. Additionally it is divided into the academic areas of reading, writing, listening and speaking. They are

available by grade span, (K-2, 3-5, 6-8, 9-10, and 11-12). A model that is generic for all grade level follows:

ELD Standards Alignment with ELA Standards	
ELD	ELA
READING	
Word Analysis	Word Analysis, Fluency & Systematic Vocabulary Development
Fluency & Systematic Vocabulary Development	Vocabulary Development
Reading Comprehension	Reading Comprehension
Literacy Response & Analysis	Expository Critique (grade 5 and up) Literary Response & Analysis
WRITING	
Strategies & Applications	Strategies
Conventions	Applications Written [& Oral] English Language Conventions
LISTENING & SPEAKING	
Strategies & Applications	[Written &] Oral English Language Conventions

Section E - Linguistically Appropriate Goals for English Language Learners

According to the California Special Education Programs - Composite of Laws, linguistically appropriate goals, objectives, and programs are:

- Those activities which lead to the development of English language proficiency; and those instructional systems either at the elementary or secondary level which meet the language development needs of the limited English language learner.
- For individuals whose primary language is other than English and whose potential for learning a second language, as determined by the IEP team, is severely limited, nothing in this section shall preclude the IEP team from determining that instruction may be provided through an alternative program pursuant to a waiver under Education Code section 311(c),
- Include a program provided in the individual’s primary language, provided that the IEP team periodically, but not less than annually, reconsiders the individual’s ability to receive instruction in the English language.

Areas to be addressed in developing a linguistically appropriate IEP include the following:

- The student’s language classification and degree of proficiency.

- Identification and description of the student’s disability.
- The student’s current educational performance in his/her primary language and in English as measured by California’s ELD and ELA standards.
- The degree to which the student’s disability might impact his/her level of educational performance in both languages.
- A description of activities, including related services, which are directed at the remediation of the specific disability with clear indications of the extent to which the student’s primary language will be utilized in this process.
- If the student is to be taught in his/her primary language, statements regarding the duration of primary language instruction prior to the introduction of English instruction shall be made.
- If the student is to be taught using bilingual instruction, statements regarding the appropriateness of primary language usage versus English in selected instructional areas shall be made.
- If the student is to be taught using all English instruction, a statement regarding the rationale for all English instruction shall be made.
- The amount of inclusion into general education programs with the student’s own language peers and/or English peers shall be included.
- An indication of the personnel and/or other programs that will be needed in order to meet the stated goals shall be made.
- The date of initiation and duration of all programs and services shall be stated.
- There shall be clear, objective criteria and dates for evaluation of the goals.
- A plan for coordination of services shall be written with specifics regarding which language will be used in which instructional setting.
- In addition to the above IEP components, all English Language Learners must have the following educational components provided to them:
 - A program of English Language Development that promotes the development of proficiency in English as effectively and efficiently as possible. This must be appropriate for their identified level of language proficiency.
 - Primary language instruction or specifically designed instruction in English.

Sample Goals

Goals for special education students should be based on the English Language Development Standards prepared by the Standards and Assessment Division of the California State Department of Education.

Reading

Goal: By date, the student will recognize and produce ten phonemes that are like phonemes students hear and produce in their primary language with 90% accuracy as measured by teacher’s charted observation.

Writing

Goal: By date, the student will write ten simple sentences using key words commonly used in the classroom; e.g., labels, number names, days of the week and months, with 90% accuracy as measured by student writing samples.

Listening and Speaking

Goal: By date, the student will ask and answer five instructional questions daily using simple sentences and a Total Physical Response method with 100% accuracy as measured by teacher’s charted observation.

APPENDIX A

TRANSITION REQUIREMENTS CHECKLIST

The following checklist corresponds to specific sections of the Individuals with Disabilities Education Act Amendments of 2004 (IDEA '04) the final regulations related to the transition requirements that were issued in the Federal Register on August 14, 2006. The checklist may be used by public agencies to help align their practices with the transition requirements of the IDEA '04. (Excerpt from Storms, O'Leary, and Williams.)

Transition Services Participants (34 CFR § 300.344)

When a purpose of the IEP meeting is the consideration of transition services:

1. YES NO Did the public agency invite the student?
2. YES NO N/A If the student did not attend the IEP meeting, did the public agency take steps to ensure that the student's preferences and interests were considered in the development of the IEP? (If the student attended the meeting, indicate N/A [not applicable])
3. YES NO Did the public agency invite a representative of any other agency that is likely to be responsible for providing or paying for transition services?
4. YES NO If an agency was invited to send a representative to a meeting and did not do so, did the public agency take other steps to obtain his or her participating in the planning of transition services? (If the agency attended the meeting, indicate N/A [not applicable])

Parent Notice (34 CFR § 300.345)

Does the parent (and student, if rights have been transferred) notice:

1. YES NO Indicate, for a student beginning at age 15+ (or younger, if appropriate; must be in place by 16th birthday), that a purpose of the meeting is the consideration of needed transition services?
2. YES NO Indicate that the public agency will invite the student beginning at age 15+ (or younger, if appropriate)?
3. YES NO Identify any other agency that will be invited to send a representative?
4. YES NO Indicate the time and location of the meeting and who will be in attendance?
5. YES NO Inform the parents that they may invite other individuals who have knowledge or special expertise regarding their child, including related services personnel, as appropriate?

Exception to FAPE and Prior Written Notice (34 CFR § 300.122(a)(3)(i, ii, iii) and § 300.503)

If the student will graduate with a regular* high school diploma, does the IEP team provide the parent(s) (and student, if rights have been transferred) with:

1. YES NO Prior written notice (in accordance with 34 CFR § 300.503) that graduation from high school with a regular diploma constitutes a change in placement and that the high school student is no longer entitled to provide a free appropriate public education (FAPE)? (NOTE: A state may choose to continue to provide FAPE. Check with your state for requirements that may be beyond Federal Requirements.)
*Does not apply to students who have graduated but have not been awarded a regular high school diploma.

Content of the Individualized Education Program (IEP) (34 CFR § 300.347)

If the student is 15+ (or younger, if appropriate), does the IEP include:

1. YES NO A statement of current performance related to transition service needs.
2. YES NO A statement of transition service needs that specifies courses of study that will be meaningful to the student's future and motivate the student to complete his or her education?

APPENDIX A

TRANSITION REQUIREMENTS CHECKLIST

If the student is 16 (or younger, if appropriate), does the IEP include:

1. YES NO A statement of current performance related to transition service needs.
 - a. YES NO Instruction?
 - b. YES NO Related services?
 - c. YES NO Community experiences?
 - d. YES NO Development of employment and other post school adult living objectives?
 - e. YES NO If appropriate, acquisition of daily living skills?
 - f. YES NO If appropriate, a functional vocational evaluation?
2. YES NO The activities in the statement of needed transition services are presented as a coordinated set of activities that promotes movement from school to desired post school activities?
 - Post-secondary education?
 - Vocational education?
 - Integrated employment (including supported employment)
 - Continuing and adult education?
 - Adult services?
 - Independent living?
 - Community participation?
3. YES NO A coordinated set of activities that is based on the individual student's needs, taking into account the student's preferences and interests?
4. YES NO A statement, if appropriate, of the interagency responsibilities or any needed linkages (i.e., linkages to agencies or services the student needs)?
5. YES NO Has the statement of transition service needs and statement of needed transition services been reviewed at least annually?
6. YES NO A statement, in a State that transfers right at the age of majority, at least one year before the student reaches the age of majority under state law, that the student has been informed of the rights under Part B of the Act, if any, that will transfer to him or her when he or she reaches the age of majority?

Transfer of rights (34 CFR § 300.517, § 300.347(c))

1. YES NO In a State that transfers rights at the age of majority, when the student reached the age of majority, did the public agency notify both the student and the parent that all rights under Part B transferred to the student? (NOTE: In a State that transfers rights at the age of majority, the public agency shall provide any notice required by the regulations to both the individual and the parents.)

Agency responsibilities for transition services (34 CFR § 300.348)

APPENDIX A

TRANSITION REQUIREMENTS CHECKLIST

- | | | | |
|----|-----|----|--|
| 1. | YES | NO | If participating agency failed to provide agreed-upon transition services contained in the IEP, did the public agency responsible for the student's education reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP? (If the agency provided services, indicate N/A [not applicable]) |
|----|-----|----|--|



Chapter 16: State and District Assessment Programs

SECTION A: PROFILES OF STATE ASSESSMENT PROGRAM

SECTION B: GUIDANCE FOR MAKING SUPPORT(S) DECISIONS

SECTION C: DESIRED RESULTS DEVELOPMENTAL PROFILE (DRDP)

SECTION D: GUIDE TO THE ACCOMMODATIONS MATRIX FOR THE CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

SECTION E: AN OVERVIEW OF THE ALTERNATE ASSESSMENT

SECTION F: GUIDE TO THE ACCOMMODATION MATRIX FOR THE PHYSICAL FITNESS TEST (PFT)

SECTION G: GUIDE TO THE ACCOMMODATION MATRIX FOR THE ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

APPENDIX A: SELPA FORM D/M 68F-CAASPP TESTING MATRIX

APPENDIX B: SELPA FORM D/M 68F-PFT TESTING MATRIX

APPENDIX C: CAA WORKSHEET

APPENDIX D: SELPA FORM D/M 68F-ELPAC TESTING MATRIX

Introduction

All California students are required to participate in a variety of state and districtwide assessments that are designed to assess progress of the students towards established performance goals. The Individuals with Disabilities Education Act (IDEA) 2004 and California Education Code (EC) require the inclusion of students with disabilities in state and districtwide assessment programs with appropriate accommodations being made for the students where necessary. The California approved achievement tests are administered each spring to all students in grades 3-8, and 11. Local Education Agencies (LEAs) utilize the information that is gathered to make decisions regarding how to design and implement instruction for their students.

Section A – Profiles of State Assessment Programs

Testing Accommodations

California Education Code § 56345(a). *The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with [state and federal law] and includes the following: (6)(A) A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments; (B) If the individualized education program team determines that the pupil shall take an alternate assessment instead of a particular state or districtwide assessment of pupil achievement, a statement of the following: (i) The reason why the pupil cannot participate in the regular assessment; (ii) The reason why the particular alternate assessment selected is appropriate for the pupil.*

Academically Rigorous Content Standards

California Education Code § 60850(a). *Existing law requires the Superintendent of Public Instruction, with the approval of the State board of Education, to develop a high school exit examination in English language arts and mathematics in accordance with the statewide academically rigorous content standards adopted by the State Board of Education pursuant to Section 60605. To facilitate the development of the examination, the superintendent shall review any existing high school subject matter examinations that are linked to, or can be aligned with, the statewide academically rigorous content standards for English language arts and mathematics adopted by the State Board of Education. By October 1, 2000, the State Board of Education shall adopt a high school exit examination that is aligned with statewide academically rigorous content standards.*

California Assessment of Student Performance and Progress (CAASPP)

California Education Code § 60640 established the California Alternate Assessment of Student Performance and Progress (CAASPP). The CAASPP System, which replaced the Standardized Testing and Reporting (STAR) Program is the new state academic testing program. It is a system intended to provide information that can be used to monitor student progress and ensure that all children leave high school ready for college and career. The CAASPP encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and 11;
- Alternate assessments for English language arts/literacy and mathematics in grades three through eight and 11; and
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through 11 (optional).

English Language Proficiency Assessments for California (ELPAC)

In 2018, the California Department of Education (CDE) replaced the California English Language Development Test (CELDT), which is aligned with the 1999 English Language Development (ELD) Standards, with the English Language Proficiency Assessments for California (ELPAC), which is aligned with the 2012 California ELD Standards.

Federal Requirements - IDEA

As appropriate, the state or LEA - (i) develops guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in state and districtwide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

Federal Requirements - Title 1 of the Elementary and Secondary Education Act indicates: Guidance from the Assistant Secretary for Elementary and Secondary Education (April 2000)

For students with disabilities whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what these students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments. Alternate assessments must be valid, reliable, and to the maximum extent appropriate, aligned to state content and performance standards. In addition, states must monitor and collect data from LEAs to ensure the proper use of alternate assessments; they must publicly report the results of alternate assessments; and they must integrate the results of alternate assessments into their accountability systems.

Physical Fitness Test (PFT) Administered at Grade Levels

The SBE designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for children attending California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist children in establishing lifetime habits of regular physical activity.

Pursuant to Education Code § 60800, all LEAs in California are required to administer the PFT annually to all children in grades five, seven, and nine. Children in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These include children who are enrolled in LEAs such as elementary, high, and unified school districts, county offices of education, and charter schools. Charter LEAs must also test all children in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Children who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit (*Education Code § 60800; Title 5 of the California Code of Regulations § 1041*).

The PFT provides information that can be used by 1) students to assess and plan personal fitness programs, 2) teachers to design the curriculum for physical education programs, and 3) parents to understand their child's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

Section B – Guidance for Making Support(s) Decisions

Statewide assessments have the following purpose: 1) to show how much a child has learned, 2) to reveal how successfully a school has educated its students, and 3) to help guide instructional improvement strategies. Since instructional and policy decisions are based on data from standards-based assessments, children with disabilities need to be included to the maximum extent possible. The following guidance offers information about the major assessment programs in California and specific information on how to provide test accommodations when needed.

Section C – Desired Results Developmental Profile (DRDP)

The DRDP is the assessment component of the CDE Desired Results (DR) system. In 2000, the DR system was established within the CDE’s Child Development Division (CDD) to improve the quality of programs and services provided to young children, from early infancy through school age, who are enrolled in the thousands of center-based early care and education programs, before and after school programs, and family childcare home education network programs funded by CDD across California. The DRDP assessment is required twice per year for every child in all of these CDD-funded programs. The purpose of the DRDP is to inform and support the curricular decisions and program improvement decisions made by teachers and program staff, and to inform and support the policy decisions made by stakeholders in early childhood at the state and local levels.

DRDP is a system of authentic assessment for individual children. The teacher who knows the child best uses the broad range of DRDP observational protocols to record the specific levels of development that have been observed across multiple domains of development over at least 60 days of interaction with the child. DRDP is assessment that is embedded in program activities. The teacher is not required to set up activities for the purpose of assessment. DRDP includes observation during the developmentally age-appropriate play-based and instructional activities that are typical in high-quality programs and kindergarten classrooms.

Section D – Guide to the Accommodation Matrix: California Assessment of Student Performance and Progress (CAASPP)

Signed into law on October 2, 2013, Assembly Bill (AB) 484 establishes the CAASPP. The provisions of AB 484 became effective January 1, 2014. The CAASPP system is based on the state’s new California Common Core Standards for English language arts (ELA) and mathematics adopted by the State Board of Education (SBE) in 2010. The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and students and their parents by promoting high quality teaching and learning through the use of a variety of assessment approaches and item responses.

A. Types of Support

- (1) Embedded Supports are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.
- (2) Non-embedded Supports are available, when provided by the LEA for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

B. Who is eligible?

- (3) Universal Tools are available to all students. Students may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- (4) Designated Supports are features that are available for use by any student for whom the need has been indicated prior to the assessment, by an educator or group of educators.
- (5) Accommodations are available for eligible students if specified in the student's IEP or 504 Plan.
- (6) Unlisted Resource(s) If an IEP team or Section 504 plan identifies and designates a resource not identified in the CAASPP matrix, the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit, on behalf of the child who has an IEP or Section 504 plan, a request through the Test Operations Management System (TOMS) to the CDE, prior to the administration of a CAASPP achievement test, to allow the use and approval of an Unlisted Resource. The LEA CAASPP Coordinator or the CAASPP Test Site Coordinator shall make the request on behalf of the LEA 10 business days prior to the child's first day of CAASPP testing. The CDE shall respond to the request within four business days from the date of the electronic transmission.

Unlisted Resources are not Universal Tools, Designated Supports, or Accommodations. Unlisted Resources means an instructional support that a child regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. Because an Unlisted Resource has not been identified as a universal tool, designated support, or accommodation, it may or may not change the construction of the assessment.

The use of an Unlisted Resource by a child will not be allowed if the CDE determines its use threatens the security of the test. In addition to determining whether the Unlisted Resource may be used, the CDE will determine whether the Unlisted Resource changes the construct being measured by the CAASPP achievement test. If the CDE determines the Unlisted Resource changes the construct being measured, the Unlisted Resource will not be approved but may still be used by the child and the child will receive an individual score report. The child will not be counted as participating in statewide

testing, which will impact the accountability participation rate indicator for the Charter LEA. If the CDE determines the Unlisted Resource does not change the construct being measured, the Unlisted Resource will be approved and the child will receive an individual score report and will be counted as participating in statewide testing. Refer to Title 5 of the California Code of Regulations § 853.8 for a list of non-embedded Unlisted Resources that have already been determined to change the construct being measured on the CAASPP achievement tests for English language arts (including the components for reading, writing, and listening), mathematics, science, and primary language and will not be approved. The use of an Unlisted Resource must be requested annually by the Charter LEA.

IEP teams should be made aware of the impact of the use of Unlisted Resources pursuant to Title 5 of the California Code of Regulations, but should not allow the impact of the LEA's accountability to outweigh the needs of the child.

Title 5 of the California Code of Regulations § 853.8(d)(1). If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.

Section E – An Overview of Alternate Assessment

IDEA 2004 and similar amendments to California law require the inclusion of students with disabilities in general state and districtwide assessment programs with appropriate accommodations, where necessary. Alternate assessment is required for students with severe disabilities who cannot participate in general larger-scale assessment programs. The law states:

“As appropriate, the State or local educational agency - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and districtwide assessment programs; and (ii) develops and, beginning no later than July 1, 2000, conducts those alternate assessments.”

(d) “Alternate assessments” means any assessments as provided in Education Code section 60640(k) and the test materials developed to measure the level of performance for a pupil with significant cognitive disabilities who is unable to take the consortium summative assessments in English language arts (ELA) and mathematics pursuant to Education Code section 60640(b)(1) or is unable to take an assessment of science pursuant to Education Code section 60640(b)(2), even with resources.

California Alternate Assessments (CAA)

Pursuant to Title 5 of the California Code of Regulations § 850(h), California Alternate Assessments (CAAs) are the alternate assessments and corresponding test materials in ELA and mathematics as provided for in Education Code § 60640(k) for children with significant cognitive

disabilities. The CAA is the success alternate assessment for ELA and mathematics as identified in Education Code § 60640(b)(3).

Children in grades three through eight and grade 11 who have an IEP that designates the use of an alternate assessment are eligible to take the CAA in lieu of the Smarter Balanced Summative Assessments for ELA and mathematics. The goal of the CAA is to ensure that children with significant cognitive disabilities attain increasingly higher achievement levels and leave high school ready for academic or career options.

Section F – Guide to the Accommodations Matrix for the Physical Fitness Test (PFT)

SELPA form D/M 68F was designed to help IEP and 504 teams make informed decisions about accommodations for the Physical Fitness Test.

Who is eligible for accommodations?

Those accommodations designated as Category 1, may be described as flexibility in administration of the test and do not alter what is measured by the test. These accommodations are available for any student who uses the accommodation regularly for classroom instruction and/or assessment. Accommodations are not only for students receiving special education or 504 services, but these students are the only ones for whom the law requires that accommodations be provided. Even though Category 1 accommodations are available for all students, they should be documented in the IEP or 504 plans for those students with disabilities who need the accommodation to access the test and minimize the effects of their disability.

Accommodations designated as Category 2, are allowed only for students who have them documented in their IEP or 504 plans and are similar to those used by the student or classroom instruction and/or classroom assessment. In general, Category 2 accommodations require a more significant alteration in presentation, timing/scheduling, setting, or response and, in most cases, require more preplanning in order to ensure the availability of needed resources.

Modifications designated as Category 3, fundamentally alter what the test measures. They are available only to students with documentation in their IEP or Section 504 plans. Students who use a modification on any assessment are not included in the participation calculation for Annual Yearly Progress (AYP).

Section G – Guide to the Accommodations Matrix for the English Language Proficiency Assessments for California (ELPAC)

This matrix is used in conjunction with Title 5 of the California Code of Regulations § 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC), to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC test is restricted to only those identified on the matrix.

- **Universal tools** are those available to **all** students on the basis of student preference and selection.
- **Designated supports** are available to **all** students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s IEP or 504 Plan.
- **Accommodations** must be permitted on ELPAC tests to **all** eligible students if specified in the student’s IEP or 504 Plan.

Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Since ELPAC is a paper-pencil assessment, embedded resources do not apply at this time.

Non-embedded resources are universal tools (U), designated supports (D), or accommodations (A) when provided by the LEA for the ELPAC tests administered via paper-pencil. These supports are not part of the technology platform for computer-administered tests, and do not change or alter the construct being measured.

Instructional Supports and Resources on Alternative Assessments

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with supports, an alternative assessment will be decided upon by the IEP Team for the domains for which an alternative assessment should be used.

Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 Plan and only on approval by CDE. Unlisted resources may be submitted to CDE prior to ten business days before the student’s first day of testing. CDE will reply to the request within four business days.

APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 1

Student Name:		DOB:		Date:			
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)							
PURPOSE AND USE: This document should be used in conjunction with the Student Exemption Criteria, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 89 through 90B of the California Assessment of Student Performance and Progress (CAASPP) regulations to determine the use of resources for individual students. This document lists embedded and non-embedded supports, and accommodations that are authorized for use in the CAASPP tests.							
PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2015 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
American Sign Language (ASL) (Does not apply to CAA)	-	-	A	A	A	-	-
*Audio Transcript (includes braille transcript)	-	-	A	-	A	-	-
Braille (Does not apply to CAA)	A	A	A	A	A	-	-
Breaks	U	U	U	U	U	-	-
Calculator	-	-	-	U (Grades 5-8 & 11, for specific items)	U (Four-function calculator for Grade 5, scientific calculator for Grade 6 and HS)	-	-
Closed Captioning (Does not apply to CAA)	-	-	A	-	A	-	-
Color Contrast	D	D	D	D	D	-	-
Digital Notepad	U	U	U	U	U	-	-
English Dictionary	U	U (For ELA full write performance tests, not short response)	-	-	-	-	-
English Glossary	U	U	U	U	U	-	-
Expandable Items	U	U	U	U	U	-	-
Expandable Passages	U	U	U	U	U	-	-
Global Notes	-	U (For ELA full write performance tests, not short response)	-	-	-	-	-
Highlighter	U	U	U	U	U	-	-
Keyboard Navigation	U	U	U	U	U	-	-
*Line reader	U	U	U	U	U	-	-
Mark for Review	U	U	U	U	U	-	-
Masking	D	D	D	D	D	-	-
Math Tools (i.e., embedded ruler, embedded protractor)	-	-	-	U (For specific items)	U	-	-
*Mouse pointer (size and color)	D	D	D	D	D	-	-

Page 2

Student Name:		DOB:		Date:			
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)							
PURPOSE AND USE: This document should be used in conjunction with the Student Exemption Criteria and Accessibility, Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 89 through 90B of the California Assessment of Student Performance and Progress (CAASPP) regulations to determine the use of resources for individual students. This document lists embedded and non-embedded supports, and accommodations that are authorized for use in the CAASPP tests.							
PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2015 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
Science Charts (i.e., carbon periodic table of the elements, conversion charts)	-	-	-	-	-	U	-
Science Tools (i.e., analog clock, laboratory equipment)	-	-	-	-	-	U	-
Spell Check	-	U	-	-	-	-	-
Streamline	A	A	A	A	A	-	-
Strikethrough	U	U	U	U	U	-	-
Text-to-Speech (Does not apply to CAA)	D (For ELA full write performance tests, not short response)	D	D	D	D	-	-
*Thesaurus (Does not apply to CAA)	-	U (For ELA full write performance tests, not short response)	-	-	-	-	-
Translated Test Directions (Does not apply to CAA)	-	-	-	D (In Spanish, standard translation only)	-	-	-
Translations (see Embedded Descriptions Support Guidelines) (Does not apply to CAA)	-	-	-	D	D	-	-
Translations (Spanish Stacked) (Does not apply to CAA)	-	-	-	D	D	-	-
Turn Off Any Universal Tool	D	D	D	D	D	-	-
Writing Tools for Student-Generated Responses (i.e., bold, italic, underline)	U (For specific items)	U (For specific items)	U (For specific items)	U (For specific items)	U	-	-
Zoom (in/out)	U	U	U	U	U	-	-

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2015 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
100s Number Table (http://www.caaspp.org/rcj/cjpts/CAASPP_hundreds_number-table.pdf)	-	-	-	A (Equivalent to Grade 4)	D	-	-
Abacus	-	-	-	A	A	-	-

APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 3

Student Name:		DOB:		Date:			
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)							
<small>PURPOSE AND USE: This document should be used in conjunction with the Student Performance Standards (English, Mathematics, and Science), and the California Statewide English, Mathematics, and Science Tests (CSET) through 2018 of the California Assessment of Student Performance and Progress (CAASPP) standards, to determine the set of resources to be provided to individual students. The appropriate use of universal tools, designated supports, and accommodations on CAASPP tests is indicated by the boldface cells of this document.</small>							
PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
Alternate Response Options (i.e., adapted keyboards, large keyboards, Stokkeys, MouseKeys, filters, adapted mouse, touch screen, head wands, and switches)	A	A	A	A	A	A	-
American Sign Language	-	-	-	-	-	-	-
*Amplification	D	D	D	D	D	D	-
Bilingual Dictionary	-	(For ELA full write performance tests, no short responses)	-	-	-	-	-
Braille (paper-pencil tests)	A	A	A	A	A	A	A
Breaks	U	U	U	U	U	U	U
Calculator	-	-	-	A (For allowed items, Grades 5-8, and 11)	A (For function calculator for Grade 5; scientific calculator for Grades 5 and 11)	D	-
Color Contrast	D	D	D	D	D	D	-
Color Overlay	D	D	D	D	D	D	U
English Dictionary	-	(For ELA full write performance tests, not short responses)	-	-	-	-	-
Large-Print Versions of a Paper-Pencil Test (as available)	A	A	A	A	A	-	A
Magnification	D	D	D	D	D	D	D
Multiplication Table (http://www.caaspp.org/online/caaspp-multiplication-table.pdf)	-	-	-	A (Beginning in Grade 4)	A	D	-
Noise Buffers (e.g., individual carrels or study enclosure or noise-canceling headphones)	D	D	D	D	D	D	D
Print on Demand (to set, e-mail caaspp@jets.org)	A	A	A	A	A	A	-
Read Aloud (see Read Aloud Guidelines)	D (For tests, not responses)	D	D	D	A (For Spanish student translation; see Test Aloud Spanish Guidelines)	D	A

Page 4

Student Name:		DOB:		Date:			
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)							
<small>PURPOSE AND USE: This document should be used in conjunction with the Student Performance Standards (English, Mathematics, and Science), and the California Statewide English, Mathematics, and Science Tests (CSET) through 2018 of the California Assessment of Student Performance and Progress (CAASPP) standards, to determine the set of resources to be provided to individual students. The appropriate use of universal tools, designated supports, and accommodations on CAASPP tests is indicated by the boldface cells of this document.</small>							
PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
Science Charts (state-approved only, i.e., contour, Percepto Table of the Elements, conversion chart)	-	-	-	-	-	D	-
Scratch Paper (blank, lined, graph, white board, magnetic, plastic) (without internet as allowed)	U	U	U	U	U	U	U
Scribe (see Scribe Protocol)	D	A	D	D	D	D	A
Separate seating (i.e., most beneficial time, special lighting or acoustics, adjustable furniture)	D	D	D	D	D	D	D
Simplified Test Directions (see Simplified Test Directions Guidelines)	D	D	D	D	D	D	D
Speech-to-Text	A	A	A	A	A	A	A
Thesaurus	-	(For ELA full write performance tests, not short responses)	-	-	-	-	-
Translated Test Directions	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D	D
Translations (glossary)	-	-	-	-	D (Consortium-provided PDFs for online test only)	-	D
Unlisted Resources	The LEA CAASPP coordinator or CAASPP testing site coordinator may submit a request through the Test Operations Management System (TOMS) for an unlisted resource. Requests must be received at least 10 business days before the student's first day of CAASPP testing. For more information about the unlisted resources and a list of the pre-identified unlisted resources, refer to Part 4 of the matrix.						-
*Word Prediction	A	A	A	A	A	A	-

PART 3 CAA	INSTRUCTIONAL SUPPORTS AND RESOURCES	
CALIFORNIA ALTERNATE ASSESSMENT		
<p>Most universal tools, designated supports, and accommodations listed in Parts 1 and 2 are available for the California Alternate Assessments (CAAs) for ELA and mathematics through the online testing interface, but because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the "language of instruction," some embedded resources are not provided. For the CAA Science Pilot Test, due to the design, any instructional supports used in daily instruction may be used for the embedded performance tasks. The following are not available for CAA:</p> <p>Embedded resources NOT available for CAA:</p> <ul style="list-style-type: none"> • Braille (either by means of an embosser or a refreshable display)* • Closed captioning 		

APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 5

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

PART 3 CAA CALIFORNIA ALTERNATE ASSESSMENT

INSTRUCTIONAL SUPPORTS AND RESOURCES

INSTRUCTIONAL SUPPORTS:

- Text-to-Speech
- American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction)
- Translation glossaries

PHYSICAL SUPPORTS:

- Structuring the test environment to eliminate distractions for students who are particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible

PART 4a UNLISTED RESOURCES CALIFORNIA ALTERNATE ASSESSMENT

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).

To request the use of an unlisted resource, the LEA CAASPP coordinator or CAASPP test site coordinator may submit a request through the Test Operations Management System (TOMS) a minimum of 10 business days before the students' first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified (see Part 4b identified Non-embedded Unlisted Resources) will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after testing has been completed.

EMBEDDED SUPPORTS: Embedded supports are available as part of the testing platform for the computer-assisted CAASPP tests. These supports are not chosen after the student begins the test.

NON-EMBEDDED SUPPORTS: Supports available when provided by the Local Educational Agency (LEA) in other computer-assisted or computer CAASPP tests. These supports are not part of the testing platform for the computer-assisted CAASPP tests. These supports do not change after the student begins the test.

UNLISTED RESOURCES: Unlisted resources that a student requires used in their education and assessment but that have been previously identified as an unlisted resource in an IEP or accommodation plan. It may, if not, not change the construct of the assessment.

UNLISTED RESOURCES: Unlisted resources that are not part of the testing platform.

UNIVERSAL TOOLS: Universal tools are available to all students on the basis of student performance level.

UNIVERSAL TOOLS: Available to all students after completion of the test. It is available on the basis of student performance level and is available to all students after completion of the test. It is available on the basis of student performance level and is available to all students after completion of the test.

ACCOMMODATIONS: Accommodations are available to all students after completion of the test. It is available on the basis of student performance level and is available to all students after completion of the test.

UNLISTED RESOURCES: Unlisted resources that are not part of the testing platform.

D/M 68F-CAA-SP (formerly 68L-CAA-SP) Rev. 06/18 Page 5 of 5

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Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

PART 4a UNLISTED RESOURCES CALIFORNIA ALTERNATE ASSESSMENT

INSTRUCTIONAL SUPPORTS AND RESOURCES

INSTRUCTIONAL SUPPORTS:

- Text-to-Speech
- American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction)
- Translation glossaries

PHYSICAL SUPPORTS:

- Structuring the test environment to eliminate distractions for students who are particularly distractible
- Positioning and stabilizing the student to allow for the most controlled movement possible

PART 4b UNLISTED RESOURCES IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED

	Reading			Mathematics	2015 CAST Field Test	Primary Language: STA for Reading (Language Arts)
	Reading	Writing	Listening	Mathematics		
American Sign Language	X	X	X	X (grades 3-5)	X	
100s Number Table				X (grades 3-5)		
Bilingual Dictionary	X			X (grades 3-5)	X	X
Calculator (used on non-allowed items)				X (grades 3-5)		
Calculator				X (grades 3-5)		
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X (grades 3-5)		
Multiplication Table				X (grades 3-5)		
Signed Exact English	X	X	X	X	X	X (for reading passages)
Thesaurus	X		X	X	X	X
Translations not provided by Smarter Balanced	X	X	X	X	X	
Translated Word Lists	X	X	X	X	X	

EMBEDDED SUPPORTS: Embedded supports are available as part of the testing platform for the computer-assisted CAASPP tests. These supports are not chosen after the student begins the test.

NON-EMBEDDED SUPPORTS: Supports available when provided by the Local Educational Agency (LEA) in other computer-assisted or computer CAASPP tests. These supports are not part of the testing platform for the computer-assisted CAASPP tests. These supports do not change after the student begins the test.

UNLISTED RESOURCES: Unlisted resources that a student requires used in their education and assessment but that have been previously identified as an unlisted resource in an IEP or accommodation plan. It may, if not, not change the construct of the assessment.

UNLISTED RESOURCES: Unlisted resources that are not part of the testing platform.

UNIVERSAL TOOLS: Universal tools are available to all students on the basis of student performance level.

UNIVERSAL TOOLS: Available to all students after completion of the test. It is available on the basis of student performance level and is available to all students after completion of the test.

ACCOMMODATIONS: Accommodations are available to all students after completion of the test. It is available on the basis of student performance level and is available to all students after completion of the test.

UNLISTED RESOURCES: Unlisted resources that are not part of the testing platform.

D/M 68F-CAA-SP (formerly 68L-CAA-SP) Rev. 05/18 Page 6 of 6

APPENDIX B: Form D/M 68F – PFT Matrix

Page 1

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA PHYSICAL FITNESS TEST (PFT)

DIRECTIONS: SELECT ALL IEP TEAM APPROVED ACCOMMODATIONS / MODIFICATIONS FOR UTILIZATION ON THE NEXT TEST ADMINISTRATION. CATEGORY 3 MODIFICATIONS MAY BE USED IF SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN AND PRE-APPROVED BY PFT OFFICE.

TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)	PFT
ACCOMMODATIONS / MODIFICATIONS	
** Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	N/A
** Additional supervised breaks within a testing day or following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	N/A
Administration of the test at the most beneficial time of day to the student	2
Arithmetic table or formulas (not provided on the mathematics tests)	N/A
Assessive devices that do not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	N/A
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	N/A
Audio amplification equipment	1
Braille transcription provided by the test contractor	N/A
Calculator on the mathematics tests	N/A
Calculator on the science tests	N/A
Colored overlay, mask, or other means to maintain visual attention	N/A
Dictation	N/A
** English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	N/A
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe audio recorder, or speech-to-text converter (scribe provides spelling, grammar and language conventions)	N/A
Extra time on a test within a testing day	ALL
** Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.	Variation Allowed
Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions	N/A
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
Math manipulatives on the mathematics tests	N/A
Manually Coded English or American Sign Language to present test questions and answer options	N/A
Math manipulatives on the science tests	N/A
Noise buffers (e.g., individual card or study enclosure)	N/A
Special ladders or access: special or adaptive furniture	N/A
Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items	N/A
Student marks in test booklet (other than responses) including highlighting	N/A
Student marks responses in test booklet and responses are transferred to a scoreable answer document by an employee of the school, district, or nonpublic school	N/A
Supervised breaks within a section of the test	N/A
Test administered at home or in hospital by a test examiner	2
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1
Test over more than one day for a test or test part to be administered in a single sitting.	N/A
Test questions and answer options read aloud to student or used audio CD presentation	N/A
Test students in a small group setting	ALL
Visual magnifiers/equipment	N/A
Word processing software with spell and grammar check tools enabled on the essay responses (writing portion of test)	N/A
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	N/A
Unlisted Accommodation	Check with PFT Office Prior to Use
Unlisted Modification	Check with PFT Office Prior to Use

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Page 2

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA PHYSICAL FITNESS TEST (PFT)

DIRECTIONS: SELECT ALL IEP TEAM APPROVED ACCOMMODATIONS / MODIFICATIONS FOR UTILIZATION ON THE NEXT TEST ADMINISTRATION. CATEGORY 3 MODIFICATIONS MAY BE USED IF SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN AND PRE-APPROVED BY PFT OFFICE.

TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)	PFT
ACCOMMODATIONS / MODIFICATIONS	
** Because the STS is a test specifically for English Learners, there are no separate guidelines for administering the STS to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments for additional variations for ALL students, including English learners.	
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	Must have pre-approval from CDE before use.

NOTE: Refer to the California Code of Regulations, Title 5 Education, for each specific program for more details.

TYPE OF DRDP: Code A - IFSP (Continue to receive infant/toddler special education services; transition to preschool; exit special education services)
 Code B - IEP (Continue to receive preschool special education services; transition to transitional kindergarten; transition to kindergarten; exit special education services)

ADAPTATIONS USED WITH THE DRDP ACCESS (MARK THE APPROPRIATE BOX(ES))

Alternative/Alternative Communication System Alternative Mode for Written Language Visual Support Assistive Equipment/Device Functional Positioning Sensory Support Alternative Response Mode

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APPENDIX C: California Alternate Assessment (CAA) Factsheet

CAA Guidance for IEP Teams

California Alternate Assessments for English Language Arts, Mathematics, and Science: Participation Decisions

This document is intended to help guide individualized education program (IEP) teams in determining whether the California Alternate Assessments (CAAs)—alternate assessments based on alternate achievement standards—are the most appropriate assessments for an individual student. The CAAs were developed by the California Department of Education to ensure that all students are able to participate in assessments that are a measure of what they know and can do in relation to the grade-level California Common Core State Standards (CCSS) and the California Next Generation Science Standards (CA NGSS). In addition, the CAAs were developed to be part of a system of curriculum, instructional, and assessment tools such that students with significant cognitive disabilities would be able to participate in content instruction and assessments that are aligned with the CA CCSS. This is accomplished by a linkage between the CA CCSS and Core Content Connectors (CCCs), which are in turn aligned with the CCC and CAA items.

IEP teams must consider a student’s individual characteristics when determining whether a student with a disability should participate in the general assessments, with or without accommodations, or in the alternate assessments. This document outlines steps that an IEP team is to take in determining whether the CAAs are appropriate for a student, including reviewing student records and important information across multiple school years and settings (e.g., school, home, community) and determining whether the student fits all of the criteria for participating in the CAAs as outlined in this document. Additionally, as part of the IEP process, parents must be clearly informed that their child’s achievement is being measured against alternate achievement standards, and of “how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.” While many of the students taking the CAAs are not on a “diploma track,” this “does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma.”

Description of the CAAs

English Language Arts and Mathematics

The CAAs are assessments for English language arts (reading and writing) and mathematics in grades three through eight and grade eleven. They are on-demand assessments of approximately 29 test items that assess approximately 10 to 12 prioritized content targets per grade level, depending on the grade level. These content targets were identified for each grade on the basis of learning progressions and alignment with the grade-level CCSS. These assessments include multiple-choice, constructed-response, and technology enhanced items. Each content target is

assessed by items that have been carefully and intentionally designed to assess a range of ability and performance.

Science

The new CAA for Science test was first piloted in the 2016–17 school year, and is completing a second pilot year in 2017–18. All students enrolled in grades five and eight will be administered the pilot test. All grade twelve students are to take the pilot test; if the student is in grades ten or eleven has finished their last science class, and the LEA elects to administer the assessment at those grade levels, those students may also be assessed. Regardless of the grade level in which the test is taken, students will only take the test once in high school. This new assessment is aligned with the CA NGSS. The Next Generation Science Standards were developed by the States in conjunction with the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners. The CAA for Science represents a new format of assessment for students with the most significant cognitive disabilities. Included with the assessment is a science lesson, which the teacher can deliver when it best fits their instructional calendar. After the lesson is taught, the teacher then conducts the actual assessment, and collects data on individual student performance.

Assessment Administration

English Language Arts and Mathematics

The CAAs for English language arts and mathematics are delivered via computer, with allowances for flexibility in administration (e.g., a student may respond to administrator-presented item stimuli rather than to the item stimuli on the computer). A trained testing examiner familiar with the student (e.g., the student’s teacher) facilitates the administration in a 1:1 setting, presenting items via computer, paper, or manipulatives, as appropriate for the student. Items are administered to the student over the course of one or more testing sessions, as needed for the student to complete a content-area assessment.

The CAAs use a staged approach, meaning that each student receives items that have been determined to be an appropriate level of challenge. Embedded routing tests help determine the items a student encounters.

Science

The CAA for Science is also administered in a 1:1 setting, although the embedded lesson can be taught in a group setting. After the student has participated in instruction of the standard, the teacher then delivers the assessment and collects data on the student’s performance. Overall, there is flexibility built in to the process, allowing the teacher to utilize materials that the student is most comfortable with, and to adjust the administration script to provide the student with a higher level of access, while not changing the standard being measured. After the CAA for Science has

completed its pilot phase, this test will also move to the computerized platform for field and operational testing.

Participation Criteria

IEP teams should use the CAA Participation Decision Worksheet to determine whether a student is eligible to participate in the CAAs. The CAAs for ELA, and math are administered each year to students in grades three through eight and grade eleven whose IEPs determine participation in the alternate assessments, and who meet the required criteria. The CAA for Science is administered in grades five, eight, and once in high school. As reflected in the CAA guidelines, to participate in the CAAs, a student must meet all three of the following criteria:

1. **A student with a significant cognitive disability.** Review of the student’s school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life.
2. **The student is learning content derived from the CA CCSS and CA NGSS.** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.
3. **The student’s need for extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum.** The student:
 - a. Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and
 - b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Participation Descriptions

1. A student with a significant cognitive disability is one whose school records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. IEP teams should be careful to consider...
 - Conceptual skills—language and literacy; money, time, and number concepts; and self-direction.

- Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
- Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

As part of the IEP team decision, did the team also consider...

- community environment typical of the individual’s peers and culture?
 - linguistic diversity?
 - cultural differences in the way people communicate, move, and behavior?
2. The student is learning content derived from the CCSS and/or the CA NGSS. The student’s disability or multiple disabilities affect how the student learns curriculum derived from the CCSS or the CA NGSS. The student is learning content that is derived from the CA CCSS or CA NGSS that appropriately breaks the standards into smaller steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors (CCCs). CCCs were also developed for the CA NGSS standards. A CCC is a representation of the essential “core” content of a given standard. Each CCC was identified by examining learning progressions aligned with the CCSS or CA NGSS to determine the critical content for students with significant cognitive disabilities.
 3. The student’s need for extensive, direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade-level and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The IEP team should consider the following information to determine whether the CAAs are appropriate for an individual student:

- Description of the student’s curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide assessments
- Results of individualized reading assessments
- IEP information, including:

- ❖ Present levels of academic achievement and functional performance, goals, and short-term objectives
- ❖ Circumstances of a student with individualized and substantial communication needs or modes (from multiple data sources)
- ❖ Circumstances of a student who may be learning English as a second or other language (i.e., an English learner), which may interfere with an accurate assessment of his or her academic, social, or adaptive abilities

Some issues, such as those listed below, may affect a student’s learning experience and his or her ability to learn that are not appropriate to consider during the decision-making process for the CAAs. **Do not use the following as criteria for participation/eligibility decisions:**

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. Student identification as an English learner (EL); as above, this is a consideration of how the student’s English fluency may affect their performance – as opposed to their disability
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment

For information about the CAAs, contact the Science and Alternate Assessments Office at 916-445-8765 or by e-mail at: CalALT@cde.ca.gov.

NOTE: The following pages contain an image of the California Alternate Assessment Participation Worksheet template/format offered by the California Department of Education:

California Alternate Assessment Participation Decision Worksheet

To meet the criteria for the California Alternate Assessments, the student must meet all eligibility criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence (check if used)
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.*</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual cognitive ability test</p> <p><input type="checkbox"/> Results of adaptive behavior skills assessment</p> <p><input type="checkbox"/> Results of individually and group-administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of districtwide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments, including English learner (EL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) the California Common Core State Standards (CA CCSS) or the California Next Generation Science Standards (CA NGSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and NGSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials, including work samples from both school and community-based instruction</p> <p><input type="checkbox"/> Teacher-collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students age twelve and older.</p>

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If the IEP team has made the determination that the student is to participate in the CAAs, and all responses above are marked "YES", the student is eligible to participate in the California Alternate Assessments.

IEP Team Statement of Assurance: Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to the CA CCSS or CA NGSS; that the "Considerations NOT to Use in Reviewing Evidence" were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Each of us agrees with the IEP team decision to use the California Alternate Assessment:

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Parent(s)/Guardian: _____ Date: _____

APPENDIX D: Form D/M 68F – ELPAC Matrix

Page 1

Student Name:	DOB:	Date:		
TESTING MATRIX (CAA SPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)				
PURPOSE AND USE: This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11617.6 through 11619.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.				
NON-EMBEDDED	LISTENING	SPEAKING	READING	WRITING
Breaks, including testing over more than one day, between the test contractor-identified test sections	U	U	U	U
Oral clarification of test directions by the test examiner in English	U	U	U	U
Scratch Paper	U	U	U	U
Sufficient time to complete the test	U	U	U	U
Adjustments to setting, including:				
• Audio amplification equipment	D	D	D	D
• Most beneficial time of day	D	D	D	D
• Special lighting or acoustics	D	D	D	D
• Special or adaptive furniture	D	D	D	D
• Testing the student in a separate room provided that the student is directly supervised by an employee of the LEA or nonpublic school (NPS) who has signed the ELPAC Test Security Affidavit	D	D	D	D
Audio or oral presentation of test directions in English	D	D	D	D
Color Overlay	D	D	D	D
Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions	D	D	D	D
Magnification	D	D	D	D
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)	D	D	D	D
Noise buffers	D	D	D	D
Audio or oral presentation of test questions for the writing section of English	Not Applicable	Not Applicable	Not Applicable	A
Braille test materials provided by the test contractor	A	A	A	A
For test questions which assess the domain of writing:				
EMBEDDED SUPPORTS: Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.				
NON-EMBEDDED SUPPORTS: These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.				
UNLISTED RESOURCE(S): These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).				
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Page 2

Student Name:	DOB:	Date:		
TESTING MATRIX (CAA SPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)				
PURPOSE AND USE: This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11617.6 through 11619.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.				
NON-EMBEDDED	LISTENING	SPEAKING	READING	WRITING
• Dictation by the student of responses including all spelling and language conventions to a scribe, audio recorder, or speech-to-text converter	Not Applicable	Not Applicable	Not Applicable	A
• Use of word processing software with the spell and grammar check tools turned off	Not Applicable	Not Applicable	Not Applicable	A
• Presentation of questions using Manually Coded English or ASL	Not Applicable	Not Applicable	Not Applicable	A
Large print versions reformatted from regular print version	A	A	A	A
Responses dictated to a scribe for selected response items, including multiple choice items	A	Not Applicable	A	A
Supervised breaks within a section of the test	A	A	A	A
Test questions enlarged through electronic means	A	A	A	A
Testing at home or in the hospital by a test examiner	A	A	A	A
Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit	A	Not Applicable	A	A
Use of an assistive device that does not interfere with the independent work of the student	Not Applicable	Not Applicable	Not Applicable	A
To obtain approval to use an unlisted resource, an LEA may submit a request to the CDE on behalf of a student with a disability, prior to administering an initial or summative assessment	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use
INSTRUCTIONAL SUPPORTS AND RESOURCES ON ALTERNATE ASSESSMENT(S)				
Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with the supports listed, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.				
UNLISTED RESOURCES				
Unlisted Resources are not universal tools, designated supports, or accommodations. Unlisted Resources shall be made available if specified in the eligible student's IEP or Section 504 plan, and only on approval by the CDE.				
EMBEDDED SUPPORTS: Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.				
NON-EMBEDDED SUPPORTS: These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.				
UNLISTED RESOURCE(S): These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).				
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APPENDIX D: Form D/M 68F – ELPAC Matrix

Page 3

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX (CAASPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

PURPOSE AND USE: This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11817.6 through 11819.8 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

To request the use of an Unlisted Resource, the LEA ELPAC Coordinator or Site ELPAC Coordinator may submit a request to the CDE a minimum of 10 business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an Unlisted Resource that has not previously identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the Unlisted Resource does not compromise the test's security. The CDE shall make a determination of whether the requested Unlisted Resource changes the construct being measured after the testing has been completed.

IDENTIFIED UNLISTED RESOURCES

The CDE has identified non-embedded unlisted resources for the ELPAC that change the construct being assessed. The LEA may contact the ELPAC program office at elpac@cde.ca.gov, or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain(s).

IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED	DOMAINS			
	Listening	Speaking	Reading	Writing
American Sign Language (ASL)	X	X	X	
Bilingual Dictionary	X	X	X	X
English Dictionary	X	X	X	X
Signed Exact English	X	X	X	X
Thesaurus	X	X	X	X
Translations	X	X	X	X
Translated Word Lists	X	X	X	X

EMBEDDED SUPPORTS: Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

NON-EMBEDDED SUPPORTS: These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

UNLISTED RESOURCE(S): These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only as approved by the California Department of Education (CDE).



Chapter 16: State and District Assessment Programs

Legal References

CA Education
Code Sections
51224.5; 51225.3;
56345; 56375-
56376; 60640;
60641(b); 60800;
60850(a)-60851

Title 5 CA Code of
Regulations
850-860; 1041

Last Updated:
9/22/2017

SECTION A	Profiles of State Assessment Programs <u>REVISED/REMOVED TEXT</u>
SECTION B	Guidance for Making Support(s) Decisions
SECTION C	Desired Results Developmental Profile (DRDP)
SECTION D <u>F</u>	Guide to the Accommodation Matrix: California English language Development (CELDT) , and Physical Fitness Testing (PFT) <u>REVISED to remove reference/information to CELDT</u>
SECTION E <u>D</u>	Guide to the Accommodation Matrix: California Assessment of Student Performance and Progress (CAASPP)
SECTION F <u>E</u>	An Overview of Alternate Assessment <u>REVISED TO REMOVE CAPA INFORMATION</u>
<u>SECTION G</u>	<u>Guide to the Accommodations Matrix: English Language Proficiency Assessments of California (ELPAC)</u>
APPENDIX A	CAHSEE Suspension Frequently Asked Questions <u>REMOVED</u>
APPENDIX B <u>A</u>	SELPA form D/M 68 E <u>68F</u> - CAASPP Testing Matrix
APPENDIX C <u>B</u>	SELPA form D/M 68 E <u>68F</u> - CELDT and PFT Testing Matrix
<u>APPENDIX C</u>	<u>CAA Worksheet</u>
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Introduction

All California students are required to participate in a variety of state and districtwide assessments that are designed to assess progress of the students towards established performance goals. The Individuals with Disabilities Education Act (IDEA) 2004 and California Education Code (EC) require the inclusion of students with disabilities in state and districtwide assessment programs with appropriate accommodations being made for the students where necessary. The California approved achievement tests are administered each spring to all students in grades 3-8, and 11. Local Education Agencies (LEAs) utilize the information that is gathered to make decisions regarding how to design and implement instruction for their students.

Section A - Profiles of State Assessment Programs

Testing Accommodations

California Education Code § 56345(a). The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with [state and federal law] and includes the following: (6)(A) A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments; (B) If the individualized education program team determines that the pupil shall take an alternate assessment instead of a particular state or districtwide assessment of pupil achievement, a statement of the following: (i) The reason why the pupil cannot participate in the regular assessment; (ii) The reason why the particular alternate assessment selected is appropriate for the pupil.

Academically Rigorous Content Standards

California Education Code § 60850(a). Existing law requires the Superintendent of Public Instruction, with the approval of the State board of Education, to develop a high school exit examination in English language arts and mathematics in accordance with the statewide academically rigorous content standards adopted by the State Board of Education pursuant to Section 60605. To facilitate the development of the examination, the superintendent shall review any existing high school subject matter examinations that are linked to, or can be aligned with, the statewide academically rigorous content standards for English language arts and mathematics adopted by the State Board of Education. By October 1, 2000, the State Board of Education shall adopt a high school exit examination that is aligned with statewide academically rigorous content standards.

California Assessment of Student Performance and Progress (CAASPP)

California Education Code § 60640 established the California Alternate Assessment of Student Performance and Progress (CAASPP). The CAASPP System, which replaced the Standardized Testing and Reporting (STAR) Program is the new state academic testing program. It is a system intended to provide information that can be used to monitor student progress and ensure that all children leave high school ready for college and career. The CAASPP encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and 11;

- Alternate assessments for English language arts/literacy and mathematics in grades three through eight and 11; and
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through 11 (optional).

California High School Exit Examination (CAHSEE)

~~The goal of the high school exit exam has been to assess the level of competency that students have acquired throughout their participation in high school in preparation for college, the work place, and their communities.~~

~~On October 7, 2015, Senate Bill (SB) No. 172 was signed and enacted into law by the Governor of California. As a result, all students, with and without disabilities are no longer required to participate in and/or pass the California High School Exit Examination (CAHSEE) as a condition of receiving a diploma of graduation or as a condition of graduation from high school for each student completing grade 12, for the 2015-16, 2016-17, and 2017-18 school years. SB 172 suspends the administration of the CAHSEE until July 31, 2018, and requires that the governing board or body of a LEA and the State Department of Education on behalf of state special schools, to grant a diploma of graduation from high school to any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the CAHSEE. SB 172 also requires the Superintendent to convene an advisory panel to make recommendations to the Superintendent of Public Instruction on the continuation of the high school exit examination and on alternative pathways to satisfy the high school graduation requirements pursuant to California Education Code sections 51224.5 and 51225.3. This law will take effect on January 1, 2016, at which time LEAs shall be permitted to issue diplomas to eligible students.~~

~~The IDEA 2004 and the Elementary and Secondary Education Act (ESEA) require that the Individualized Education Program (IEP) or Section 504 plan address how the student will participate in statewide assessments. Students with only Section 504 plans do not have the same procedural protections as students with IEPs. Federal regulations indicate that one way to guarantee a Free Appropriate Public Education (FAPE) under Section 504 is to provide the same procedural protections as required under the IDEA. However, since the rules are not identical, LEA personnel should consult with local counsel when adopting or applying policies regarding statewide assessments. For purposes of and relating to the CAHSEE, Code 15 should be selected and identified as the reason a student will not be participating in the examination.~~

~~For further information about the suspension of the CAHSEE, please refer to the frequently asked questions and answers (Appendix B) about the suspension of the CAHSEE and the implementation of Senate Bill (SB) 172.~~

English Language Proficiency Assessments for California (ELPAC)

~~In 2018, the California Department of Education (CDE) is in the process of replacing replaced the California English Language Development Test (CELDT), which is aligned with the 1999 English Language Development (ELD) Standards, with the English Language Proficiency Assessments for California (ELPAC), which will be is aligned with the 2012 California ELD Standards. The CELDT will continue to be administered until the ELPAC becomes operational.~~

~~Information about the proposed timelines for the transition from the CELDT to the ELPAC, and the brief differences between the CELDT and the ELPAC can be found in Appendix E. For general information regarding the ELPAC, please refer to the CDE website.~~

Federal Requirements - IDEA

As appropriate, the state or LEA - (i) develops guidelines for the participation of students with disabilities in alternate assessments for those students who cannot participate in state and districtwide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

Federal Requirements - Title 1 of the Elementary and Secondary Education Act indicates: Guidance from the Assistant Secretary for Elementary and Secondary Education (April 2000)

For students with disabilities whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what these students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments. Alternate assessments must be valid, reliable, and to the maximum extent appropriate, aligned to state content and performance standards. In addition, states must monitor and collect data from LEAs to ensure the proper use of alternate assessments; they must publicly report the results of alternate assessments; and they must integrate the results of alternate assessments into their accountability systems.

Physical Fitness Test (PFT) Administered at Grade Levels

The SBE designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for children attending California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist children in establishing lifetime habits of regular physical activity.

Pursuant to Education Code § 60800, all LEAs in California are required to administer the PFT annually to all children in grades five, seven, and nine. Children in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These include children who are enrolled in LEAs such as elementary, high, and unified school districts, county offices of education, and charter schools. Charter LEAs must also test all children in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Children who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit (*Education Code § 60800; Title 5 of the California Code of Regulations § 1041*).

The PFT provides information that can be used by 1) students to assess and plan personal fitness programs, 2) teachers to design the curriculum for physical education programs, and 3) parents to understand their child's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

Section B - Guidance for Making Support(s) Decisions

Statewide assessments have the following purpose: 1) to show how much a child has learned, 2) to reveal how successfully a school has educated its students, and 3) to help guide instructional improvement strategies. Since instructional and policy decisions are based on data from standards-based assessments, children with disabilities need to be included to the maximum extent possible. The following guidance offers information about the major assessment programs in California and specific information on how to provide test accommodations when needed.

Section C - Desired Results Developmental Profile (DRDP)

The DRDP is the assessment component of the CDE Desired Results (DR) system. In 2000, the DR system was established within the CDE's Child Development Division (CDD) to improve the quality of programs and services provided to young children, from early infancy through school age, who are enrolled in the thousands of center-based early care and education programs, before and after school programs, and family childcare home education network programs funded by CDD across California. The DRDP assessment is required twice per year for every child in all of these CDD-funded programs. The purpose of the DRDP is to inform and support the curricular decisions and program improvement decisions made by teachers and program staff, and to inform and support the policy decisions made by stakeholders in early childhood at the state and local levels.

DRDP is a system of authentic assessment for individual children. The teacher who knows the child best uses the broad range of DRDP observational protocols to record the specific levels of development that have been observed across multiple domains of development over at least 60 days of interaction with the child. DRDP is assessment that is embedded in program activities. The teacher is not required to set up activities for the purpose of assessment. DRDP includes observation during the developmentally age-appropriate play-based and instructional activities that are typical in high-quality programs and kindergarten classrooms.

Section ~~D~~ F - Guide to the Accommodations Matrix: for the California English Language Development Testing (CELDT) and Physical Fitness Testing (PFT) *section will be moved within the chapter to be in the order designated by its new section number "F"*

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SELPA form D/M ~~68E~~ 68F (Appendix D) was designed to help IEP and 504 teams make informed decisions about accommodations on statewide assessments for the Physical Fitness Test. ~~It is not an exhaustive list of possible accommodations, but it gives an idea of how common accommodations mesh with the constructs of each of the major statewide assessments. Please check the CDE website for regular updates on the testing matrices.~~

Who is eligible for accommodations?

Those accommodations designated as Category 1, may be described as flexibility in administration of the test and do not alter what is measured by the test. These accommodations are available for any student who uses the accommodation regularly for classroom instruction and/or assessment. Accommodations are not only for students receiving special education or 504 services, but these students are the only ones for whom the law requires that accommodations be provided. Even though Category 1 accommodations are available for all students, they should be documented in the IEP or 504 plans for those students with disabilities who need the accommodation to access the test and minimize the effects of their disability.

Accommodations designated as Category 2, are allowed only for students who have them documented in their IEP or 504 plans and are similar to those used by the student or classroom instruction and/or classroom assessment. In general, Category 2 accommodations require a more significant alteration in presentation, timing/scheduling, setting, or response and, in most cases, require more preplanning in order to ensure the availability of needed resources.

Modifications designated as Category 3, fundamentally alter what the test measures. They are available only to students with documentation in their IEP or Section 504 plans. Students who use a modification on any assessment are not included in the participation calculation for Annual Yearly Progress (AYP).

Section ~~E~~ **D** - Guide to the Accommodations Matrix: for the California Assessment of Student Performance and Progress (CAASPP) *section will be moved within the chapter to be in the order designated by its new section number "D"*

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Signed into law on October 2, 2013, Assembly Bill (AB) 484 establishes the CAASPP. The provisions of AB 484 became effective January 1, 2014. The CAASPP system is based on the state's new California Common Core Standards for English language arts (ELA) and mathematics adopted by the State Board of Education (SBE) in 2010. The CAASPP system replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and students and their parents by promoting high quality teaching and learning through the use of a variety of assessment approaches and item responses.

A. Types of Support

- (1) **Embedded Supports** are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.
- (2) **Non-embedded Supports** are available, when provided by the LEA for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

B. Who is eligible?

- (1) **Universal Tools** are available to all students. Students may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test.
- (2) **Designated Supports** are features that are available for use by any student for whom the need has been indicated prior to the assessment, by an educator or group of educators.
- (3) **Accommodations** are available for eligible students if specified in the student's IEP or 504 plan.
- (4) **Unlisted Resource(s)** If an IEP team or Section 504 plan identifies and designates a resource not identified in the CAASPP matrix, the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit, on behalf of the child who has an IEP or Section 504 plan, a request through the Test Operations Management System (TOMS) to the CDE, prior to the administration of a CAASPP achievement test, to allow the use and approval of an Unlisted Resource. The LEA CAASPP Coordinator or the CAASPP Test Site Coordinator shall make the request on behalf of the LEA 10 business days prior to the child's first day of CAASPP testing. The CDE shall respond to the request within four business days from the date of the electronic transmission.

Unlisted Resources are not Universal Tools, Designated Supports, or Accommodations. Unlisted Resources means an instructional support that a child regularly uses in daily

instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. Because an Unlisted Resource has not been identified as a universal tool, designated support, or accommodation, it may or may not change the construction of the assessment.

The use of an Unlisted Resource by a child will not be allowed if the CDE determines its use threatens the security of the test. In addition to determining whether the Unlisted Resource may be used, the CDE will determine whether the Unlisted Resource changes the construct being measured by the CAASPP achievement test. If the CDE determines the Unlisted Resource changes the construct being measured, the Unlisted Resource will not be approved but may still be used by the child and the child will receive an individual score report. The child will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the Charter LEA. If the CDE determines the Unlisted Resource does not change the construct being measured, the Unlisted Resource will be approved and the child will receive an individual score report and will be counted as participating in statewide testing. Refer to Title 5 of the California Code of Regulations § 853.8 for a list of non-embedded Unlisted Resources that have already been determined to change the construct being measured on the CAASPP achievement tests for English language arts (including the components for reading, writing, and listening), mathematics, science, and primary language and will not be approved. The use of an Unlisted Resource must be requested annually by the Charter LEA.

IEP teams should be made aware of the impact of the use of Unlisted Resources pursuant to Title 5 of the California Code of Regulations, but should not allow the impact of the LEA's accountability to outweigh the needs of the child.

Title 5 of the California Code of Regulations § 853.8(d)(1). If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.

Section **F E** - An Overview of Alternate Assessment

IDEA 2004 and similar amendments to California law require the inclusion of students with disabilities in general state and districtwide assessment programs with appropriate accommodations, where necessary. Alternate assessment is required for students with severe disabilities who cannot participate in general larger-scale assessment programs. The law states:

“As appropriate, the State or local educational agency - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and districtwide assessment programs; and (ii) develops and, beginning no later than July 1, 2000, conducts those alternate assessments.”

(d) “Alternate assessments” means any assessments as provided in Education Code section 60640(k) and the test materials developed to measure the level of performance for a pupil with significant cognitive disabilities who is unable to take the consortium summative assessments in English language arts (ELA) and mathematics pursuant to Education Code section 60640(b)(1) or is unable to take an assessment of science pursuant to Education Code section 60640(b)(2), even with resources.

California Alternate Assessments (CAA)

Pursuant to Title 5 of the California Code of Regulations § 850(h), California Alternate Assessments (CAAs) are the alternate assessments and corresponding test materials in ELA and mathematics as provided for in Education Code § 60640(k) for children with significant cognitive disabilities. The CAA is the success alternate assessment for ELA and mathematics as identified in Education Code § 60640(b)(3).

Children in grades three through eight and grade 11 who have an IEP that designates the use of an alternate assessment are eligible to take the CAA in lieu of the Smarter Balanced Summative Assessments for ELA and mathematics. The goal of the CAA is to ensure that children with significant cognitive disabilities attain increasingly higher achievement levels and leave high school ready for academic or career options.

California Alternate Performance Assessment (CAPA) for Science

The CAPA for ELA and mathematics are given in grades three through eight and grade 11. The CAAs have replaced the CAPA for ELA and CAPA for mathematics, which were eliminated in 2015. Only eligible children may participate in the administration of the CAAs. The CAPA for science in grades five, eight, and 10 will continue to be administered during the transition to the state's newly adopted science standards, Next Generation Science Standards (NGSS). The state is currently developing assessments that are aligned with the NGSS. During the transition to new science assessments, children in grades five, eight, and 10 who have a significant cognitive disability are eligible to take the CAPA. The CDE encourages LEAs to work with administrators, teachers, parents, and students to initiate the implementation of the NGSS.

Section G – Guide to the Accommodations Matrix for the English Language Proficiency Assessments for California (ELPAC)

This matrix is used in conjunction with Title 5 of the California Code of Regulations § 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC), to determine the use of resources for individual students. The appropriate use of universal tools, designated support, and/or accommodations on the ELPAC test is restricted to only those identified on the matrix.

- Universal tools are those available to **all** students on the basis of student preference and selection.
- Designated supports are available to **all** students when determined by use by and educator or team of educators (with parent/guardian input, as appropriate) or specified in the student's IEP or 504 Plan.
- Accommodations must be permitted on ELPAC tests to all eligible students if specified in the student's IEP or 504 Plan.

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Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Since ELPAC is a paper-pencil assessment, embedded resources do not apply at this time.

Non-embedded resources are universal tools (U), designated supports (D), or accommodations (A) when provided by the LEA for the ELPAC tests administered via paper-pencil. These supports

are not part of the technology platform for computer-administered tests, and do not change or alter the construct being measured.

Instructional Supports and Resources on Alternative Assessments

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with supports, an alternative assessment will be decided upon by the IEP Team for the domains for which an alternative assessment should be used.

Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 Plan and *only on approval by CDE*. Unlisted resources may be submitted to CDE prior to ten business days before the student’s first day of testing. CDE will reply to the request within four business days.

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Revised Desert/Mountain Charter SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
Chapter 1: Identification and Referral of Individuals for Special Education	<ul style="list-style-type: none"> • Updated Section H to remove references to the California English Language Development Test (CELDT); added language regarding the English Language Proficiency Assessments of California (ELPAC) • Added Section I – Teaching and Assessing California’s English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners <p><i>E.C. § 60640, 60641(b), 60810</i></p>	9/14/18
Chapter 7: Participation in Assessments	<ul style="list-style-type: none"> • Modified Sections A, D, and E to remove references to the California High School Exit Exam (CAHSEE) and to the California English Language Development Test (CELDT); added language regarding the English Language Proficiency Assessments of California (ELPAC) • Add Section F for the English Language Proficiency Assessments of California (ELPAC) • Modified references to SELPA Form 68L testing accommodations for CAASPP/PFT/ELPAC to reference Form 68F; Form 68L was renamed/reordered as part of an approved overhaul/modification to the IEP Form packet (forms 68A – 68P) in June 2018 • Removed Appendix A and reordered existing appendix references <p><i>E.C. § 60640, 60641(b), 60800, 60810</i></p>	9/14/18
Chapter 13: Nonpublic Agency/Nonpublic School Services	<ul style="list-style-type: none"> • Modified to provide that the Charter LEA directly enters into contracts with Nonpublic Agencies/Nonpublic Schools for services to Charter LEA services when no appropriate public education services are available within the Charter LEA • Modified to allow the SELPA Program Manager for Compliance/Nonpublic Schools to annually monitor residential placements under AB 1858 and to act as a liaison between the Charter LEA and the NPS, as needed • Modified Section A to require Charter LEA to develop master contracts for NPS/NPA services directly with CDE certified NPS/NPA providers and encourages the use of the SELPA Master Contract template and ISA template • Modified Section B to add the Charter LEA may seek guidance regarding out-of-statement placements from the Charter SELPA and/or CDE NPS/NPA unit <p><i>EC § 56034, 53035, 56366</i></p>	9/14/18



Chapter 1: Identification and Referral of Individuals for Special Education

SECTION A: CHILD FIND

SECTION B: REFERRAL FOR EVALUATION FOR SPECIAL EDUCATION SERVICE

SECTION C: STUDENT STUDY TEAM (SST)

SECTION D: INDIVIDUALIZED EDUCATION PROGRAM (IEP); PROVISION OF FAPE AND LEAST RESTRICTIVE ENVIRONMENT (LRE)

SECTION E: TRANSFER STUDENTS

SECTION F: EARLY IDENTIFICATION OF LEARNING DISABILITIES

SECTION G: OVERIDENTIFICATION AND DISPROPORTIONALITY

SECTION H: STUDENTS WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

SECTION I: TEACHING AND ASSESSING CALIFORNIA'S ENGLISH LANGUAGE DEVELOPMENT (ELD) AND ENGLISH LANGUAGE ARTS (ELA) STANDARDS FOR ENGLISH LEARNERS

Introduction

The Desert/Mountain Charter Special Education Local Plan Area (SELPA) recognizes the need to actively seek out and evaluate school-age Charter Local Educational Agency (LEA) residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal laws.

Charter schools are currently authorized to serve school-age students (Grades 1-12; *Education Code § 47610(c)*). If at any time the authorization changes, the Charter school would follow all state and federal laws regarding children birth to two and Child Find requirements. Charter schools will assist families and make appropriate referrals for any child they find who would be outside the age or area of responsibility of the Charter schools.

The Charter LEA Chief Executive Officer (CEO) or designee shall implement the designated Charter SELPA process to determine when an individual is eligible for special education services and shall implement the Charter SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment (*Education Code § 56301*). The Charter LEA's process shall prevent the inappropriate disproportionate representation by race and ethnicity of children with disabilities. Note: *The Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code § 1412(a)(3), requires that the Charter LEA's "child find" identification system include identification of children with disabilities resident in the Charter LEA including highly mobile children with disabilities, such as migrant and homeless children.*

Services for a private school student, in accordance with an Individualized Education Program (IEP), must be provided by the Charter LEA at no cost to the parent, unless the Charter LEA makes a Free Appropriate Public Education (FAPE) available to the child and the parent chooses to enroll the child in that private school. If the public school is providing services to the child, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. Title 34 of the Code of Federal Regulations § 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter LEA CEO or designee shall implement the designated Charter SELPA's method whereby parents, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of children with needs that cannot be met with modifications to the general instructional program (*Education Code § 56302*).

For assessment purposes, staff shall use appropriate tests to identify specific information about the child's abilities in accordance with Education Code § 56320.

The Charter LEA CEO or designee shall notify parents in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the Charter SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services (*Education Code § 56301*).

The referral for special education assessment is the first step taken when it is suspected that a child will require special education supports and services to be successful in the educational system. Parents, teachers, agencies, appropriate professionals, and other members of the public can make referrals. Once submitted, the referral initiates timelines that are specified in the Education Code. The purpose of the referral process is to afford the assessment team the opportunity to review the referring party's identified areas of concern, previous attempts in program modification, relevant educational history, and other pertinent information about the child to determine areas in need of assessment.

Section A – Child Find

It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter

LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs.

School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.

California Education Code § 47640. For the purposes of this article, "local educational agency" means a school district as defined in Section 41302.5 or a charter that is deemed a local educational agency pursuant to Section 47641. As used in this article, "local educational agency" also means a charter school that is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations as they relate to local educational agencies.

California Education Code § 47641. (a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.

California Education Code § 56300. A local educational agency shall actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a special education local plan area or a county office of education.

California Education Code § 56301(a). All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Identification and Evaluation of Children Younger than Three

Identification, evaluation, assessment, and instructional planning procedures for children younger than three must conform to Education Code §§ 56425-56432, and the California Early Intervention Services Act Government Code §§ 95000-95029. The California Department of Education (CDE) and LEAs are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services (DDS) and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and LEAs to coordinate family service plans for infants and toddlers and their families. Education Code § 56441.11 sets forth eligibility criteria for preschool children age three to five.

A child age three through five enrolled by his/her parents in a private school or facility that does not meet the state's definition of "elementary school" would not be eligible to be considered for equitable services. However, the state's obligation to make FAPE available to such a child remains. IDEA requires that states make FAPE available to eligible children with disabilities age three through 21 in the state's mandated age range (Title 34 of the Code of Federal Regulations § 300.101). Because many LEAs do not offer public preschool programs, particularly for three and four year olds, LEAs often make FAPE available to eligible preschool children with disabilities in private schools or facilities in accordance with Title 34 of the Code of Federal Regulations §§ 300-145 through 300.147. In these circumstances, there is no requirement that the private school or facility be an "elementary school" under state law.

Title 34 of the Code of Federal Regulations § 300.13. Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law.

Section B – Referral for Evaluation for Special Education Services

A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (Education Code § 56303).

Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP).

California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their

rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (Title 5 of the California Code of Regulations § 3021).

Referrals for special education and related services initiate the process to determine if an assessment is warranted and shall be documented. When a verbal referral is made, staff of the Charter LEA shall offer assistance to the parent or any other individual to make a request in writing. The Charter SELPA shall annually distribute information regarding child find activities to private schools for dissemination to parents.

Parents whose primary language is not English shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. Assistance in providing a written request will be provided as needed. Written referrals in languages other than English will be accepted.

If a parent requests, in writing, an assessment for possible special education services, the Charter LEA will develop an Assessment Plan (D/M 66) and present it to the parent within 15 days. The proposed assessment may include a classroom observation, review of records, informal screening, and/or a referral for a formal evaluation in suspected areas of disability, such as, but not limited to, vision/hearing, speech-language, academic skills, cognition, adaptive behavior, psychological processing skills, or social-emotional-behavioral status. A copy of the Procedural Safeguards/ Parents' Rights (D/M 77) are reviewed and given to the parents at the time the assessment plan is presented. The 15-day period does not include days between the child's regular school session or term or days of school vacation in excess of five school days from the date of receipt of the referral. Charter SELPA forms are available on the website at www.cahelp.org for member Charter LEAs to use upon receipt of a referral for special education assessment (D/M 51 - Identification, Referral, Assessment Log for the IEP Process; D/M 56 - Family Information; D/M 57 - Referral for Special Education; D/M 58 - Educational History and Social Achievement; D/M 59 - Checklist for Student Observation; D/M 63 - Authorization for Use and/or Disclosure of Information; and D/M 79 - Utilized Interventions).

However, an IEP required as a result of an assessment of a child shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each child for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time shall recommence on the date that school days reconvene. A meeting to develop an initial IEP for the child shall be conducted within 30 days of a determination that the child needs special education and related services pursuant to Title 34 of the Code of Federal Regulations § 300.343(2)(b); Education Code § 56344.

The proposed assessment plan shall meet all of the following requirements (Education Code § 56321):

- Be in a language easily understood by the general public;
- Be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible;
- Explain the types of assessment to be conducted;
- State that no IEP will result from the assessment without parental consent.

All initial referrals resulting from child find of children ages three to five shall be processed through the Charter LEA. The informed parental consent for assessment (D/M 66) shall be completed by the person interacting with the parent and forwarded to the appropriate member of the Charter LEA preschool assessment team (i.e., psychologist, nurse, speech-language pathologist).

For a preschool-age child, a member of the Charter LEA preschool assessment team will contact the parent to discuss concerns, or arrange a home visit for observation.

For a school-age child, the referral for special education assessment may include a referral to the Student Study Team (SST) and/or the scheduling of a parent conference to discuss the concerns and possible interventions.

Upon receiving the proposed assessment plan, the parent shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEA. The Charter LEA shall not interpret parental consent for initial assessment as consent for initial placement or initial provision of special education services (*Education Code § 56321; Title 34 of the Code of Federal Regulations § 300.505*). *Note: Education Code § 56321 provides that, if a parent refuses to consent to the initial evaluation, the Charter LEA may pursue an evaluation by utilizing the mediation and due process procedures pursuant to Title 20 of the United States Code § 1415. In the event that an evaluation is not authorized, Title 20 of the United States Code § 1414(a)(1) specifies that the Charter LEA shall not provide special education services and shall not be considered in violation of the requirement to provide FAPE for failure to provide such services. In addition, the Charter LEA is not required to convene an IEP team meeting or to develop an IEP for that child.*

Informed parental consent means that the parent (Title 34 of the Code of Federal Regulations § 300.500):

- Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication;
- Understands and agrees, in writing, to the assessment;
- Understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

If the child is a ward of the state and is not residing with his/her parents, Charter LEAs shall make reasonable efforts to obtain informed consent from the parent as defined in Title 20 of the United

States Code § 1401 for an initial evaluation to determine whether the child is a child with a disability (*Title 20 of the United States Code § 1414(a)(1)*).

The Charter LEA shall not be required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if any of the following situations exist (Education Code § 56301; Title 20 of the United States Code § 1414(a)(1)):

1. Despite reasonable efforts to do so, the Charter LEA cannot discover the whereabouts of the parent of the child;
2. The rights of the parent of the child have been terminated in accordance with California law;
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

As part of the assessment plan, the parent shall receive written notice that (*Education Code § 56329; Title 34 of the Code of Federal Regulations § 300.502*):

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent or his/her representative shall determine whether or not the child is a child with a disability as defined in Education Code § 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent.
2. If the parent disagrees with an assessment obtained by the Charter LEA, the parent has the right to obtain, at public expense, an independent educational assessment of the child from qualified specialists, in accordance with Title 34 of the Code of Federal Regulations § 300.502.

If the Charter LEA observed the child in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a child, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the child's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEA may initiate a due process hearing pursuant to Education Code §§ 56500-56508 to show the assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent maintains the right for an independent educational assessment but not at public expense.

If the parent obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEA with respect to the provision of FAPE, and may be presented as evidence at a due process hearing regarding the child. If the Charter LEA observed the child in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a child, an equivalent opportunity shall apply to an independent educational assessment of the child in the child's

current educational placement and setting, if any, proposed by the Charter LEA, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent proposes a publicly financed placement of the child in a nonpublic school, the Charter LEA shall have an opportunity to observe the proposed placement and, if the child has already been unilaterally placed in the nonpublic school by the parent, the child in the proposed placement. Any such observation shall only be of the child who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code § 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the FAPE of that other student.

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days, not counting days between the child's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent's consent for assessment, unless the parent agrees, in writing, to an extension (Education Code § 56043).

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals (Education Code § 56445).

Section 504

Children may be referred for assessment under Section 504 of the Rehabilitation Act of 1973 by parents, school staff, or agencies. Each Charter LEA has defined written Section 504 procedures to assess and meet the educational needs of general education students who are otherwise disabled due to a physical or mental impairment which substantially limits one or more major life activities.

Section C – Student Study Team (SST)

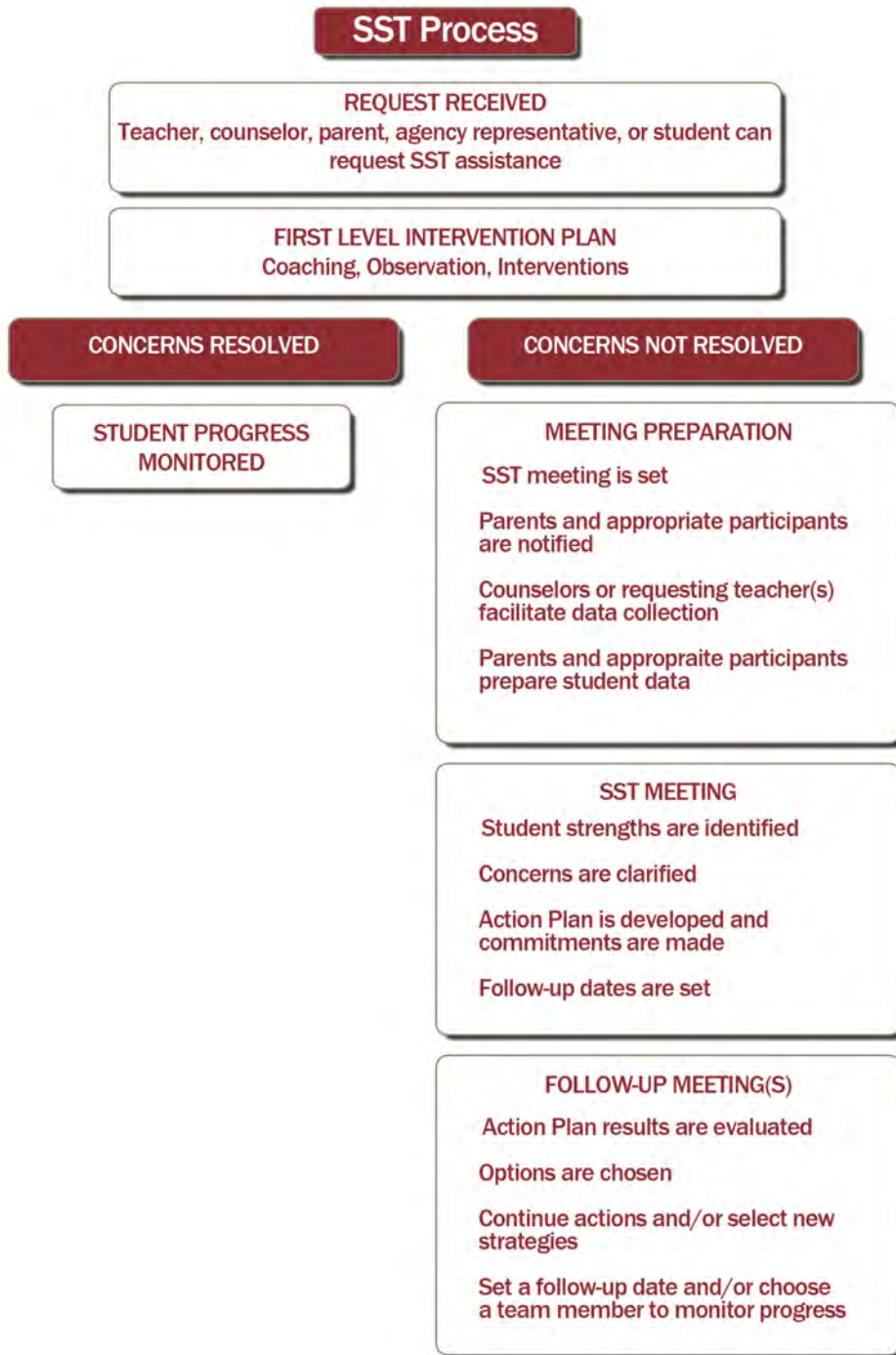
California Education Code § 56303. A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized.

Procedures have been developed in each Charter LEA for the receipt and processing of referrals for special education assessment. In all LEAs, the school site Student Study Team (SST) meets regarding children for whom there are concerns. The team addresses the implementation and level of success of the general education classroom program modifications and available general education resources and programs, including categorical programs. When the SST determines that all possible modifications have been exhausted or the modifications available are not appropriate, the SST or classroom teacher refers the child for an assessment for possible special education

services. The parent is informed and encouraged to be a part of the SST process. Parents are notified if a referral for a special education assessment is made by the team.

The SST is a regularly scheduled, structured meeting of general educators, supported by special educators and other staff as appropriate. Their purpose is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and result in a team action plan to ensure student success. The structure of the SST may be designed to fit the needs of individual school sites. Team membership varies according to the needs of the child, but should include the people that can best support the child and the classroom teacher. The majority of the team membership must be composed of general education teachers and should include the following team members: the child's classroom teacher, an administrator, the parent, the child, an upper grade teacher, and a lower grade teacher. The SST should also serve as a peer support system, so the more teacher participation the greater the benefits. Specialists should be included based on the potential needs of the child, the classroom teacher, and any others providing support to the child.

The following describes the **SST Process**:



The process begins with a request from a teacher, counselor, parent, agency representative, or child that a concern has been identified. Once the request is made, the school’s first-level intervention plan is implemented. It is important to note that a request does not automatically initiate a SST meeting. If the concerns can be resolved without a SST meeting, then the child is monitored for successful progress. If the concerns are not resolved, SST meeting preparation is started. For the

team to have optimum information to work with, the child's teacher should provide essential information about the child to the team. In Section F of this chapter the information provided under Student Record Review offers a format for teachers/counselors to prepare information that would be beneficial to the SST. During the meeting, an effective practice to utilize is a group memory format to assist the team in efficient documentation of ideas generated during the meeting. On the action plan that is developed, a follow-up date should be set to review the progress of the child for whom there are concerns. The action plan should be evaluated at this meeting and determination made if any further follow-up is necessary.

Section D – Individualized Education Program (IEP); Provision of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE)

The Charter LEA shall provide educational alternatives that afford children with disabilities full educational opportunities. Children with disabilities shall receive FAPE and be placed in the least restrictive environment that meets their needs to the extent provided by law.

The Charter LEA CEO or designee shall implement the Charter SELPA approved procedural guide that outlines the appointment of the IEP team; the contents of the IEP; and the development, review, and revision of the IEP.

Note: Education Code § 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent. Education Code § 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code § 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent (*Education Code § 56055*).

Section E – Transfer Students

To facilitate a transfer student's transition, the Charter LEA shall take reasonable steps to promptly obtain the records of a child with a disability transferring into the Charter LEA, including his/her IEP and the supporting documents related to the provision of special education services (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the Charter LEA during the school year from a Charter LEA within the Desert/Mountain Charter SELPA, the Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parent and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325).

If a child with a disability transfers to the Charter LEA during the school year from a California LEA outside of the Desert/Mountain Charter SELPA, the Charter LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the Charter LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*). Immediately upon placement of the child, the case carrier shall be responsible for completing page one of the IEP form (D/M 68A), documenting all relevant information concerning the child and his/her educational program. A signature page (D/M 68K) with the following signatures shall be included on the interim IEP:

- Parent signature, as well as initials agreeing to a 30-day interim placement;
- Administrator or designee signature;
- Case carrier signature.

A copy of the interim IEP is forwarded to the Charter LEA office in order for the child's pertinent information to be entered into the special education database management information system (MIS).

At the 30-day review meeting, all aspects of the IEP need to be reviewed. New goals and objectives can be developed or the previous ones continued if those goals continue to be in accordance with the child's needs. If the previous goals and objectives are accepted, the next annual review date must align with the previous goal review date.

If a child with a disability transfers to the Charter LEA within the Desert/Mountain Charter SELPA during the school year from an out-of-state LEA, the Charter LEA shall provide the child with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the Charter LEA conducts an assessment, if the Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

Section F - Early Identification of Learning Disabilities

California Education Code § 49580. The California Department of Education shall develop the testing programs to be utilized at the kindergarten grade level to determine which pupils have a potential for developing learning disability problems. The testing procedure shall include an overall screening test for learning disabilities and testing for dyslexia. To the extent feasible, the department shall use existing tests and screening instruments in developing the early diagnosis of the learning disabilities testing program. In developing the program, the department shall consult with experts in the areas of learning and reading difficulties, including, but not limited to, neurologists, psychologists, persons working in these areas in postsecondary educational institutions, teachers, school nurses, education consultants, school psychologists, and other persons with appropriate knowledge and experience in the detection and treatment of learning problems and reading difficulties in early grades.

California Education Code § 49582. The California Department of Education shall prescribe guidelines for the early diagnosis of the learning disabilities testing program and pilot project.

Student Record Review

Review the child's educational records with attention to the following:

- Amount and quality of classwork and homework, with work samples provided at the meeting;
- Test data, curriculum-based data, math, reading, language, and spelling levels;
- Indicators of resiliency, ability to handle stress, and emotional intelligence;
- Attendance;
- Hearing and vision screening results, and health issues;
- Behaviors observed in class or on the playground that are of concern;
- Retention or referral to other programs; and
- Contacts with the family.

Be prepared to present specific background information about the child, including strengths, interests, and career potential. The strengths and specific interests that motivate the child are the building blocks for the student success plan. Building on them will help the team be more creative while brainstorming strategies and designing the action plan. Examples of strengths are: good in math; likes to read; enjoys art and music; loves to sing; works well on a computer; writes creatively; did an exceptional science project; wants to please adults; and chosen by classmates as a friend and/or leader.

Identify basic concerns, the behaviors that need intervention, and the desired outcomes. Examples of concerns are: reading or math is below grade level; handwriting is difficult to read; completes only 25% of classwork; does not return homework; distracts others during lessons; does not participate in group discussions; and pushes students during recess. Examples of desired outcomes are: better attendance; increase in reading or math skills; passing competency tests; working well with peer tutor; and ability to follow specific playground rules.

Use the Modifications Checklist to indicate the general education modifications that have been tried.

Section G – Overidentification and Disproportionality

It shall be the policy of the Desert/Mountain Charter SELPA and its member LEAs to prevent inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Title 34 of the Code of Federal Regulations § 300.173. Overidentification and disproportionality. The State must have in effect, consistent with the purposes of this part and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in section 300.8.

The Charter LEA shall, with Charter SELPA assistance, monitor student trends with the intent of averting inappropriate, disproportionate representation of racially, ethnically, linguistically, and culturally diverse students (by race and ethnicity of children with disabilities). The Charter SELPA shall provide the following assistance:

- Student trend data pertinent to the disproportionate calculation as reported through the California Special Education Management Information System (CASEMIS) to the California Department of Education (CDE);
- Provide up-to-date training and information provided to the Charter SELPA by the CDE;
- Continue to inform Charter LEAs concerning responsibilities related to the potential transfer of local assistance funds to reduce disproportionality under the Early Intervening requirement of IDEA.

The CDE has in effect, consistent with the purposes of IDEA and with Section 618(d), policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in Section 602(3).

Section H – Students who are Culturally and Linguistically Diverse

Children who are culturally and linguistically diverse have four initial areas of consideration for their school program. First, the language of instruction is considered. According to the IDEA 2004, some children will need special education, which could include related speech and language services. While language diversity may be one of the most frequently discussed topics concerning academic achievement, it is important for an IEP team to consider and document the effect of a child being a second-language learner on his or her ability to make progress in the general education curriculum.

To choose the language of instruction, the IEP team must consider where on the continuum of language acquisition the child assesses for both the primary language and English. The Speech-Language Pathologist (SLP) is consulted to interpret the child's pragmatic and socialization aspects of language, which include eye contact, facial expression, nonverbal messages, and tone. These assessment data are used to determine if errors are made because of a lack of exposure to the curriculum and if exposure has been adequate to master the primary language. A determination is made as to whether the child is struggling with second-language learning or has one or more disabilities that impact learning progress.

Questions developed by Ortiz and Garcia (1988) guide the IEP team through this decision process:

1. What is the child's dominant language in various settings?
2. What is the child's level of proficiency in both the primary language and English for social and academic language?
3. What are the styles of verbal interaction used in the primary language and English?
4. How much exposure has the child had to verbal interactions in English?
5. What is the source of exposure to each language (family, peers, TV, book reading, etc.)?
6. Are the child's language behaviors characteristic of other second-language learners?
7. What types of language intervention has the child already had and what is the duration and outcome of those interventions?

For further information, refer to Education Code §§ 313 and 420 - 421.

The second area of consideration for English Learners (ELs) is for authorization of the teacher to provide instruction. The Bilingual, Cross-cultural, Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) certification is required for teaching English language development. The Specially Designed Academic Instruction in English (SDAIE) authorization is required to teach English language development and content for the core subjects in the primary language. Contact your Charter LEA office to verify appropriate certification for teachers of children who are English Learners and who are receiving the core curriculum in English and for those children who are English Learners, but are learning core curriculum in their primary language.

Another consideration is the use of interpreters and translators. It is noted that *interpretation* is for oral language, while *translation* refers to written language. Using an interpreter or translator is a method of choice when the pathologist who is assigned to provide therapy is not fluent enough to provide therapy in both languages. Guidance is provided for service delivery in a resource titled Working Successfully with Interpreters and Translators in Speech-Language Pathology and Audiology, written by Langdon and Cheng.

Children with accents and dialects may be referred for special education services, speech services, or viewed as low achievers. Current efforts by the American Speech and Hearing Association (ASHA), consider these referrals misguided. The organization is attempting to avoid these potential discriminatory actions. An accent is defined as a phonetic trait from a primary language that is carried over to the way a second language is spoken. The level of pronouncement of an accent on the second language depends upon the age and circumstances under which the second language was acquired. A dialect is defined as differences that make one English speaker's speech different from another. Dialects have distinguishing characteristics, which may include: phonology, morphology, semantics, syntax, or pragmatics.

Dialects and accents are considered language variations that are accepted differences in speech (Cole, 1983). A determination by the IEP team to provide special education services must be grounded on what children who are culturally and linguistically diverse need to be successful based on academic standards, not on accent or dialect differences.

The fourth and final consideration, working with families, is one that shows respect and increases the possibility of carry-over from school interventions to the home setting. In addition to cohesive planning during the IEP process, family literacy programs supported by the Charter LEA have been especially meaningful for those who are culturally and linguistically diverse.

The information for this section is attributed to Barbara J. Moore-Brown and Judy K. Montgomery. Their book, Making a Difference for America's Children, Speech-Language Pathologists in Public Schools, 2001, is available from Thinking Publications.

In referring culturally and linguistically diverse children for special education services, care must be taken to determine whether learning, language-speech, and/or behavior problems demonstrated by the child indicate a disability or, instead, manifest cultural, experiential, and/or socio-linguistic differences.

A. All English Learners (ELs) in special education programs must,

- Receive an English Language Development (ELD) curriculum approved by the Charter LEA;
- All academic IEP goals for ELs must be linguistically/culturally appropriate;
- ELD standards are aligned with the Common Core standards and should be used when writing goals for ELs.

Please refer to the following documents posted on the Desert//Mountain Charter SELPA website for in-depth information regarding special education assessment, IEP development, and re-classification criteria: English Language Proficiency Assessments for California (ELPAC) on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/>

B. In General: Child Find/Pre-Referral Activities

It is especially important for the SST to determine whether accommodations and supports in the general education curriculum or in the manner in which instruction is provided may assist the child in overcoming their learning, language-speech, and/or behavioral problems. The child's teacher and SST should gather the following information about the child to help make this determination:

- Background;
- Culture and language;
- Acculturation level;
- Socio-linguistic development; and
- Data showing the child's response to the school and classroom environment when accommodations and supports are provided.

C. Cultural and Linguistic Interventions

Interventions to help resolve difficulties that arise from differences in cultural and linguistic background or from difficulties with the schooling process might include:

- Cross-cultural counseling and
- Peer support groups.

D. Socio-Linguistic Interventions

Interventions to help resolve difficulties that arise from differences in socio-linguistic development might include:

- Instruction in English language development;
- Bilingual assistance;
- Native language development; and
- Assistance in developing basic interpersonal communication skills.

E. In General: English Learners Receiving Special Education Services

(1) IEP Team Membership

- (a) At least one of the Charter LEA IEP team members must have a credential or certification to teach ELs. That person must indicate, next to their signature on the IEP, which credential or certification they possess (e.g., Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language and Academic Development (CLAD), etc.).
- (b) If the parent has limited English skills, an interpreter must be present at the IEP meeting.

The interpreter must sign the IEP; however, the interpreter is not a participating member of the team. The interpreter's role is only to interpret.

(2) Present Levels of Performance

In addition to previously discussed information:

- (a) Identify the language proficiency assessment instrument(s) used and interpret the results (English Language Proficiency Assessments or California (ELPAC));
- (b) Use the assessment results to indicate the child's instructional program (Biliteracy, Sheltered, Mainstream English Immersion, ELD, etc.) and language of instruction; and
- (c) Identify who will provide the ELD instruction guideline: If the child is removed from English instruction for special education services, that teacher/specialist is the ELD teacher.

(3) Goals/Objectives

The following rubric should be considered for each goal and objective to ensure that it meets the definition of being culturally and linguistically appropriate:

- (a) States specifically in what language the particular goal and objective will be accomplished;
- (b) Is appropriate to the child's level of linguistic development and proficiency in that language;
- (c) Consistent with the known developmental structure of that language; and
- (d) Provides cultural relevance in the curricular framework.

Refer to the document English Language Proficiency Assessments for CA – CalEdFacts on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp> for more information.

F. Instructional Program Options

The following is a list of the instructional programs that are offered for students who are EL:

(1) Biliteracy

- (a) For Spanish speaking children at the emerging, early expanding, and bridging level;
- (b) Children who are grouped for instruction in full classroom configuration. The focus is in developing proficiency in both English and Spanish. The instructional emphasis is on ELD and initial access to core curriculum. There is an increase of English as the language of instruction over time; and
- (c) Classes must be taught by a teacher with a BCLAD credential or equivalent certification.

(2) Structured English Immersion with Spanish Instructional Support

- (a) For Spanish speaking children at the emerging, early expanding, and bridging level;
- (b) Children are grouped for instruction in full classroom configuration. The focus is on developing proficiency in English through ELD and Specially Designed Academic Instruction delivered in English (SDAIE), using Spanish as an instructional support; and
- (c) Classes must be taught by a teacher with a BCLAD credential or equivalent certification.

(3) Structured English Immersion – Sheltered

- (a) For children at the emerging, early expanding, and bridging level;

- (b) Classes may be comprised of speakers of many languages. Children are grouped for instruction in full classroom configuration. Children may also be grouped in clusters (about 1/3 English Learners) by English language proficiency. The focus is on developing proficiency in English through ELD and SDAIE strategies; and
 - (c) Classes must be taught by a teacher with a CLAD credential or equivalent certification.
- (4) Mainstream English Cluster
- (a) For children in the early advanced to advanced proficiency level;
 - (b) Classes are designed for children who have a good working knowledge of English. The children are clustered, approximately 1/3 English Learners within a grade level classroom. Instructional emphasis is on high level ELD and grade-level core curriculum using SDAIE strategies; and
 - (c) Classes must be taught by a teacher with a CLAD credential or equivalent certification.

Section I – Teaching and Assessing California’s English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners

A document provided by West Ed, Northern California Comprehensive Assistance Center, 2000, reformats the State of California’s English Language Arts (ELA) standards with those for English Language Development (ELD). The intent is for English Language students to acquire the standards established for language development to become proficient with the English Language Arts skills for reading, writing, listening and speaking. It is further proposed that one document could be provided to cluster standards from both ELA and ELD requirements with a single assessment. The assessment instrument would be helpful to identify students who are English learners, to provide information for instructional decisions, and to determine when reclassification is appropriate.

This paradigm shift promotes current thinking for competent language proficiency for all students. Rather than using language arts standards from an earlier grade level, the ELD standards follow a research-based progression from beginning to advanced language skills, and provide intermediate skills that ELD students need. Additionally the shift for future development is away from isolated use of ELD instruments toward the use of assessments representative of ELA standards.

English Language Proficiency Assessments for California (ELPAC)

School districts in California are required under federal and state laws to administer the ELPAC to determine English proficiency to students in kindergarten through grade twelve, whose primary language is not English. Students with exceptional needs who cannot take the entire ELPAC or a section of the test may be tested with special assistance and/or take alternate tests. All assistance

or alternate tests must be documented in the student’s IEP or Section 504 plan. The purpose of the ELPAC is to determine how well each student tested can listen, speak, read, and write English. ELPAC scores should be used annually in developing educational needs and appropriate goals in order to determine the level of assistance needed and to ensure the student’s placement in an appropriate program.

A Map for Teaching and Assessing ELD and ELA Standards for English Learners

A map developed by West Ed, Northern California Comprehensive Assistance Center matches the standards for English Learner Development and for Language Arts Development in seven strands. Additionally it is divided into the academic areas of reading, writing, listening and speaking. They are available by grade span, (K-2, 3-5, 6-8, 9-10, and 11-12). A model that is generic for all grade level follows:

ELD Standards Alignment with ELA Standards

Reading

<u><i>ELD Reading</i></u>	<u><i>ELA Reading</i></u>
Word Analysis, Fluency and Systematic Vocabulary Development	Word Analysis, Fluency and Systematic Vocabulary Development
Reading Comprehension	Reading Comprehension, Expository Critique (grade 5 and up)
Literacy Response and Analysis	Literary Response and Analysis

Writing

<u><i>ELD Writing</i></u>	<u><i>ELA Writing</i></u>
Strategies and Applications	Strategies, Applications
Conventions	Written (and Oral) English Language Conventions

Listening and Speaking

<u><i>ELD Listening and Speaking</i></u>	<u><i>ELA Listening and Speaking</i></u>
Strategies and Applications	(Written and) Oral English Language Conventions



Chapter 1: Identification & Referral of Individuals for Special Education

Legal References

CA Education Code
313; 420-421;
47610(c); 47640;
47641; 49580; 49582;
56026; 56043; 56055;
56300-56303; 56320;
56321; 56325; 56329;
56344; 56425-56432;
56441.11; 56445;
56500-56508

Title 5, CA Code of
Regulations
3021

Title 34, Code of
Federal Regulations
300.13; 300.101;
300.145-300.147;
300.173; 300.323;
300.343; 300.451;
300.500; 300.502

Title 20 USC
1412(a)(3); 1414;
1415; 6368 NCLB

Government Code
95000-95029

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SECTION B	Referral for Evaluation for Special Education Services
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Introduction

The Desert/Mountain Charter Special Education Local Plan Area (SELPA) recognizes the need to actively seek out and evaluate school-age Charter Local Educational Agency (LEA) residents who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal laws.

Charter schools are currently authorized to serve school-age students (Grades 1-12; *Education Code § 47610(c)*). If at any time the authorization changes, the Charter school would follow all state and federal laws regarding children birth to two and Child Find requirements. Charter schools will assist families and make appropriate referrals for any child they find who would be outside the age or area of responsibility of the Charter schools.

The Charter LEA Chief Executive Officer (CEO) or designee shall implement the designated Charter SELPA process to determine when an individual is eligible for special education services and shall implement the Charter SELPA procedures for special education program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment (*Education Code § 56301*). The Charter LEA's process shall prevent the inappropriate disproportionate representation by race and ethnicity of children with disabilities. Note: *The Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code § 1412(a)(3)*, requires that the Charter LEA's "child find" identification system include identification of children with disabilities resident in the Charter LEA including highly mobile children with disabilities, such as migrant and homeless children.

Services for a private school student, in accordance with an Individualized Education Program (IEP), must be provided by the Charter LEA at no cost to the parent, unless the Charter LEA makes a Free Appropriate Public Education (FAPE) available to the child and the parent chooses to enroll the child in that private school. If the public school is providing services to the child, these services may be provided on the premises of the private school, including a parochial school, to the extent consistent with other provisions of law. Title 34 of the Code of Federal Regulations § 300.451 requires the Charter LEA to consult with appropriate representatives for private school students on how to carry out the "child find" requirement.

The Charter LEA CEO or designee shall implement the designated Charter SELPA's method whereby parents, teachers, appropriate professionals, and others may refer an individual for assessment for special education services. Identification procedures shall be coordinated with school site procedures for referral of children with needs that cannot be met with modifications to the general instructional program (*Education Code § 56302*).

For assessment purposes, staff shall use appropriate tests to identify specific information about the child's abilities in accordance with Education Code § 56320.

The Charter LEA CEO or designee shall notify parents in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the Charter SELPA's procedures for initiating a referral for assessment to identify individuals who need special education services (*Education Code § 56301*).

The referral for special education assessment is the first step taken when it is suspected that a child will require special education supports and services to be successful in the educational system. Parents, teachers, agencies, appropriate professionals, and other members of the public can make referrals. Once submitted, the referral initiates timelines that are specified in the Education Code. The purpose of the

referral process is to afford the assessment team the opportunity to review the referring party's identified areas of concern, previous attempts in program modification, relevant educational history, and other pertinent information about the child to determine areas in need of assessment.

Section A – Child Find

It is the policy of the Charter SELPA that children with disabilities age six through 21 be actively sought and identified by the public schools. The child find process includes a section of the Charter LEA's annual notice to all parents that references the referral of children with disabilities. All children with disabilities and their parents are guaranteed their procedural safeguards with regard to identification, assessment, and placement in special education programs.

School personnel, parents, outside agencies working with the child, guardians and/or surrogate parents who show legal documentation of educational rights may all serve as sources of referral for a child for possible identification as a child with a disability. Such identification procedures shall be coordinated with school site and Charter LEA procedures for referral of children with needs that cannot be met with modification of the general education instructional program.

California Education Code § 47640. *For the purposes of this article, "local educational agency" means a school district as defined in Section 41302.5 or a charter that is deemed a local educational agency pursuant to Section 47641. As used in this article, "local educational agency" also means a charter school that is responsible for complying with all provisions of the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and implementing regulations as they relate to local educational agencies.*

California Education Code § 47641. *(a) A charter school that includes in its petition for establishment or renewal, or that otherwise provides, verifiable, written assurances that the charter school will participate as a local educational agency in a special education plan approved by the State Board of Education shall be deemed a local educational agency for the purposes of compliance with federal law (Individuals with Disabilities Education Act; 20 U.S.C. Sec. 1400 et seq.) and for eligibility for federal and state special education funds. A charter school that is deemed a local educational agency for the purposes of special education pursuant to this article shall be permitted to participate in an approved special education local plan that is consistent with subdivision (a), (b), or (c) of Section 56195.1.*

California Education Code § 56300. *A local educational agency shall actively and systematically seek out all individuals with exceptional needs, from birth to 21 years of age, inclusive, including children not enrolled in public school programs, who reside in a school district or are under the jurisdiction of a special education local plan area or a county office of education.*

California Education Code § 56301(a). *All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private, including religious, elementary and secondary schools, regardless of the severity of their disabilities, and who are in need of special education and related services, shall be identified, located, and assessed and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.*

Identification and Evaluation of Children Younger than Three

Identification, evaluation, assessment, and instructional planning procedures for children younger than three must conform to Education Code §§ 56425-56432, and the California Early Intervention Services Act Government Code §§ 95000-95029. The California Department of Education (CDE) and LEAs are responsible for providing early intervention services to infants and toddlers who have visual, hearing, or severe orthopedic impairment; the Department of Developmental Services (DDS) and its regional centers must provide services to all other eligible children in this age group. The law also requires regional centers and LEAs to coordinate family service plans for infants and toddlers and their families. Education Code § 56441.11 sets forth eligibility criteria for preschool children age three to five.

A child age three through five enrolled by his/her parents in a private school or facility that does not meet the state's definition of "elementary school" would not be eligible to be considered for equitable services. However, the state's obligation to make FAPE available to such a child remains. IDEA requires that states make FAPE available to eligible children with disabilities age three through 21 in the state's mandated age range (*Title 34 of the Code of Federal Regulations § 300.101*). Because many LEAs do not offer public preschool programs, particularly for three and four year olds, LEAs often make FAPE available to eligible preschool children with disabilities in private schools or facilities in accordance with Title 34 of the Code of Federal Regulations §§ 300-145 through 300.147. In these circumstances, there is no requirement that the private school or facility be an "elementary school" under state law.

Title 34 of the Code of Federal Regulations § 300.13. Elementary school means a nonprofit institutional day or residential school, including a public elementary charter school that provides elementary education, as determined under State law.

Section B – Referral for Evaluation for Special Education Services

A child shall be referred for special education instruction and services only after the resources of the general education program have been considered and used where appropriate (*Education Code § 56303*).

Education Code § 56329, provides that, when making a determination of eligibility for special education and related services, Charter LEAs shall not determine that a child is a child with a disability if the primary factor for such determination is a lack of appropriate instruction in reading, including the essential components of reading instruction pursuant to Title 20 of the United States Code § 6368 of the No Child Left Behind Act, lack of instruction in math, or limited English proficiency (LEP).

California Education Code § 56301(d)(1). Each special education local plan area shall establish written policies and procedures pursuant to Section 56205 for use by its constituent local agencies for a continuous child find system that addresses the relationships among identification, screening, referral, assessment, planning, implementation, review, and the triennial assessment. The policies and procedures shall include, but need not be limited to, written notification of all parents of their rights under this chapter, and the procedure for initiating a referral for assessment to identify individuals with exceptional needs.

All referrals for special education and related services from school staff shall include a brief reason for the referral and description of the general education program resources that were considered and/or modified for use with the child, and their effect (*Title 5 of the California Code of Regulations § 3021*).

Referrals for special education and related services initiate the process to determine if an assessment is warranted and shall be documented. When a verbal referral is made, staff of the Charter LEA shall offer assistance to the parent or any other individual to make a request in writing. The Charter SELPA shall annually distribute information regarding child find activities to private schools for dissemination to parents.

Parents whose primary language is not English shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. Assistance in providing a written request will be provided as needed. Written referrals in languages other than English will be accepted.

If a parent requests, in writing, an assessment for possible special education services, the Charter LEA will develop an Assessment Plan (D/M 66) and present it to the parent within 15 days. The proposed assessment may include a classroom observation, review of records, informal screening, and/or a referral for a formal evaluation in suspected areas of disability, such as, but not limited to, vision/hearing, speech-language, academic skills, cognition, adaptive behavior, psychological processing skills, or social-emotional-behavioral status. A copy of the Procedural Safeguards/ Parents' Rights (D/M 77) are reviewed and given to the parents at the time the assessment plan is presented. The 15-day period does not include days between the child's regular school session or term or days of school vacation in excess of five school days from the date of receipt of the referral. Charter SELPA forms are available on the website at www.cahelp.org for member Charter LEAs to use upon receipt of a referral for special education assessment (D/M 51 - Identification, Referral, Assessment Log for the IEP Process; D/M 56 - Family Information; D/M 57 - Referral for Special Education; D/M 58 - Educational History and Social Achievement; D/M 59 - Checklist for Student Observation; D/M 63 - Authorization for Use and/or Disclosure of Information; and D/M 79 - Utilized Interventions).

However, an IEP required as a result of an assessment of a child shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each Charter LEA's school calendar for each child for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time shall recommence on the date that school days reconvene. A meeting to develop an initial IEP for the child shall be conducted within 30 days of a determination that the child needs special education and related services pursuant to Title 34 of the Code of Federal Regulations § 300.343(2)(b); Education Code § 56344.

The proposed assessment plan shall meet all of the following requirements (*Education Code § 56321*):

- Be in a language easily understood by the general public;
- Be provided in the native language of the parent or other mode of communication used by the parent unless it is clearly not feasible;
- Explain the types of assessment to be conducted;
- State that no IEP will result from the assessment without parental consent.

All initial referrals resulting from child find of children ages three to five shall be processed through the Charter LEA. The informed parental consent for assessment (D/M 66) shall be completed by the person interacting with the parent and forwarded to the appropriate member of the Charter LEA preschool assessment team (i.e., psychologist, nurse, speech-language pathologist).

For a preschool-age child, a member of the Charter LEA preschool assessment team will contact the parent to discuss concerns, or arrange a home visit for observation.

For a school-age child, the referral for special education assessment may include a referral to the Student Study Team (SST) and/or the scheduling of a parent conference to discuss the concerns and possible interventions.

Upon receiving the proposed assessment plan, the parent shall have at least 15 days to decide whether or not to consent to the initial assessment. The assessment may begin as soon as informed parental consent is received by the respective Charter LEA. The Charter LEA shall not interpret parental consent for initial assessment as consent for initial placement or initial provision of special education services (*Education Code § 56321; Title 34 of the Code of Federal Regulations § 300.505*). Note: *Education Code § 56321 provides that, if a parent refuses to consent to the initial evaluation, the Charter LEA may pursue an evaluation by utilizing the mediation and due process procedures pursuant to Title 20 of the United States Code § 1415. In the event that an evaluation is not authorized, Title 20 of the United States Code § 1414(a)(1) specifies that the Charter LEA shall not provide special education services and shall not be considered in violation of the requirement to provide FAPE for failure to provide such services. In addition, the Charter LEA is not required to convene an IEP team meeting or to develop an IEP for that child.*

Informed parental consent means that the parent (*Title 34 of the Code of Federal Regulations § 300.500*):

- Has been fully informed of all information relevant to the activity for which consent is sought, in his/her native language or other mode of communication;
- Understands and agrees, in writing, to the assessment;
- Understands that the granting of consent is voluntary on his/her part and may be revoked at any time.

If the child is a ward of the state and is not residing with his/her parents, Charter LEAs shall make reasonable efforts to obtain informed consent from the parent as defined in Title 20 of the United States Code § 1401 for an initial evaluation to determine whether the child is a child with a disability (*Title 20 of the United States Code § 1414(a)(1)*).

The Charter LEA shall not be required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if any of the following situations exist (*Education Code § 56301; Title 20 of the United States Code § 1414(a)(1)*):

1. Despite reasonable efforts to do so, the Charter LEA cannot discover the whereabouts of the parent of the child;
2. The rights of the parent of the child have been terminated in accordance with California law;
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with California law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

As part of the assessment plan, the parent shall receive written notice that (*Education Code § 56329; Title 34 of the Code of Federal Regulations § 300.502*):

1. Upon completion of the administration of tests and other assessment materials, an IEP team meeting that includes the parent or his/her representative shall determine whether or not the child

is a child with a disability as defined in Education Code § 56026 and shall discuss the assessment, the educational recommendations, and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility shall be given to the parent.

2. If the parent disagrees with an assessment obtained by the Charter LEA, the parent has the right to obtain, at public expense, an independent educational assessment of the child from qualified specialists, in accordance with Title 34 of the Code of Federal Regulations § 300.502.

If the Charter LEA observed the child in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a child, an equivalent opportunity shall apply to the independent educational assessment. This equivalent opportunity shall apply to the child's current placement and setting as well as observation of the Charter LEA's proposed placement and setting, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

3. The Charter LEA may initiate a due process hearing pursuant to Education Code §§ 56500-56508 to show the assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent maintains the right for an independent educational assessment but not at public expense.

If the parent obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the Charter LEA with respect to the provision of FAPE, and may be presented as evidence at a due process hearing regarding the child. If the Charter LEA observed the child in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a child, an equivalent opportunity shall apply to an independent educational assessment of the child in the child's current educational placement and setting, if any, proposed by the Charter LEA, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing.

4. If a parent proposes a publicly financed placement of the child in a nonpublic school, the Charter LEA shall have an opportunity to observe the proposed placement and, if the child has already been unilaterally placed in the nonpublic school by the parent, the child in the proposed placement. Any such observation shall only be of the child who is the subject of the observation and may not include the observation or assessment of any other student in the proposed placement unless that student's parent consents to the observation or assessment. The results of any observation or assessment of another student in violation of Education Code § 56329(d) shall be inadmissible in any due process or judicial proceeding regarding the FAPE of that other student.

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 days, not counting days between the child's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of the receipt of the parent's consent for assessment, unless the parent agrees, in writing, to an extension (*Education Code § 56043*).

Before entering kindergarten or first grade, children with disabilities who are in a preschool program shall be reassessed to determine if they still need special education and services. IEP teams shall identify a means of monitoring the continued success of children who are determined to be eligible for less intensive special education programs to ensure that gains made are not lost by a rapid removal of individualized programs and supports for these individuals (*Education Code § 56445*).

Section 504

Children may be referred for assessment under Section 504 of the Rehabilitation Act of 1973 by parents, school staff, or agencies. Each Charter LEA has defined written Section 504 procedures to assess and meet the educational needs of general education students who are otherwise disabled due to a physical or mental impairment which substantially limits one or more major life activities.

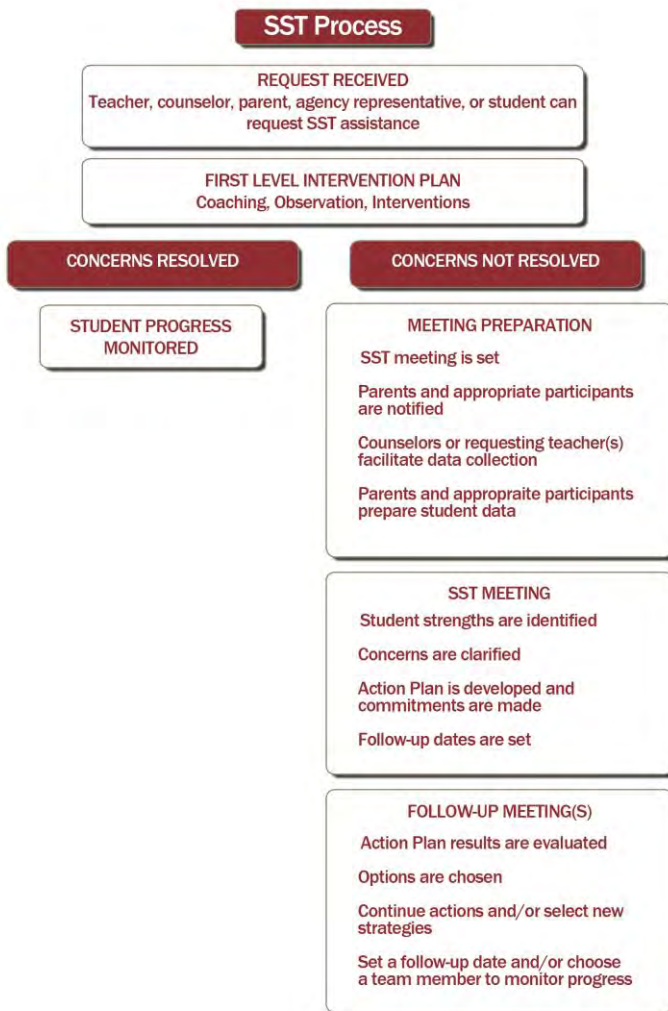
Section C – Student Study Team (SST)

California Education Code § 56303. 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.

Procedures have been developed in each Charter LEA for the receipt and processing of referrals for special education assessment. In all LEAs, the school site Student Study Team (SST) meets regarding children for whom there are concerns. The team addresses the implementation and level of success of the general education classroom program modifications and available general education resources and programs, including categorical programs. When the SST determines that all possible modifications have been exhausted or the modifications available are not appropriate, the SST or classroom teacher refers the child for an assessment for possible special education services. The parent is informed and encouraged to be a part of the SST process. Parents are notified if a referral for a special education assessment is made by the team.

The SST is a regularly scheduled, structured meeting of general educators, supported by special educators and other staff as appropriate. Their purpose is to provide an effective support system in general education that will generate effective interventions for children who are experiencing challenges in learning or behavior difficulties at school. The SST process is designed to meet the needs of all children and result in a team action plan to ensure student success. The structure of the SST may be designed to fit the needs of individual school sites. Team membership varies according to the needs of the child, but should include the people that can best support the child and the classroom teacher. The majority of the team membership must be composed of general education teachers and should include the following team members: the child's classroom teacher, an administrator, the parent, the child, an upper grade teacher, and a lower grade teacher. The SST should also serve as a peer support system, so the more teacher participation the greater the benefits. Specialists should be included based on the potential needs of the child, the classroom teacher, and any others providing support to the child.

The following describes the flow of the **SST Process**:



The process begins with a request from a teacher, counselor, parent, agency representative, or child that a concern has been identified. Once the request is made, the school's first-level intervention plan is implemented. It is important to note that a request does not automatically initiate a SST meeting. If the concerns can be resolved without a SST meeting, then the child is monitored for successful progress. If the concerns are not resolved, SST meeting preparation is started. For the team to have optimum information to work with, the child's teacher should provide essential information about the child to the team. In Section F of this chapter the information provided under Student Record Review offers a format for teachers/counselors to prepare information that would be beneficial to the SST. During the meeting, an effective practice to utilize is a group memory format to assist the team in efficient documentation of ideas generated during the meeting. On the action plan that is developed, a follow-up date should be set to review the progress of the child for whom there are concerns. The action plan should be evaluated at this meeting and determination made if any further follow-up is necessary.

Section D – Individualized Education Program (IEP); Provision of Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE)

The Charter LEA shall provide educational alternatives that afford children with disabilities full educational opportunities. Children with disabilities shall receive FAPE and be placed in the least restrictive environment that meets their needs to the extent provided by law.

The Charter LEA CEO or designee shall implement the Charter SELPA approved procedural guide that outlines the appointment of the IEP team; the contents of the IEP; and the development, review, and revision of the IEP.

Note: Education Code § 56055 provides that a foster parent, to the extent permitted by federal law, shall have the same rights relative to his/her foster child's education as a parent. Education Code § 56055 clarifies that this right applies only when the juvenile court has limited the right of a parent to make educational decisions on behalf of his/her child and the child has been placed in a planned permanent living arrangement. Education Code § 56055 defines "foster parent" as a licensed person, relative caretaker, or non-relative extended family member.

To the extent permitted by federal law, a foster parent shall have the same rights relative to his/her foster child's IEP as a parent (*Education Code § 56055*).

Section E – Transfer Students

To facilitate a transfer student's transition, the Charter LEA shall take reasonable steps to promptly obtain the records of a child with a disability transferring into the Charter LEA, including his/her IEP and the supporting documents related to the provision of special education services (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

If a child with a disability transfers to the Charter LEA during the school year from a Charter LEA within the Desert/Mountain Charter SELPA, the Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parent and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

If a child with a disability transfers to the Charter LEA during the school year from a California LEA outside of the Desert/Mountain Charter SELPA, the Charter LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the Charter LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*). Immediately upon placement of the child, the case carrier shall be responsible for completing page one of the IEP form (D/M 68A), documenting all relevant information concerning the child and his/her educational program. A signature page (D/M ~~68G~~68K) with the following signatures shall be included on the interim IEP:

- Parent signature, as well as initials agreeing to a 30-day interim placement;
- Administrator or designee signature;
- Case carrier signature.

A copy of the interim IEP is forwarded to the Charter LEA office in order for the child's pertinent information to be entered into the special education database management information system (MIS).

At the 30-day review meeting, all aspects of the IEP need to be reviewed. New goals and objectives can be developed or the previous ones continued if those goals continue to be in accordance with the child's needs. If the previous goals and objectives are accepted, the next annual review date must align with the previous goal review date.

If a child with a disability transfers to the Charter LEA within the Desert/Mountain Charter SELPA during the school year from an out-of-state LEA, the Charter LEA shall provide the child with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the Charter LEA conducts an assessment, if the Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

Section F - Early Identification of Learning Disabilities

California Education Code § 49580. The California Department of Education shall develop the testing programs to be utilized at the kindergarten grade level to determine which pupils have a potential for developing learning disability problems. The testing procedure shall include an overall screening test for learning disabilities and testing for dyslexia. To the extent feasible, the department shall use existing tests and screening instruments in developing the early diagnosis of the learning disabilities testing program. In developing the program, the department shall consult with experts in the areas of learning and reading difficulties, including, but not limited to, neurologists, psychologists, persons working in these areas in postsecondary educational institutions, teachers, school nurses, education consultants, school psychologists, and other persons with appropriate knowledge and experience in the detection and treatment of learning problems and reading difficulties in early grades.

California Education Code § 49582. The California Department of Education shall prescribe guidelines for the early diagnosis of the learning disabilities testing program and pilot project.

Student Record Review

Review the child's educational records with attention to the following:

- Amount and quality of classwork and homework, with work samples provided at the meeting;
- Test data, curriculum-based data, math, reading, language, and spelling levels;
- Indicators of resiliency, ability to handle stress, and emotional intelligence;
- Attendance;
- Hearing and vision screening results, and health issues;
- Behaviors observed in class or on the playground that are of concern;
- Retention or referral to other programs; and
- Contacts with the family.

Be prepared to present specific background information about the child, including strengths, interests, and career potential. The strengths and specific interests that motivate the child are the building blocks for the student success plan. Building on them will help the team be more creative while brainstorming strategies and designing the action plan. Examples of strengths are: good in math; likes to read; enjoys art and music; loves to sing; works well on a computer; writes creatively; did an exceptional science project; wants to please adults; and chosen by classmates as a friend and/or leader.

Identify basic concerns, the behaviors that need intervention, and the desired outcomes. Examples of concerns are: reading or math is below grade level; handwriting is difficult to read; completes only 25% of classwork; does not return homework; distracts others during lessons; does not participate in group discussions; and pushes students during recess. Examples of desired outcomes are: better attendance; increase in reading or math skills; passing competency tests; working well with peer tutor; and ability to follow specific playground rules.

Use the Modifications Checklist to indicate the general education modifications that have been tried.

Section G – Overidentification and Disproportionality

It shall be the policy of the Desert/Mountain Charter SELPA and its member LEAs to prevent inappropriate disproportionate representation by race and ethnicity of students with disabilities.

Title 34 of the Code of Federal Regulations § 300.173. Overidentification and disproportionality. The State must have in effect, consistent with the purposes of this part and with section 618(d) of the Act, policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in section 300.8.

The Charter LEA shall, with Charter SELPA assistance, monitor student trends with the intent of averting inappropriate, disproportionate representation of racially, ethnically, linguistically, and culturally diverse students (by race and ethnicity of children with disabilities). The Charter SELPA shall provide the following assistance:

- Student trend data pertinent to the disproportionate calculation as reported through the California Special Education Management Information System (CASEMIS) to the California Department of Education (CDE);
- Provide up-to-date training and information provided to the Charter SELPA by the CDE;
- Continue to inform Charter LEAs concerning responsibilities related to the potential transfer of local assistance funds to reduce disproportionality under the Early Intervening requirement of IDEA.

The CDE has in effect, consistent with the purposes of IDEA and with Section 618(d), policies and procedures designed to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment described in Section 602(3).

Section H – Students who are Culturally and Linguistically Diverse

Children who are culturally and linguistically diverse have four initial areas of consideration for their school program. First, the language of instruction is considered. According to the IDEA 2004, some children will need special education, which could include related speech and language services. While language diversity may be one of the most frequently discussed topics concerning academic achievement, it is important for an IEP team to consider and document the effect of a child being a second-language learner on his or her ability to make progress in the general education curriculum.

To choose the language of instruction, the IEP team must consider where on the continuum of language acquisition the child assesses for both the primary language and English. The Speech-Language Pathologist (SLP) is consulted to interpret the child's pragmatic and socialization aspects of language, which include eye contact, facial expression, nonverbal messages, and tone. These assessment data are used to determine if errors are made because of a lack of exposure to the curriculum and if exposure has been adequate to master the primary language. A determination is made as to whether the child is struggling with second-language learning or has one or more disabilities that impact learning progress.

Questions developed by Ortiz and Garcia (1988) guide the IEP team through this decision process:

1. What is the child's dominant language in various settings?

2. What is the child's level of proficiency in both the primary language and English for social and academic language?
3. What are the styles of verbal interaction used in the primary language and English?
4. How much exposure has the child had to verbal interactions in English?
5. What is the source of exposure to each language (family, peers, TV, book reading, etc.)?
6. Are the child's language behaviors characteristic of other second-language learners?
7. What types of language intervention has the child already had and what is the duration and outcome of those interventions?

For further information, refer to Education Code §§ 313 and 420 - 421.

The second area of consideration for English Learners (ELs) is for authorization of the teacher to provide instruction. The Bilingual, Cross-cultural, Language and Academic Development (BCLAD) and Cross-cultural, Language and Academic Development (CLAD) certification is required for teaching English language development. The Specially Designed Academic Instruction in English (SDAIE) authorization is required to teach English language development and content for the core subjects in the primary language. Contact your Charter LEA office to verify appropriate certification for teachers of children who are English Learners and who are receiving the core curriculum in English and for those children who are English Learners, but are learning core curriculum in their primary language.

Another consideration is the use of interpreters and translators. It is noted that *interpretation* is for oral language, while *translation* refers to written language. Using an interpreter or translator is a method of choice when the pathologist who is assigned to provide therapy is not fluent enough to provide therapy in both languages. Guidance is provided for service delivery in a resource titled [Working Successfully with Interpreters and Translators in Speech-Language Pathology and Audiology](#), written by Langdon and Cheng.

Children with accents and dialects may be referred for special education services, speech services, or viewed as low achievers. Current efforts by the American Speech and Hearing Association (ASHA), consider these referrals misguided. The organization is attempting to avoid these potential discriminatory actions. An accent is defined as a phonetic trait from a primary language that is carried over to the way a second language is spoken. The level of pronouncement of an accent on the second language depends upon the age and circumstances under which the second language was acquired. A dialect is defined as differences that make one English speaker's speech different from another. Dialects have distinguishing characteristics, which may include: phonology, morphology, semantics, syntax, or pragmatics.

Dialects and accents are considered language variations that are accepted differences in speech (Cole, 1983). A determination by the IEP team to provide special education services must be grounded on what children who are culturally and linguistically diverse need to be successful based on academic standards, not on accent or dialect differences.

The fourth and final consideration, working with families, is one that shows respect and increases the possibility of carry-over from school interventions to the home setting. In addition to cohesive planning during the IEP process, family literacy programs supported by the Charter LEA have been especially meaningful for those who are culturally and linguistically diverse.

The information for this section is attributed to Barbara J. Moore-Brown and Judy K. Montgomery. Their book, Making a Difference for America's Children. Speech-Language Pathologists in Public Schools, 2001, is available from Thinking Publications.

In referring culturally and linguistically diverse children for special education services, care must be taken to determine whether learning, language-speech, and/or behavior problems demonstrated by the child indicate a disability or, instead, manifest cultural, experiential, and/or socio-linguistic differences.

A. All English Learners (ELs) in special education programs must,

- Receive an English Language Development (ELD) curriculum approved by the Charter LEA;
- All academic IEP goals for ELs must be linguistically/culturally appropriate;
- ELD standards are aligned with the Common Core standards and should be used when writing goals for ELs.

Please refer to the following documents posted on the Desert/Mountain Charter SELPA website for in-depth information regarding special education assessment, IEP development, and re-classification criteria: California English Language Development Test (CELDT) 2015-16 Information Guide on the CDE website at <http://www.cde.ca.gov/ta/tg/el/documents/celdt1516guide.pdf>, English Language Proficiency Assessments for California (ELPAC) on the CDE website at <https://www.cde.ca.gov/ta/tg/ep/>

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B. In General: Child Find/Pre-Referral Activities

It is especially important for the SST to determine whether accommodations and supports in the general education curriculum or in the manner in which instruction is provided may assist the child in overcoming their learning, language-speech, and/or behavioral problems. The child's teacher and SST should gather the following information about the child to help make this determination:

- Background;
- Culture and language;
- Acculturation level;
- Socio-linguistic development; and
- Data showing the child's response to the school and classroom environment when accommodations and supports are provided.

C. Cultural & Linguistic Interventions

Interventions to help resolve difficulties that arise from differences in cultural and linguistic background or from difficulties with the schooling process might include:

- Cross-cultural counseling and
- Peer support groups.

D. Socio-Linguistic Interventions

Interventions to help resolve difficulties that arise from differences in socio-linguistic development might include:

- Instruction in English language development;
- Bilingual assistance;
- Native language development; and
- Assistance in developing basic interpersonal communication skills.

E. In General: English Learners Receiving Special Education Services

(1) IEP Team Membership

(a) At least one of the Charter LEA IEP team members must have a credential or certification to teach ELs. That person must indicate, next to their signature on the IEP, which credential or certification they possess (e.g., Bilingual Cross-cultural Language and Academic Development (BCLAD) or Cross-cultural Language and Academic Development (CLAD), etc.).

(b) If the parent has limited English skills, an interpreter must be present at the IEP meeting.

The interpreter must sign the IEP; however, the interpreter is **not** a participating member of the team. The interpreter's role is only to interpret.

(2) Present Levels of Performance

In addition to previously discussed information:

(a) Identify the language proficiency assessment instrument(s) used and interpret the results (~~California English Language Development Test (CELDT)~~ English Language Proficiency Assessments for California (ELPAC));

(b) Use the assessment results to indicate the child's instructional program (Biliteracy, Sheltered, Mainstream English Immersion, ELD, etc.) and language of instruction; and

(c) Identify who will provide the ELD instruction guideline: If the child is removed from English instruction for special education services, that teacher/specialist is the ELD teacher.

(3) Goals/Objectives

The following rubric should be considered for each goal and objective to ensure that it meets the definition of being culturally and linguistically appropriate:

(a) States specifically in what language the particular goal and objective will be accomplished;

(b) Is appropriate to the child's level of linguistic development and proficiency in that language;

(c) Consistent with the known developmental structure of that language; and

(d) Provides cultural relevance in the curricular framework.

Refer to the document ~~California English Language Development Test (CELDT) 2015-16 Information Guide~~ on the CDE website at <http://www.cde.ca.gov/ta/tg/el/documents/celdt1516guide.pdf> for in-depth instruction in writing linguistically appropriate goals. California English Language

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[Proficiency Assessments for CA – CalEdFacts at https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp](https://www.cde.ca.gov/ta/tg/ep/cefelpac.asp)
for more information.

F. Instructional Program Options

The following is a list of the instructional programs that are offered for students who are EL:

(1) Biliteracy

- (a) For Spanish speaking children at the emerging, early expanding, and bridging level;
- (b) Children who are grouped for instruction in full classroom configuration. The focus is in developing proficiency in both English and Spanish. The instructional emphasis is on ELD and initial access to core curriculum. There is an increase of English as the language of instruction over time; and
- (c) Classes must be taught by a teacher with a BCLAD credential or equivalent certification.

(2) Structured English Immersion with Spanish Instructional Support

- (a) For Spanish speaking children at the emerging, early expanding, and bridging level;
- (b) Children are grouped for instruction in full classroom configuration. The focus is on developing proficiency in English through ELD and Specially Designed Academic Instruction delivered in English (SDAIE), using Spanish as an instructional support; and
- (c) Classes must be taught by a teacher with a BCLAD credential or equivalent certification.

(3) Structured English Immersion – Sheltered

- (a) For children at the emerging, early expanding, and bridging level;
- (b) Classes may be comprised of speakers of many languages. Children are grouped for instruction in full classroom configuration. Children may also be grouped in clusters (about 1/3 English Learners) by English language proficiency. The focus is on developing proficiency in English through ELD and SDAIE strategies; and
- (c) Classes must be taught by a teacher with a CLAD credential or equivalent certification.

(4) Mainstream English Cluster

- (a) For children in the early advanced to advanced proficiency level;
- (b) Classes are designed for children who have a good working knowledge of English. The children are clustered, approximately 1/3 English Learners within a grade level classroom. Instructional emphasis is on high level ELD and grade-level core curriculum using SDAIE strategies; and
- (c) Classes must be taught by a teacher with a CLAD credential or equivalent certification.

Section I – Teaching and Assessing California’s English Language Development (ELD) and English Language Arts (ELA) Standards for English Learners

A document provided by West Ed, Northern California Comprehensive Assistance Center, 2000, reformats the State of California’s English Language Arts (ELA) standards with those for English Language Development (ELD). The intent is for English Language students to acquire the standards established for language development to become proficient with the English Language Arts skills for reading, writing, listening and speaking. It is further proposed that one document could be provided to cluster standards from both ELA and ELD requirements with a single assessment. The assessment instrument would be helpful to identify students who are English learners, to provide information for instructional decisions, and to determine when reclassification is appropriate.

This paradigm shift promotes current thinking for competent language proficiency for all students. Rather than using language arts standards from an earlier grade level, the ELD standards follow a research-based progression from beginning to advanced language skills, and provide intermediate skills that ELD students need. Additionally the shift for future development is away from isolated use of ELD instruments toward the use of assessments representative of ELA standards.

English Language Proficiency Assessments for California (ELPAC)

School districts in California are required under federal and state laws to administer the ELPAC to determine English proficiency to students in kindergarten through grade twelve, whose primary language is not English. Students with exceptional needs who cannot take the entire ELPAC or a section of the test may be tested with special assistance and/or take alternate tests. All assistance or alternate tests must be documented in the student’s IEP or Section 504 plan. The purpose of the ELPAC is to determine how well each student tested can listen, speak, read, and write English. ELPAC scores should be used annually in developing educational needs and appropriate goals in order to determine the level of assistance needed and to ensure the student’s placement in an appropriate program.

A Map for Teaching and Assessing ELD and ELA Standards for English Learners

A map developed by West Ed, Northern California Comprehensive Assistance Center matches the standards for English Learner Development and for Language Arts Development in seven strands. Additionally it is divided into the academic areas of reading, writing, listening and speaking. They are available by grade span, (K-2, 3-5, 6-8, 9-10, and 11-12). A model that is generic for all grade level follows:

ELD Standards Alignment with ELA Standards

Reading

<u>ELD Reading</u>	<u>ELA Reading</u>
<u>Word Analysis, Fluency and Systematic Vocabulary Development</u>	<u>Word Analysis, Fluency and Systematic Vocabulary Development</u>
<u>Reading Comprehension</u>	<u>Reading Comprehension, Expository Critique (grade 5 and up)</u>

<u>Literacy Response and Analysis</u>	<u>Literacy Response and Analysis</u>
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Writing

<u><i>ELD Writing</i></u>	<u><i>ELA Writing</i></u>
<u>Strategies and Applications</u>	<u>Strategies, Applications</u>
<u>Conventions</u>	<u>Written (and Oral) English Language Conventions</u>

Listening and Speaking

<u><i>ELD Listening and Speaking</i></u>	<u><i>ELA Listening and Speaking</i></u>
<u>Strategies and Applications</u>	<u>(Written and) Oral English Language Conventions</u>

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Chapter 7: Participation in Assessments

SECTION A: PROFILES OF STATE ASSESSMENT PROGRAMS

SECTION B: GUIDANCE FOR MAKING SUPPORT(S) DECISIONS

SECTION C: GUIDE TO ACCOMMODATION MATRIX: CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

SECTION D: GUIDE TO THE ACCOMMODATION MATRIX: PHYSICAL FITNESS TEST

SECTION E: GUIDE TO THE ACCOMMODATION MATRIX: ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS OF CALIFORNIA (ELPAC)

SECTION F: OVERVIEW OF ALTERNATE ASSESSMENT

APPENDIX A: SELPA FORM D/M 68F – CAASPP TESTING MATRIX

APPENDIX B: SELPA FORM D/M 68F – PFT TESTING MATRIX

APPENDIX C: SELPA FORM D/M 68F – SELPA FORM D/M 68F – ELPAC TESTING MATRIX

APPENDIX D: CAA WORKSHEET

Introduction

It shall be the policy of the Desert/Mountain Charter Special Education Local Plan Area (SELPA) that all children with disabilities shall participate in state and districtwide assessment programs. The Individualized Education Program (IEP) team determines how a child with a disability will access assessments with or without supports, or access alternate assessments, consistent with state standards governing such determinations.

The Charter Local Education Agency (LEA) shall administer mandatory student assessments as required by law and in accordance with Charter SELPA policy and administrative regulations.

The Charter LEAs within the Charter SELPA are committed to all children having access to state and/or Charter LEA assessments. Through the IEP process each child's strengths and weaknesses will be evaluated to determine areas of educational need.

Each Charter LEA will follow and implement the California State Board of Education (SBE) policies and administrative regulations related to assessment, data collection, and waiver processes.

The Charter SELPA forms include an assessment plan (D/M 66) as well as statements related to statewide assessment.

Children with disabilities shall be tested with the designated state assessments unless their IEP specifically identifies that the child will be tested with an alternate assessment. The IEP team will determine which assessment will be most appropriate for each child based on guidance provided by the California Department of Education (CDE).

A child shall be permitted to take assessments with the supports as identified in his/her IEP or Section 504 plan. These supports must be in compliance with the current “Testing Variations, Accommodations, and Modifications Matrix” provided by the CDE.

School personnel have a responsibility to ensure that children with disabilities have appropriate accommodations and/or modifications to meet their individual needs, and allow access to all state and Charter LEA assessments.

Section A – Profile of State Assessment Programs

Testing Accommodations

California Education Code § 56345(a). The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following: ... (6)(A) A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments consistent with Section 1412(a)(16)(A) of Title 20 of the United States Code. (B) If the individualized education program team determines that the pupil shall take an alternate assessment instead of a particular state or districtwide assessment of pupil achievement, a statement of the following: (i) The reason why the pupil cannot participate in the regular assessment; (ii) The reason why the particular alternate assessment selected is appropriate for the pupil.

Academically Rigorous Content Standards

California Education Code § 60850(a). The Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop a high school exit examination in English language arts and mathematics in accordance with the statewide academically rigorous content standards adopted by the State Board of Education pursuant to Section 60605. To facilitate the development of the examination, the superintendent shall review any existing high school subject

matter examinations that are linked to, or can be aligned with, the statewide academically rigorous content standards for English language arts and mathematics adopted by the State Board of Education. By October 1, 2000, the State Board of Education shall adopt a high school exit examination that is aligned with statewide academically rigorous content standards.

California Assessment of Student Performance and Progress (CAASPP)

Education Code § 60640 established the California Assessment of Student Performance and Progress (CAASPP). The CAASPP System, which replaced the Standardized Testing and Report (STAR) Program, is the new state academic testing program. It is a system intended to provide information that can be used to monitor student progress and ensure that all children leave high school ready for college and career. The CAASPP encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and 11;
- Alternate Assessments for English language arts/literacy and mathematics in grades three through eight and 11; and
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through 11 (optional).

English Language Proficiency Assessments for California (ELPAC)

In 2018, the CDE replaced the California English Language Development Test (CELDT), which is aligned with the 1999 English Language Development (ELD) Standards, with the English Language Proficiency Assessments for California (ELPAC), which are aligned with the 2012 California ELD Standards.

Federal Requirements – IDEA

As appropriate, the state or LEA - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in state and districtwide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

Federal Requirements - Title 1 of the Elementary and Secondary Education Act indicates: Guidance from the Assistant Secretary for Elementary and Secondary Education (April 2000)

For children with disabilities whose IEP or Section 504 placement teams have determined that the state assessments would not appropriately show what a child knows or is able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments. Alternate assessments must be valid, reliable, and to the maximum extent appropriate, aligned to state content and performance standards. In addition, states must monitor and collect data from Charter LEAs to ensure the proper use of alternate assessments. Charter LEAs must publicly report the results of alternate assessments; they must integrate the results of alternate assessments into their accountability systems.

Physical Fitness Test (PFT) Administered at Grade Levels

The SBE designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for children attending California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist children in establishing lifetime habits of regular physical activity.

Pursuant to Education Code § 60800, all LEAs in California are required to administer the PFT annually to all children in grades five, seven, and nine. Children in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These include children who are enrolled in LEAs such as elementary, high, and unified school districts, county offices of education, and charter schools. Charter LEAs must also test all children in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Children who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit (Education Code § 60800; Title 5 of the California Code of Regulations § 1041).

The PFT provides information that can be used by 1) students to assess and plan personal fitness programs, 2) teachers to design the curriculum for physical education programs, and 3) parents to understand their child's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

Section B - Guidance for Making Support(s) Decisions

Statewide assessments have the following purpose: 1) to show how much a child has learned, 2) to reveal how successfully a school has educated its children, and 3) to help guide instructional improvement strategies. Since instructional and policy decisions are based on data from standards-based assessments, children with disabilities need to be included to the maximum extent possible. The following guidance offers information about the major assessment programs in California and specific information on how to provide test accommodations when needed.

Section C – Guide to the Accommodations Matrix: California Assessment of Student Performance and Progress (CAASPP)

Signed into law on October 2, 2013, Assembly Bill 484 establishes the CAASPP System. The provisions of AB 484 became effective January 1, 2014. The CAASPP System is based on the state's new Common Core Standards for English language arts (ELA) and mathematics adopted by the SBE in 2010. The CAASPP System replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and children and their parents by promoting high quality teaching and learning through the use of a variety of assessment approaches and item responses.

A. Types of Support

- (1) **Embedded Supports** are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured;
- (2) **Non-embedded Supports** are available, when provided by the Charter LEA for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

B. Who is Eligible

- (1) **Universal Tools** are available to all children. Children may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test;
- (2) **Designated Supports** are features that are available for use by any child for whom the need has been indicated prior to the assessment, by an educator or group of educators;
- (3) **Accommodations** are available for eligible children if specified in their IEP or Section 504 plan; and
- (4) **Unlisted Resources:** If an IEP team or Section 504 plan identifies and designates a resource not identified in the CAASPP matrix, the Charter LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit, on behalf of a child who has an IEP or Section 504 plan, a request through the Test Operations Management System (TOMS) to the CDE, prior to the administration of a CASPP achievement test, to allow the use and approval of an Unlisted Resource. The Charter LEA CAASPP Coordinator or the CAASPP Test Site Coordinator shall make the request on behalf of the Charter LEA 10 business days prior to the child's first day of CAASPP testing. The CDE shall respond to the request within four business days from the date of the electronic transmission.

Unlisted Resources are not Universal Tools, Designated Supports, or Accommodations. Unlisted Resources means an instructional support that a child regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. Because an Unlisted Resource has not been identified as a universal tool, designated support, or accommodation, it may or may not change the construction of the assessment.

The use of an Unlisted Resource by a child will not be allowed if the CDE determines its use threatens the security of the test. In addition to determining whether the Unlisted Resource may be used, the CDE will determine whether the Unlisted Resource changes the construct being measured by the CAASPP achievement test. If the CDE determines the Unlisted Resource changes the

construct being measured, the Unlisted Resource will not be approved but may still be used by the child and the child will receive an individual score report. The child will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the Charter LEA. If the CDE determines the Unlisted Resource does not change the construct being measured, the Unlisted Resource will be approved and the child will receive an individual score report and will be counted as participating in statewide testing. Refer to Title 5 of the California Code of Regulations § 853.8 for a list of non-embedded Unlisted Resources that have already been determined to change the construct being measured on the CAASPP achievement tests for English language arts (including the components for reading, writing, and listening), mathematics, science, and primary language and will not be approved. The use of an Unlisted Resource must be requested annually by the Charter LEA.

IEP teams should be made aware of the impact of the use of Unlisted Resources pursuant to Title 5 of the California Code of Regulations, but should not allow the impact of the LEA's accountability to outweigh the needs of the child.

***Title 5 of the California Code of Regulations § 853.8(d)(1).** If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.*

Section D – Overview of the Alternate Assessment

The Individuals with Disabilities Education Act (IDEA) 2004 and similar amendments to California law require the inclusion of children with disabilities in general state and districtwide assessment programs with appropriate supports, where necessary. An alternate assessment is required for children with severe disabilities who cannot participate in general larger-scale assessment programs. The law states:

“As appropriate, the State or local educational agency - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district wide assessment programs; and (ii) develops and, beginning no later than July 1, 2000, conducts those alternate assessments.”

(d) “Alternate assessments” means any assessments as provided in Education Code section 60640(k) and the test materials developed to measure the level of performance for a pupil with significant cognitive disabilities who is unable to take the consortium summative assessments in English language arts (ELA) and mathematics pursuant to Education Code section 60640(b)(1) or is unable to take an assessment of science pursuant to Education Code section 60640(b)(2), even with resources.

California Alternate Assessments (CAA)

Pursuant to Title 5 of the California Code of Regulations § 850(h), California Alternate Assessments (CAAs) are the alternate assessments and corresponding test materials in ELA and mathematics as provided for in Education Code § 60640(k) for children with significant cognitive disabilities. The CAA is the success alternate assessment for ELA and mathematics as identified in Education Code § 60640(b)(3).

Children in grades three through eight and grade 11 who have an IEP that designates the use of an alternate assessment are eligible to take the CAA in lieu of the Smarter Balanced Summative Assessments for ELA and mathematics. The goal of the CAA is to ensure that children with significant cognitive disabilities attain increasingly higher achievement levels and leave high school ready for academic or career options.

Section E – Guide to the Accommodations Matrix: Physical Fitness Test (PFT)

Charter SELPA form D/M 68F (Appendix B) was designed to help IEP and Section 504 teams make informed decisions about supports on the Physical Fitness Test.

Who is eligible for accommodations?

Those accommodations designated as Category 1, may be described as flexibility in administration of the test and do not alter what is measured by the test. These accommodations are available for any child who uses the accommodation regularly for classroom instruction and/or assessment. Accommodations are not only for the child receiving special education or Section 504 services, but these children are the only ones for whom the law requires accommodations be provided. Even though Category 1 accommodations are available for all children, they should be documented in the IEP or Section 504 plan for those children with disabilities who need the accommodation to access the test and minimize the effects of their disability.

Accommodations designated as Category 2 are allowed only for children who have them documented in their IEP or Section 504 plan and are similar to those used by the child for classroom instruction and/or classroom assessment. In general, Category 2 accommodations require a more significant alteration in presentation, timing/scheduling, setting, or response and, in most cases, require more preplanning in order to ensure the availability of needed resources.

Modifications designated as Category 3, fundamentally alter what the test measures. They are available only to children with documentation on their IEP or Section 504 plan. Children who use a modification on any assessment are not included in the participation calculation for Annual Yearly Progress (AYP).

Section F – Guide to the Accommodations Matrix for the English Language Proficiency Assessments for California (ELPAC)

This matrix is used in conjunction with Title 5 of the California Code of Regulations § 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC), to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC test is restricted to only those identified on the matrix.

- **Universal tools** are those available to **all** students on the basis of student preference and selection.
- **Designated supports** are available to **all** students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s IEP or 504 Plan.
- **Accommodations** must be permitted on ELPAC tests to **all** eligible students if specified in the student’s IEP or 504 Plan.

Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Since ELPAC is a paper-pencil assessment, embedded resources do not apply at this time.

Non-embedded resources are universal tools (U), designated supports (D), or accommodations (A) when provided by the LEA for the ELPAC tests administered via paper-pencil. These supports are not part of the technology platform for computer-administered tests, and do not change or alter the construct being measured.

Instructional Supports and Resources on Alternative Assessments

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with supports, an alternative assessment will be decided upon by the IEP Team for the domains for which an alternative assessment should be used.

Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 Plan and only on approval by CDE. Unlisted resources may be submitted to CDE prior to ten business days before the student’s first day of testing. CDE will reply to the request within four business days.

APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 1

Student Name:		DOB:		Date:			
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)							
PURPOSE AND USE: This document should be used in conjunction with the Student Exemption Criteria and Exemption, Accessibility, and Accommodation Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 891 through 899 of the California Assessment of Student Performance and Progress (CAASPP) regulations to determine the use of resources for individual students. This document lists embedded supports, universal tools, and accommodations for CAASPP tests in selected areas from identified in this document.							
PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2015 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
American Sign Language (ASL) (Does not apply to CAA)	-	-	A	A	A	-	-
*Audio Transcript (includes braille transcript)	-	-	A	-	A	-	-
Braille (Does not apply to CAA)	A	A	A	A	A	-	-
Breaks	U	U	U	U	U	-	-
Calculator	-	-	-	U (Grades 6-8 & 11, for specific items)	U (Four-function calculator for Grade 5, scientific calculator for Grade 6 and HS)	-	-
Closed Captioning (Does not apply to CAA)	-	-	A	-	A	-	-
Color Contrast	D	D	D	D	D	-	-
Digital Notepad	U	U	U	U	U	-	-
English Dictionary	U	U (For ELA full write performance tests, not short responses)	-	-	-	-	-
English Glossary	U	U	U	U	U	-	-
Expandable Items	U	U	U	U	U	-	-
Expandable Passages	U	U	U	U	U	-	-
Global Notes	-	U (For ELA full write performance tests, not short responses)	-	-	-	-	-
Highlighter	U	U	U	U	U	-	-
Keyboard Navigation	U	U	U	U	U	-	-
*Line reader	U	U	U	U	U	-	-
Mark for Review	U	U	U	U	U	-	-
Masking	D	D	D	D	D	-	-
Math Tools (i.e., embedded ruler, embedded protractor)	-	-	-	U (For specific items)	U	-	-
*Mouse pointer (size and color)	D	D	D	D	D	-	-

Page 2

Student Name:		DOB:		Date:			
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)							
PURPOSE AND USE: This document should be used in conjunction with the Student Exemption Criteria and Exemption, Accessibility, and Accommodation Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 891 through 899 of the California Assessment of Student Performance and Progress (CAASPP) regulations to determine the use of resources for individual students. This document lists embedded supports, universal tools, and accommodations for CAASPP tests in selected areas from identified in this document.							
PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2015 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
Science Charts (i.e., carbon periodic table of the elements, conversion charts)	-	-	-	-	-	U	-
Science Tools (i.e., analog clock, laboratory equipment)	-	-	-	-	-	U	-
Spell Check	-	U	-	-	-	-	-
Streamline	A	A	A	A	A	-	-
Strikethrough	U	U	U	U	U	-	-
Text-to-Speech (Does not apply to CAA)	D (For ELA tests, not extended A (for ELA reading passages))	D	D	D	D	-	-
*Thesaurus (Does not apply to CAA)	-	U (For ELA full write performance tests, not short responses)	-	-	-	-	-
Translated Test Directions (Does not apply to CAA)	-	-	-	D (w/ Spanish standard translation only)	-	-	-
Translations (see Embedded Descriptions Support Guidelines) (Does not apply to CAA)	-	-	-	D	D	-	-
Translations (Spanish Stacked) (Does not apply to CAA)	-	-	-	D	D	-	-
Turn Off Any Universal Tool	D	D	D	D	D	-	-
Writing Tools for Student-Generated Responses (i.e., bold, italic, underline)	U (For specific items)	U (For specific items)	U (For specific items)	U (For specific items)	U	-	-
Zoom (in/out)	U	U	U	U	U	-	-

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					2015 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
	READING	WRITING	LISTENING	MATHEMATICS			
100s Number Table (http://www.caaspp.org/rcipops/CAASPP_hundreds_number-table.pdf)	-	-	-	A (Exempt in Grade 4)	D	-	-
Abacus	-	-	-	A	A	-	-

APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 3

Student Name:		DOB:		Date:		
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)						
<small>PURPOSE AND USE: This document should be used in conjunction with the Student Performance Standards (Standards), Accessibility, and Accommodations Guidelines, and California Daily Progress Log (CDPL) to determine the appropriate CAASPP tests to be administered to each student based on the student's current performance and progress on CAASPP assessments, to determine the set of resources to be provided to individual students. The appropriate use of universal tools, designated supports, and accommodations on CAASPP tests is indicated by the boldface cells of this document.</small>						
PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
Alternate Response Options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wands, and switches)	A	A	A	A	A	-
American Sign Language	-	-	-	-	-	-
*Amplification	D	D	D	D	D	-
Bilingual Dictionary	-	(For ELA full write performance tests, not short responses)	-	-	-	-
Braille (paper-pencil tests)	A	A	A	A	-	A
Breaks	U	U	U	U	U	U
Calculator	-	-	-	A (For allowed items, Grades 5-8 and 11)	D (For function calculator for Grade 5; scientific calculator for Grades 5 and 11)	-
Color Contrast	D	D	D	D	D	-
Color Overlay	D	U	D	D	D	U
English Dictionary	-	(For ELA full write performance tests, not short responses)	-	-	-	-
Large-Print Versions of a Paper-Pencil Test (as available)	A	A	A	A	-	A
Magnification	D	D	D	D	D	D
Multiplication Table (http://www.caaspp.org/online/CAASPP-multiplication-table.pdf)	-	-	-	A (Beginning in Grade 4)	D	-
Noise Buffers (e.g., individual carrels or study enclosure or noise-canceling headphones)	D	D	D	D	D	D
Print on Demand (to set, e-mail caaspp@ets.org)	A	A	A	A	A	-
Read Aloud (see Read Aloud Guidelines)	D (For tests, not responses)	D	D	D (For Spanish student translation; see Test Aloud Spanish Guidelines)	D	A

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Student Name:		DOB:		Date:		
TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)						
<small>PURPOSE AND USE: This document should be used in conjunction with the Student Performance Standards (Standards), Accessibility, and Accommodations Guidelines, and California Daily Progress Log (CDPL) to determine the appropriate CAASPP tests to be administered to each student based on the student's current performance and progress on CAASPP assessments, to determine the set of resources to be provided to individual students. The appropriate use of universal tools, designated supports, and accommodations on CAASPP tests is indicated by the boldface cells of this document.</small>						
PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	2018 CAST FIELD TEST	Primary Language - STS for Reading Language Arts
Science Charts (state-approved only) (i.e., contour, Parabolic Table of the Elements, conversion chart)	-	-	-	-	D	-
Scratch Paper (blank, lined, graph, white board, magnetic, plastic) (online without internet as allowed)	U	U	U	U	U	U
Scribe (see Scribe Protocol)	D	A	D	D	D	A
Separate Seating (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)	D	D	D	D	D	D
Simplified Test Directions (see Simplified Test Directions Guidelines)	D	D	D	D	D	D
Speech-to-Text	A	A	A	A	A	A
Thesaurus	-	(For ELA full write performance tests, not short responses)	-	-	-	-
Translated Test Directions	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D	D
Translations (glossary)	-	-	-	D (Consortium-provided PDFs for online test only)	-	D
Unlisted Resources	The LEA CAASPP coordinator or CAASPP testing site coordinator may submit a request through the Test Operations Management System (TOMS) for an unlisted resource. Requests must be received at least 10 business days before the student's first day of CAASPP testing. For more information about the unlisted resources and a list of the pre-identified unlisted resources, refer to Part 4 of the matrix.					
*Word Prediction	A	A	A	A	A	-
PART 3 CAA	INSTRUCTIONAL SUPPORTS AND RESOURCES CALIFORNIA ALTERNATE ASSESSMENT					
<p>Most universal tools, designated supports, and accommodations listed in Parts 1 and 2 are available for the California Alternate Assessments (CAAs) for ELA and mathematics through the online testing interface, but because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the "language of instruction," some embedded resources are not provided. For the CAA Science Pilot Test, due to the design, any instructional supports used in daily instruction may be used for the embedded performance tasks. The following are not available for CAA:</p> <p>Embedded resources NOT available for CAA:</p> <ul style="list-style-type: none"> • Braille (either by means of an embosser or a refreshable display)* • Closed captioning 						
<small>EMBEDDED SUPPORTS: (a) Embedded resources that are available to all students on the test interface (performance tasks, computer-assisted CAASPP tests). These supports do not change or alter the content being measured. NON-EMBEDDED SUPPORTS: (b) Supports available when provided by the user (e.g., separate seating, special lighting or acoustics, adaptive furniture). These supports are not part of the test interface (either for the student or the test interface). UNLISTED RESOURCES: (c) Instructional supports that are administered in daily instruction and to the assessment that are not "test interface embedded" or "non-embedded support" or "accommodations." These resources are not part of the test interface (either for the student or the test interface). UNIVERSAL TOOLS: (d) Available to all students on the test interface (performance tasks, computer-assisted CAASPP tests). These supports do not change or alter the content being measured. DESIGNATED SUPPORTS: (e) Available to all students when administered by user (e.g., separate seating, special lighting or acoustics, adaptive furniture). These supports are not part of the test interface (either for the student or the test interface). ACCOMMODATIONS: (f) Must be permission CAASPP test site administrator to provide in the test interface (either for the student or the test interface). UNLISTED RESOURCES: (g) Unlisted Resources that change the technical of the test being measured.</small>						

APPENDIX A: Form D/M 68F – CAASPP Matrix

Page 5

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

STUDENT PURPOSE: This assessment is used to compare with the Smarter Balanced Assessment Consortium (SBAC), Accessibility and Accommodations Guidelines, and California Code of Regulations, Title 5, Part 602, and the California Assessment of Student Performance and Progress (CAASPP) requirements to determine the set of resources for individual students. The appropriate use of universal tools, designated resources, and accommodations on CAASPP tests is restricted to only those specified in this document.

PART 3 CAA	INSTRUCTIONAL SUPPORTS AND RESOURCES CALIFORNIA ALTERNATE ASSESSMENT
<ul style="list-style-type: none"> Tact-to-Speech American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction) Translation glossaries <p>*Test examiner can request print-on-demand functionality to produce such documents. For a handful of ELA items in Grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for tracing the appropriate text.</p> <p>The language of instruction may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the Test Administration Manual (http://www.caaspp.org/docs/CAASPP_online_tam_2015-17.pdf), are inappropriate and not allowed. Examples of permissible instructional and physical supports include:</p> <p>(1) INSTRUCTIONAL SUPPORTS:</p> <ul style="list-style-type: none"> Allowing the student to use an augmentative communication device (e.g., Audixbox, switch) Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech Accepting eye gaze (http://www.caaspp.org/docs/CAASPP_online_tam_2015-17.pdf) as a way of indicating a response Accepting a change in muscle tone or a change in facial expression as an observed behavior Allowing students to direct another person (aide or test examiner) in performing physical tasks Allowing use of the student's calculator, 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct. <p>(2) PHYSICAL SUPPORTS:</p> <ul style="list-style-type: none"> Structuring the test environment to eliminate distractions for students who are particularly disabled Positioning and stabilizing the student to allow for the most controlled movement possible. 	

UNLISTED RESOURCES: Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).

To request the use of an unlisted resource, the LEA CAASPP coordinator or CAASPP test site coordinator may submit a request through the Test Operations Management System (TOMS) a minimum of 10 business days before the students' first day of testing. The CDE will reply to the request within four business days.

Approval of an unlisted resource that has not been previously identified (see Part 4b identified Non-embedded Unlisted Resources) will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after testing has been completed.

EMBEDDED SUPPORTS: Digitally-delivered test settings available as part of the online platform for the computer-assessed CAASPP tests. These supports do not change the test construct after the student begins the test.

UNIVERSAL TOOLS (U): Available to all students on the basis of student performance level.

DESIGNATED SUPPORTS (D): Available to all students with identified learning disabilities (LD) or other cognitive impairments or accommodations on CAASPP tests. These supports do not change the test construct after the student begins the test.

ACCOMMODATIONS (A): Available to all students with identified learning disabilities (LD) or other cognitive impairments or accommodations on CAASPP tests. These supports do not change the test construct after the student begins the test.

UNLISTED RESOURCES (U): Unlisted resources that change the construct of the test being measured.

INSTRUMENTAL SUPPORTS (I): Instructional supports that a student requires used in their education and assessment but that have been previously identified as an embedded, designated support, or accommodation. If not, it may not be used during the test.

PHYSICAL SUPPORTS (P): Physical supports that a student requires used in their education and assessment but that have been previously identified as an embedded, designated support, or accommodation. If not, it may not be used during the test.

NON-EMBEDDED UNLISTED RESOURCES (N):

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Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS (CAASPP)

STUDENT PURPOSE: This assessment is used to compare with the Smarter Balanced Assessment Consortium (SBAC), Accessibility and Accommodations Guidelines, and California Code of Regulations, Title 5, Part 602, and the California Assessment of Student Performance and Progress (CAASPP) requirements to determine the set of resources for individual students. The appropriate use of universal tools, designated resources, and accommodations on CAASPP tests is restricted to only those specified in this document.

PART 4a UNLISTED RESOURCES	INSTRUCTIONAL SUPPORTS AND RESOURCES CALIFORNIA ALTERNATE ASSESSMENT
<p>IEP teams should be made aware of the following regulation, although teams should not allow the impact of an LEA's accountability to outweigh the needs of the student in making decisions related to accessibility supports. If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the student and the student will receive an individual score report. The student will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA (Title 5 of the California Code of Regulations § 603.6).</p> <p>The CDE and/or the Smarter Balanced Assessment Consortium has identified non-embedded unlisted resources for English language arts, mathematics, science, and primary language that change the construct being tested. The LEA may use the CAASPP Unlisted Resources Request form, available in TOMS (http://toms.cde.ca.gov/CAASPP), to request the use of unlisted resources required by a student's IEP or Section 504 plan.</p>	

UNLISTED RESOURCES	IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED					
	Reading	Writing	Listening	Mathematics	2015 CAST Field Test	Primary Language (SIS for Reading Language Arts)
American Sign Language	X	X	X	X (grades 3-5)	X	
100s Number Table				X (grades 3-5)		X
Bilingual Dictionary	X			X (grades 3-5)	X	
Calculator (used on non-allowed items)				X (grades 3-5)		
Calculator				X (grades 3-5)		
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X		
Multiplication Table				X (grades 3)		
Signed Exact English	X	X	X	X	X	X (for reading passages)
Thesaurus	X		X	X	X	X
Translations (not provided by Smarter Balanced)	X	X	X	X	X	
Translated Word Lists	X	X	X	X	X	

EMBEDDED SUPPORTS: Digitally-delivered test settings available as part of the online platform for the computer-assessed CAASPP tests. These supports do not change the test construct after the student begins the test.

UNIVERSAL TOOLS (U): Available to all students on the basis of student performance level.

DESIGNATED SUPPORTS (D): Available to all students with identified learning disabilities (LD) or other cognitive impairments or accommodations on CAASPP tests. These supports do not change the test construct after the student begins the test.

ACCOMMODATIONS (A): Available to all students with identified learning disabilities (LD) or other cognitive impairments or accommodations on CAASPP tests. These supports do not change the test construct after the student begins the test.

UNLISTED RESOURCES (U): Unlisted resources that change the construct of the test being measured.

INSTRUMENTAL SUPPORTS (I): Instructional supports that a student requires used in their education and assessment but that have been previously identified as an embedded, designated support, or accommodation. If not, it may not be used during the test.

PHYSICAL SUPPORTS (P): Physical supports that a student requires used in their education and assessment but that have been previously identified as an embedded, designated support, or accommodation. If not, it may not be used during the test.

NON-EMBEDDED UNLISTED RESOURCES (N):

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APPENDIX B: Form D/M 68F – PFT Matrix

Page 1

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA PHYSICAL FITNESS TEST (PFT)

DIRECTIONS: SELECT ALL IEP TEAM APPROVED ACCOMMODATIONS / MODIFICATIONS FOR UTILIZATION ON THE NEXT TEST ADMINISTRATION. CATEGORY 3 MODIFICATIONS MAY BE USED IF SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN AND PRE-APPROVED BY PFT OFFICE.

TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)	PFT
ACCOMMODATIONS / MODIFICATIONS	
** Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	N/A
** Additional supervised breaks within a testing day or following each section within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	N/A
Administration of the test at the most beneficial time of day to the student	2
Arithmetic table or formulas (not provided on the mathematics tests)	N/A
Assessive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	N/A
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	N/A
Audio amplification equipment	1
Braille transcription provided by the test contractor	N/A
Calculator on the mathematics tests	N/A
Calculator on the science tests	N/A
Colored overlay, mask, or other means to maintain visual attention	N/A
Dictation	N/A
** English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	N/A
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe, audio recorder, or speech-to-text converter (scribe provides spelling, grammar, and language conventions)	N/A
Extra time on a test within a testing day	ALL
** Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.	Variation Allowed
Large-print versions or test items enlarged (not duplicated) to a font size larger than that used on large print versions	N/A
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
Math manipulatives on the mathematics tests	N/A
Manually Coded English or American Sign Language to present test questions and answer options	N/A
Math manipulatives on the science tests	N/A
Noise buffers (e.g., individual card or study enclosure)	N/A
Special bottles or accessories, special or adaptive furniture	N/A
Student dictates multiple-choice question responses orally, or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter for selected-response items	N/A
Student marks in test booklet (other than responses) including highlighting	N/A
Student marks responses in test booklet and responses are transferred to a scoreable answer document by an employee of the school, district, or nonpublic school	N/A
Supervised breaks within a section of the test	N/A
Test administered at home or in hospital by a test examiner	2
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1
Test over more than one day for a test or test part to be administered in a single sitting	N/A
Test questions and answer options read aloud to student or used audio CD presentation	N/A
Test students in a small group setting	ALL
Visual magnifiers/equipment	N/A
Word processing software with spell and grammar check tools enabled on the essay responses (writing portion of test)	N/A
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	N/A
Unlisted Accommodation	Check with PFT Office Prior to Use
Unlisted Modification	Check with PFT Office Prior to Use

DMM 68F-PFT (formerly 68L-CLEB1/PFT) Rev. 01/13 Page 1 of 1

Page 2

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX FOR CALIFORNIA PHYSICAL FITNESS TEST (PFT)

DIRECTIONS: SELECT ALL IEP TEAM APPROVED ACCOMMODATIONS / MODIFICATIONS FOR UTILIZATION ON THE NEXT TEST ADMINISTRATION. CATEGORY 3 MODIFICATIONS MAY BE USED IF SPECIFIED IN THE STUDENT'S IEP OR SECTION 504 PLAN AND PRE-APPROVED BY PFT OFFICE.

TEST VARIATION (1) / ACCOMMODATION (2) / MODIFICATION (3)	PFT
ACCOMMODATIONS / MODIFICATIONS	
** Because the STS is a test specifically for English Learners, there are no separate guidelines for administering the STS to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments for additional variations for ALL students, including English learners.	
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	Must have pre-approval from CDE before use.

NOTE: Refer to the California Code of Regulations, Title 5 Education, for each specific program for more details.

TYPE OF DRDP: Code A - IFSP (Continue to receive infant/toddler special education services; transition to preschool; exit special education services)
 Code B - IEP (Continue to receive preschool special education services; transition to transitional kindergarten; transition to kindergarten; exit special education services)

ADAPTATIONS USED WITH THE DRDP ACCESS (MARK THE APPROPRIATE BOX(ES))

Alternative/Alternative Communication System Alternative Mode for Written Language Visual Support Assistive Equipment/Device Functional Positioning Sensory Support Alternative Response Mode

DMM 68F-PFT (formerly 68L-CLEB1/PFT) Rev. 01/13 Page 2 of 1

APPENDIX C: Form D/M 68F – ELPAC Matrix

Page 1

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX (CAA SPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

PURPOSE AND USE: This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11617.6 through 11619.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

NON-EMBEDDED	LISTENING	SPEAKING	READING	WRITING
Breaks, including testing over more than one day, between the test contractor-identified test sections	U	U	U	U
Oral clarification of test directions by the test examiner in English	U	U	U	U
Scratch Paper	U	U	U	U
Sufficient time to complete the test	U	U	U	U
Adjustments to setting, including:				
• Audio amplification equipment	D	D	D	D
• Most beneficial time of day	D	D	D	D
• Special lighting or acoustics	D	D	D	D
• Special or adaptive furniture	D	D	D	D
• Testing the student in a separate room provided that the student is directly supervised by an employee of the LEA or nonpublic school (NPS) who has signed the ELPAC Test Security Affidavit	D	D	D	D
Audio or oral presentation of test directions in English	D	D	D	D
Color Overlay	D	D	D	D
Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions	D	D	D	D
Magnification	D	D	D	D
Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions)	D	D	D	D
Noise buffers	D	D	D	D
Audio or oral presentation of test questions for the writing section of English	Not Applicable	Not Applicable	Not Applicable	A
Braille test materials provided by the test contractor	A	A	A	A
For test questions which assess the domain of writing:				

EMBEDDED SUPPORTS: Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

NON-EMBEDDED SUPPORTS: These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

UNLISTED RESOURCES(S): These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).

D/M 68F-ELPAC (formerly 68L-ELPAC) Rev. 06/16 Page ____ of ____

Page 2

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX (CAA SPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

PURPOSE AND USE: This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11617.6 through 11619.5 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

NON-EMBEDDED	LISTENING	SPEAKING	READING	WRITING
• Dictation by the student of responses including all spelling and language conventions to a scribe, audio recorder, or speech-to-text converter	Not Applicable	Not Applicable	Not Applicable	A
• Use of word processing software with the spell and grammar check tools turned off	Not Applicable	Not Applicable	Not Applicable	A
• Presentation of questions using Manually Coded English or ASL	Not Applicable	Not Applicable	Not Applicable	A
Large print versions reformatted from regular print version	A	A	A	A
Responses dictated to a scribe for selected response items, including multiple choice items	A	Not Applicable	A	A
Supervised breaks within a section of the test	A	A	A	A
Test questions enlarged through electronic means	A	A	A	A
Testing at home or in the hospital by a test examiner	A	A	A	A
Transfer of student responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit	A	Not Applicable	A	A
Use of an assistive device that does not interfere with the independent work of the student	Not Applicable	Not Applicable	Not Applicable	A
To obtain approval to use an unlisted resource, an LEA may submit a request to the CDE on behalf of a student with a disability, prior to administering an initial or summative assessment	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use	Check w/ELPAC Office prior to use

INSTRUCTIONAL SUPPORTS AND RESOURCES ON ALTERNATE ASSESSMENT(S)

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with the supports listed, an alternate assessment will be decided upon by the IEP team for the domain(s) for which an alternate assessment should be used.

UNLISTED RESOURCES

Unlisted Resources are not universal tools, designated supports, or accommodations. Unlisted Resources shall be made available if specified in the eligible student's IEP or Section 504 plan, and only on approval by the CDE.

EMBEDDED SUPPORTS: Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

NON-EMBEDDED SUPPORTS: These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

UNLISTED RESOURCES(S): These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan, and only on approval by the California Department of Education (CDE).

D/M 68F-ELPAC (formerly 68L-ELPAC) Rev. 06/16 Page ____ of ____

APPENDIX C: Form D/M 68F – ELPAC Matrix

Page 3

Student Name: _____ DOB: _____ Date: _____

TESTING MATRIX (CAASPP) – ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

PURPOSE AND USE: This document should be used in conjunction with the California Code of Regulations, Title 5 (CCR), sections 11817.6 through 11819.8 of the English Language Proficiency Assessments for California (ELPAC) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC assessments is restricted to only those identified in this document. This matrix displays the universal tools, designated supports, and/or accommodations (non-embedded) allowed as part of the ELPAC assessments beginning October 1, 2017.

To request the use of an Unlisted Resource, the LEA ELPAC Coordinator or Site ELPAC Coordinator may submit a request to the CDE a minimum of 10 business days before the student's first day of testing. The CDE will reply to the request within four business days.

Approval of an Unlisted Resource that has not previously identified will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the Unlisted Resource does not compromise the test's security. The CDE shall make a determination of whether the requested Unlisted Resource changes the construct being measured after the testing has been completed.

IDENTIFIED UNLISTED RESOURCES

The CDE has identified non-embedded unlisted resources for the ELPAC that change the construct being assessed. The LEA may contact the ELPAC program office at elpac@cde.ca.gov, or at 916-319-0784 to request the use of the identified and other unlisted resources required by a student's IEP or Section 504 plan. In the request include: LEA name and school name; LEA ELPAC coordinator name, phone number, and e-mail address; and a description of the unlisted resource being requested for an ELPAC domain(s).

IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED	DOMAINS			
	Listening	Speaking	Reading	Writing
American Sign Language (ASL)	X	X	X	
Bilingual Dictionary	X	X	X	X
English Dictionary	X	X	X	X
Signed Exact English	X	X	X	X
Thesaurus	X	X	X	X
Translations	X	X	X	X
Translated Word Lists	X	X	X	X

EMBEDDED SUPPORTS: Digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer-administered assessments. Embedded resources do not change or alter the construct being measured. The ELPAC is a paper-pencil assessment and embedded resources do not apply to the ELPAC at this time.

NON-EMBEDDED SUPPORTS: These are universal tools (U), designated supports (D), or accommodations (A) available, when provided by the local education agency (LEA) for the ELPAC paper-pencil assessments. These supports are not part of the technology platform for computer-administered assessments and do not change or alter the construct being measured.

UNLISTED RESOURCE(S): These resources are not universal tools (U), designated supports (D), or accommodations (A). Unlisted Resources are made available if specified in the eligible student's IEP or 504 plan and only an approval by the California Department of Education (CDE).

APPENDIX D: California Alternate Assessment (CAA) Factsheet

CAA Guidance for IEP Teams

California Alternate Assessments for English Language Arts, Mathematics, and Science: Participation Decisions

This document is intended to help guide individualized education program (IEP) teams in determining whether the California Alternate Assessments (CAAs)—alternate assessments based on alternate achievement standards—are the most appropriate assessments for an individual student. The CAAs were developed by the California Department of Education to ensure that all students are able to participate in assessments that are a measure of what they know and can do in relation to the grade-level California Common Core State Standards (CCSS) and the California Next Generation Science Standards (CA NGSS). In addition, the CAAs were developed to be part of a system of curriculum, instructional, and assessment tools such that students with significant cognitive disabilities would be able to participate in content instruction and assessments that are aligned with the CA CCSS. This is accomplished by a linkage between the CA CCSS and Core Content Connectors (CCCs), which are in turn aligned with the CCC and CAA items.

IEP teams must consider a student’s individual characteristics when determining whether a student with a disability should participate in the general assessments, with or without accommodations, or in the alternate assessments. This document outlines steps that an IEP team is to take in determining whether the CAAs are appropriate for a student, including reviewing student records and important information across multiple school years and settings (e.g., school, home, community) and determining whether the student fits all of the criteria for participating in the CAAs as outlined in this document. Additionally, as part of the IEP process, parents must be clearly informed that their child’s achievement is being measured against alternate achievement standards, and of “how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma.” While many of the students taking the CAAs are not on a “diploma track,” this “does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma.”

Description of the CAAs

English Language Arts and Mathematics

The CAAs are assessments for English language arts (reading and writing) and mathematics in grades three through eight and grade eleven. They are on-demand assessments of approximately 29 test items that assess approximately 10 to 12 prioritized content targets per grade level, depending on the grade level. These content targets were identified for each grade on the basis of learning progressions and alignment with the grade-level CCSS. These assessments include

multiple-choice, constructed-response, and technology enhanced items. Each content target is assessed by items that have been carefully and intentionally designed to assess a range of ability and performance.

Science

The new CAA for Science test was first piloted in the 2016–17 school year, and is completing a second pilot year in 2017–18. All students enrolled in grades five and eight will be administered the pilot test. All grade twelve students are to take the pilot test; if the student is in grades ten or eleven has finished their last science class, and the LEA elects to administer the assessment at those grade levels, those students may also be assessed. Regardless of the grade level in which the test is taken, students will only take the test once in high school. This new assessment is aligned with the CA NGSS. The Next Generation Science Standards were developed by the States in conjunction with the National Research Council (NRC), the National Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and other critical partners. The CAA for Science represents a new format of assessment for students with the most significant cognitive disabilities. Included with the assessment is a science lesson, which the teacher can deliver when it best fits their instructional calendar. After the lesson is taught, the teacher then conducts the actual assessment, and collects data on individual student performance.

Assessment Administration

English Language Arts and Mathematics

The CAAs for English language arts and mathematics are delivered via computer, with allowances for flexibility in administration (e.g., a student may respond to administrator-presented item stimuli rather than to the item stimuli on the computer). A trained testing examiner familiar with the student (e.g., the student’s teacher) facilitates the administration in a 1:1 setting, presenting items via computer, paper, or manipulatives, as appropriate for the student. Items are administered to the student over the course of one or more testing sessions, as needed for the student to complete a content-area assessment.

The CAAs use a staged approach, meaning that each student receives items that have been determined to be an appropriate level of challenge. Embedded routing tests help determine the items a student encounters.

Science

The CAA for Science is also administered in a 1:1 setting, although the embedded lesson can be taught in a group setting. After the student has participated in instruction of the standard, the teacher then delivers the assessment and collects data on the student’s performance. Overall, there is flexibility built in to the process, allowing the teacher to utilize materials that the student is most comfortable with, and to adjust the administration script to provide the student with a higher level of access, while not changing the standard being measured. After the CAA for Science has

completed its pilot phase, this test will also move to the computerized platform for field and operational testing.

Participation Criteria

IEP teams should use the CAA Participation Decision Worksheet to determine whether a student is eligible to participate in the CAAs. The CAAs for ELA, and math are administered each year to students in grades three through eight and grade eleven whose IEPs determine participation in the alternate assessments, and who meet the required criteria. The CAA for Science is administered in grades five, eight, and once in high school. As reflected in the CAA guidelines, to participate in the CAAs, a student must meet all three of the following criteria:

1. **A student with a significant cognitive disability.** Review of the student’s school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life.
2. **The student is learning content derived from the CA CCSS and CA NGSS.** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS and address knowledge and skills that are appropriate and challenging for this student.
3. **The student’s need for extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum.** The student:
 - a. Requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and
 - b. Uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Participation Descriptions

1. A student with a significant cognitive disability is one whose school records indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. Adaptive behavior is defined as actions essential for an individual to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of the student is required. IEP teams should be careful to consider...
 - Conceptual skills—language and literacy; money, time, and number concepts; and self-direction.

- Social skills—interpersonal skills, social responsibility, self-esteem, gullibility, naïveté (i.e., wariness), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
- Practical skills—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

As part of the IEP team decision, did the team also consider...

- community environment typical of the individual’s peers and culture?
 - linguistic diversity?
 - cultural differences in the way people communicate, move, and behavior?
2. The student is learning content derived from the CCSS and/or the CA NGSS. The student’s disability or multiple disabilities affect how the student learns curriculum derived from the CCSS or the CA NGSS. The student is learning content that is derived from the CA CCSS or CA NGSS that appropriately breaks the standards into smaller steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors (CCCs). CCCs were also developed for the CA NGSS standards. A CCC is a representation of the essential “core” content of a given standard. Each CCC was identified by examining learning progressions aligned with the CCSS or CA NGSS to determine the critical content for students with significant cognitive disabilities.
 3. The student’s need for extensive, direct individualized instruction is not temporary or transient. His or her need for substantial supports to achieve gains in the grade-level and age-appropriate curriculum requires substantially adapted materials and customized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

The IEP team should consider the following information to determine whether the CAAs are appropriate for an individual student:

- Description of the student’s curriculum and instruction, including data on progress
- Classroom work samples and data
- Examples of performance on assessment tasks to compare with classroom work
- Results of district-wide assessments
- Results of individualized reading assessments
- IEP information, including:

- ❖ Present levels of academic achievement and functional performance, goals, and short-term objectives
- ❖ Circumstances of a student with individualized and substantial communication needs or modes (from multiple data sources)
- ❖ Circumstances of a student who may be learning English as a second or other language (i.e., an English learner), which may interfere with an accurate assessment of his or her academic, social, or adaptive abilities

Some issues, such as those listed below, may affect a student’s learning experience and his or her ability to learn that are not appropriate to consider during the decision-making process for the CAAs. Do not use the following as criteria for participation/eligibility decisions:

1. A disability category or label
2. Poor attendance or extended absences
3. Native language/social/cultural or economic difference
4. Expected poor performance on the general education assessment
5. Academic and other services student receives
6. Educational environment or instructional setting
7. Percent of time receiving special education
8. Student identification as an English learner (EL); as above, this is a consideration of how the student’s English fluency may affect their performance – as opposed to their disability
9. Low reading level/achievement level
10. Anticipated disruptive behavior
11. Impact of test scores on accountability system
12. Administrator decision
13. Anticipated emotional distress
14. Need for accommodations (e.g., assistive technology/augmentative and alternative communication) to participate in assessment

For information about the CAAs, contact the Science and Alternate Assessments Office at 916-445-8765 or by e-mail at: CalALT@cde.ca.gov.

NOTE: The following pages contain an image of the California Alternate Assessment Participation Worksheet template/format offered by the California Department of Education:

California Alternate Assessment Participation Decision Worksheet

To meet the criteria for the California Alternate Assessments, the student must meet all eligibility criteria descriptors.

Participation Criteria	Participation Criteria Descriptors	Sources of Evidence (check if used)
<p>1. The student has a significant cognitive disability</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior.*</p> <p><i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i></p>	<p><input type="checkbox"/> Results of individual cognitive ability test</p> <p><input type="checkbox"/> Results of adaptive behavior skills assessment</p> <p><input type="checkbox"/> Results of individually and group-administered achievement tests</p> <p><input type="checkbox"/> Results of informal assessments</p> <p><input type="checkbox"/> Results of individual reading assessments</p> <p><input type="checkbox"/> Results of districtwide alternate assessments</p> <p><input type="checkbox"/> Results of language assessments, including English learner (EL) language assessments if applicable</p>
<p>2. The student is learning content linked to (derived from) the California Common Core State Standards (CA CCSS) or the California Next Generation Science Standards (CA NGSS).</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>Goals and instruction listed in the IEP for this student are linked to the enrolled grade-level CCSS and NGSS and address knowledge and skills that are appropriate and challenging for this student.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials including work samples</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, and objectives from the IEP</p> <p><input type="checkbox"/> Data from scientific research-based interventions</p> <p><input type="checkbox"/> Progress monitoring data</p>
<p>3. The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.</p> <p>YES <input type="radio"/> NO <input type="radio"/></p>	<p>The student (a) requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature; and (b) uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across academic content.</p>	<p><input type="checkbox"/> Examples of curriculum, instructional objectives, and materials, including work samples from both school and community-based instruction</p> <p><input type="checkbox"/> Teacher-collected data and checklists</p> <p><input type="checkbox"/> Present levels of academic and functional performance, goals, objectives, and post-school outcomes from the IEP and the transition plan for students age twelve and older.</p>

If the IEP team has made the determination that the student is to participate in the CAAs, and all responses above are marked "YES", the student is eligible to participate in the California Alternate Assessments.

IEP Team Statement of Assurance: Our decision was based on multiple pieces of evidence that, when taken together, demonstrated that the Alternate Assessment is the most appropriate assessment for this student; that his/her academic instruction will be based on the CCCs linked to the CA CCSS or CA NGSS; that the "Considerations NOT to Use in Reviewing Evidence" were not used to make this decision; and that any additional implications of this decision were discussed thoroughly.

Each of us agrees with the IEP team decision to use the California Alternate Assessment:

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Name: _____ Position: _____ Date: _____

Parent(s)/Guardian: _____ Date: _____



Chapter 7: Participation in Assessments

Legal References

CA Education Code
Sections
51224.5; 51225.3;
56345; 60640; 60800;
60850

Title 5 CA Code of
Regulations
850; 853; 1041

Title 20 USC
1412(a)(17)

Last Updated:
~~11/18/2016~~ 9/14/18

SECTION A	Profiles of State Assessment Programs
SECTION B	Guidance for Making Support(s) Decisions
SECTION C	Guide to Accommodation Matrix: California Assessment of Student Performance and Progress (CAASPP)
SECTION D <u>E</u>	Guide to the Accommodation Matrix: California English Language Development Test (CELDT) and Physical Fitness Testing (PFT)
SECTION E <u>D</u>	Overview of Alternate Assessment
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APPENDIX A	California High School Exit Examination (CAHSEE) Frequently Asked Questions (FaQs)
APPENDIX B <u>A</u>	SELPA Form D/M 68L <u>68F</u> - CAASPP Testing Matrix
APPENDIX C <u>B</u>	SELPA Form D/M 68L <u>68F</u> - CELDT and PFT Testing Matrix
<u>APPENDIX C</u>	<u>SELPA Form D/M 68F – ELPAC</u>
<u>APPENDIX D</u>	<u>CAA Worksheet</u>

Formatted Table

Introduction

It shall be the policy of the Desert/Mountain Charter Special Education Local Plan Area (SELPA) that all children with disabilities shall participate in state and districtwide assessment programs. The Individualized Education Program (IEP) team determines how a child with a disability will access assessments with or without supports, or access alternate assessments, consistent with state standards governing such determinations.

The Charter Local Education Agency (LEA) shall administer mandatory student assessments as required by law and in accordance with Charter SELPA policy and administrative regulations.

The Charter LEAs within the Charter SELPA are committed to all children having access to state and/or Charter LEA assessments. Through the IEP process each child's strengths and weaknesses will be evaluated to determine areas of educational need.

Each Charter LEA will follow and implement the California State Board of Education (SBE) policies and administrative regulations related to assessment, data collection, and waiver processes.

The Charter SELPA forms include an assessment plan (D/M 66) as well as statements related to statewide assessment.

Children with disabilities shall be tested with the designated state assessments unless their IEP specifically identifies that the child will be tested with an alternate assessment. The IEP team will determine which assessment will be most appropriate for each child based on guidance provided by the California Department of Education (CDE).

A child shall be permitted to take assessments with the supports as identified in his/her IEP or Section 504 plan. These supports must be in compliance with the current "Testing Variations, Accommodations, and Modifications Matrix" provided by the CDE.

School personnel have a responsibility to ensure that children with disabilities have appropriate accommodations and/or modifications to meet their individual needs, and allow access to all state and Charter LEA assessments.

Section A - Profile of State Assessment Programs

Testing Accommodations

California Education Code § 56345(a). The individualized education program is a written statement for each individual with exceptional needs that is developed, reviewed, and revised in accordance with this section, as required by Section 1414(d) of Title 20 of the United States Code, and that includes the following:...(6)(A) A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and districtwide assessments consistent with Section 1412(a)(16)(A) of Title 20 of the United States Code. (B) If the individualized education program team determines that the pupil shall take an alternate assessment instead of a particular state or districtwide assessment of pupil achievement, a statement of the following: (i) The reason why the pupil cannot

participate in the regular assessment; (ii) The reason why the particular alternate assessment selected in appropriate for the pupil.

Academically Rigorous Content Standards

California Education Code § 60850(a). The Superintendent of Public Instruction, with the approval of the State Board of Education, shall develop a high school exit examination in English language arts and mathematics in accordance with the statewide academically rigorous content standards adopted by the State Board of Education pursuant to Section 60605. To facilitate the development of the examination, the superintendent shall review any existing high school subject matter examinations that are linked to, or can be aligned with, the statewide academically rigorous content standards for English language arts and mathematics adopted by the State Board of Education. By October 1, 2000, the State Board of Education shall adopt a high school exit examination that is aligned with statewide academically rigorous content standards.

California Assessment of Student Performance and Progress (CAASPP)

Education Code § 60640 established the California Assessment of Student Performance and Progress (CAASPP). The CAASPP System, which replaced the Standardized Testing and Report (STAR) Program, is the new state academic testing program. It is a system intended to provide information that can be used to monitor student progress and ensure that all children leave high school ready for college and career. The CAASPP encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and 11;
- Alternate Assessments for English language arts/literacy and mathematics in grades three through eight and 11; and
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through 11 (optional).

California High School Exit Examination (CAHSEE)

~~The goal of the high school exit exam has been to assess the level of competency that children have acquired throughout their participation in high school in preparation for college, the work place, and their communities.~~

~~On October 7, 2015, Senate Bill (SB) No. 172 was signed and enacted by the Governor of California. As a result, all children, with and without disabilities, are no longer required to participate in and/or pass the California High School Exit Examination (CAHSEE) as a condition of receiving a diploma of graduation or as a condition of graduation from high school for each child completing grade 12, for the 2015-16, 2016-17, and 2017-18 school years. SB 172 suspends the administration of the CAHSEE until July 31, 2018, and requires that the governing board or body of a Charter LEA, and the State Department of Education on behalf of state special schools, to grant a diploma of graduation from high school to any individual who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all graduation requirements other than the passage of the CAHSEE. SB 172 also requires the Superintendent to convene an advisory panel to make recommendations to the Superintendent of Public Instruction on the continuation of the high school exit examination and on alternative pathways to satisfy the high school graduation requirements pursuant to Education Code §§ 51224.5 and 51225.3. This law went into effect on January 1, 2016, at which time Charter LEAs are permitted to issue diplomas to eligible students.~~

English Language Proficiency Assessments for California (ELPAC)

~~The In 2018, the CDE is in the process of replacing replaced~~ the California English Language Development Test (CELDT), which is aligned with the 1999 English Language Development (ELD) Standards, ~~and~~ with the English Language Proficiency Assessments for California (ELPAC), which ~~will be are~~ aligned with the 2012 California ELD Standards. ~~The CELDT will continue to be administered until the ELPAC becomes operational.~~

Federal Requirements - IDEA

As appropriate, the state or LEA - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in state and districtwide assessment programs; and (ii) develops and, beginning not later than July 1, 2000, conducts those alternate assessments.

Federal Requirements - Title 1 of the Elementary and Secondary Education Act indicates: Guidance from the Assistant Secretary for Elementary and Secondary Education (April 2000)

For children with disabilities whose IEP or Section 504 placement teams have determined that the state assessments would not appropriately show what a child knows or is able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments. Alternate assessments must be valid, reliable, and to the maximum extent appropriate, aligned to state content and performance standards. In addition, states must monitor and collect data from Charter LEAs to ensure the proper use of alternate assessments. Charter LEAs must publicly report the results of alternate assessments; they must integrate the results of alternate assessments into their accountability systems.

Physical Fitness Test (PFT) Administered at Grade Levels

The SBE designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for children attending California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist children in establishing lifetime habits of regular physical activity.

Pursuant to Education Code § 60800, all LEAs in California are required to administer the PFT annually to all children in grades five, seven, and nine. Children in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. These include children who are enrolled in LEAs such as elementary, high, and unified school districts, county offices of education, and charter schools. Charter LEAs must also test all children in alternate programs, including, but not limited to, continuation schools, independent study, community day schools, county community schools, and nonpublic schools. Children who are physically unable to take the entire test battery are to be given as much of the test as his or her condition will permit (*Education Code § 60800; Title 5 of the California Code of Regulations § 1041*).

The PFT provides information that can be used by 1) students to assess and plan personal fitness programs, 2) teachers to design the curriculum for physical education programs, and 3) parents to understand their child's fitness levels. This program also provides results that are used to monitor changes in the physical fitness of California students.

Section B - Guidance for Making Support(s) Decisions

Statewide assessments have the following purpose: 1) to show how much a child has learned, 2) to reveal how successfully a school has educated its children, and 3) to help guide instructional improvement strategies. Since instructional and policy decisions are based on data from standards-based assessments, children with disabilities need to be included to the maximum extent possible. The following guidance offers information about the major assessment programs in California and specific information on how to provide test accommodations when needed.

Section C – Guide to the Accommodations Matrix: California Assessment of Student Performance and Progress (CAASPP)

Signed into law on October 2, 2013, Assembly Bill 484 establishes the CAASPP System. The provisions of AB 484 became effective January 1, 2014. The CAASPP System is based on the state's new Common Core Standards for English language arts (ELA) and mathematics adopted by the SBE in 2010. The CAASPP System replaces the Standardized Testing and Reporting (STAR) Program. The primary purpose of the CAASPP system is to assist teachers, administrators, and children and their parents by promoting high quality teaching and learning through the use of a variety of assessment approaches and item responses.

A. Types of Support

- (1) **Embedded Supports** are digitally-delivered features or settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured;
- (2) **Non-embedded Supports** are available, when provided by the Charter LEA for either computer-administered or paper-pencil CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

B. Who is Eligible

- (1) **Universal Tools** are available to all children. Children may turn the support(s) on/off when embedded as part of the technology platform for the computer-administered CAASPP tests or may choose to use it/them when provided as part of a paper-pencil test;
- (2) **Designated Supports** are features that are available for use by any child for whom the need has been indicated prior to the assessment, by an educator or group of educators;
- (3) **Accommodations** are available for eligible children if specified in their IEP or Section 504 plan; and
- (4) **Unlisted Resources:** If an IEP team or Section 504 plan identifies and designates a resource not identified in the CAASPP matrix, the Charter LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit, on behalf of a child who has an IEP or Section 504 plan, a request through the Test Operations Management System (TOMS) to the CDE, prior to the administration of a CASPP achievement test, to allow the use and approval of an Unlisted Resource. The Charter LEA CAASPP Coordinator or the CAASPP Test Site Coordinator shall make the request on behalf of the Charter LEA 10 business days prior to the child's first

day of CAASPP testing. The CDE shall respond to the request within four business days from the date of the electronic transmission.

Unlisted Resources are not Universal Tools, Designated Supports, or Accommodations. Unlisted Resources means an instructional support that a child regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. Because an Unlisted Resource has not been identified as a universal tool, designated support, or accommodation, it may or may not change the construction of the assessment.

The use of an Unlisted Resource by a child will not be allowed if the CDE determines its use threatens the security of the test. In addition to determining whether the Unlisted Resource may be used, the CDE will determine whether the Unlisted Resource changes the construct being measured by the CAASPP achievement test. If the CDE determines the Unlisted Resource changes the construct being measured, the Unlisted Resource will not be approved but may still be used by the child and the child will receive an individual score report. The child will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the Charter LEA. If the CDE determines the Unlisted Resource does not change the construct being measured, the Unlisted Resource will be approved and the child will receive an individual score report and will be counted as participating in statewide testing. Refer to Title 5 of the California Code of Regulations § 853.8 for a list of non-embedded Unlisted Resources that have already been determined to change the construct being measured on the CAASPP achievement tests for English language arts (including the components for reading, writing, and listening), mathematics, science, and primary language and will not be approved. The use of an Unlisted Resource must be requested annually by the Charter LEA.

IEP teams should be made aware of the impact of the use of Unlisted Resources pursuant to Title 5 of the California Code of Regulations, but should not allow the impact of the LEA's accountability to outweigh the needs of the child.

Title 5 of the California Code of Regulations § 853.8(d)(1). If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual score report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.

Section ~~D~~E – Guide to the Accommodations Matrix: ~~California English Language Development Test (CELDT)~~ and Physical Fitness Test (PFT)

Charter SELPA form D/M ~~68E~~ 68F (Appendix ~~D~~B) was designed to help IEP and Section 504 teams make informed decisions about supports on statewide assessments on the Physical Fitness Test. It is not an exhaustive list of possible supports, but it gives an idea of how supports are matched with the constructs of each of the major statewide assessments. Please check the CDE website for regular updates on the testing matrices.

Who is eligible for accommodations?

Those accommodations designated as Category 1, may be described as flexibility in administration of the test and do not alter what is measured by the test. These accommodations are available for any child who uses the accommodation regularly for classroom instruction and/or assessment. Accommodations are not only for the child receiving special education or Section 504 services, but these children are the only ones for whom the law requires accommodations be provided. Even though Category 1 accommodations are available for all children, they should be documented in the IEP or Section 504 plan for those children with disabilities who need the accommodation to access the test and minimize the effects of their disability.

Accommodations designated as Category 2 are allowed only for children who have them documented in their IEP or Section 504 plan and are similar to those used by the child for classroom instruction and/or classroom assessment. In general, Category 2 accommodations require a more significant alteration in presentation, timing/scheduling, setting, or response and, in most cases, require more preplanning in order to ensure the availability of needed resources.

Modifications designated as Category 3, fundamentally alter what the test measures. They are available only to children with documentation on their IEP or Section 504 plan. Children who use a modification on any assessment are not included in the participation calculation for Annual Yearly Progress (AYP).

Section ~~E~~D – Overview of Alternate Assessment

The Individuals with Disabilities Education Act (IDEA) 2004 and similar amendments to California law require the inclusion of children with disabilities in general state and districtwide assessment programs with appropriate supports, where necessary. An alternate assessment is required for children with severe disabilities who cannot participate in general larger-scale assessment programs. The law states:

“As appropriate, the State or local educational agency - (i) develops guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in State and district wide assessment programs; and (ii) develops and, beginning no later than July 1, 2000, conducts those alternate assessments.”

(d) “Alternate assessments” means any assessments as provided in Education Code section 60640(k) and the test materials developed to measure the level of performance for a pupil with significant cognitive disabilities who is unable to take the consortium summative assessments in English language arts (ELA) and mathematics pursuant to Education Code section 60640(b)(1) or is unable to take an assessment of science pursuant to Education Code section 60640(b)(2), even with resources.

California Alternate Assessments (CAA)

Pursuant to Title 5 of the California Code of Regulations § 850(h), California Alternate Assessments (CAAs) are the alternate assessments and corresponding test materials in ELA and mathematics as provided for in Education Code § 60640(k) for children with significant cognitive disabilities. The CAA is the success alternate assessment for ELA and mathematics as identified in Education Code § 60640(b)(3).

Children in grades three through eight and grade 11 who have an IEP that designates the use of an alternate assessment are eligible to take the CAA in lieu of the Smarter Balanced Summative Assessments for ELA and mathematics. The goal of the CAA is to ensure that children with significant cognitive

disabilities attain increasingly higher achievement levels and leave high school ready for academic or career options.

California Alternate Performance Assessment (CAPA) for Science

The CAPA for ELA and mathematics are given in grades three through eight and grade 11. The CAAs, have replaced the CAPA for ELA and CAPA for mathematics, which were eliminated in 2015. Only eligible children may participate in the administration of the CAAs. The CAPA for science in grades five, eight, and 10 will continue to be administered during the transition to the state's newly adopted science standards, Next Generation Science Standards (NGSS). The state is currently developing assessments that are aligned with the NGSS. During the transition to new science assessments, children in grades five, eight, and 10 who have a significant cognitive disability are eligible to take the CAPA. The CDE encourages LEAs to work with administrators, teachers, parents, and students to initiate the implementation of the NGSS.

Section F – Guide to the Accommodation Matrix for the English Language Proficiency Assessments for California (ELPAC)

This matrix is used in conjunction with Title 5 of the California Code of Regulations § 11517.6 through 11519.5 of the English Language Proficiency Assessments for California (ELPAC), to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on the ELPAC test is restricted to only those identified on the matrix.

- **Universal tools** are those available to **all** students on the basis of student preference and selection.
- **Designated supports** are available to **all** students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or 504 Plan.
- **Accommodations** must be permitted on ELPAC tests to **all** eligible students if specified in the student's IEP or 504 Plan.

Embedded resources are digitally delivered universal tools (U), designated supports (D), or accommodations (A) available as part of the technology platform for the computer administered tests. Since ELPAC is a paper-pencil assessment, embedded resources do not apply at this time.

Non-embedded resources are universal tools (U), designated supports (D), or accommodations (A) when provided by the LEA for the ELPAC tests administered via paper-pencil. These supports are not part of the technology platform for computer-administered tests, and do not change or alter the construct being measured.

Instructional Supports and Resources on Alternative Assessments

Most students taking the ELPAC will be able to access the assessment with the universal tools, designated supports, and accommodations. If a student is unable to access the ELPAC with

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supports, an alternative assessment will be decided upon by the IEP Team for the domains for which an alternative assessment should be used.

Unlisted Resources

Unlisted resources are not universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's IEP or Section 504 Plan and only on approval by CDE. Unlisted resources may be submitted to CDE prior to ten business days before the student's first day of testing. CDE will reply to the request within four business days.

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Chapter 13: Nonpublic Agency/Nonpublic School Services

SECTION A: PLACEMENT AND SERVICES

SECTION B: OUT-OF-STATE PLACEMENTS

SECTION C: PLACEMENT PROCEDURES

SECTION D: CHILDREN RESIDING IN GROUP HOMES/FOSTER HOMES

APPENDIX A: GUIDELINES FOR PARENT REIMBURSEMENT FOR CHILDREN IN RESIDENTIAL PLACEMENT

APPENDIX B: PARENT REIMBURSEMENT CLAIM FORM

Introduction

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert/Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools.

The Charter LEA Governing Board may approve the contract with state-certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available.

When entering into contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP.

DEFINITIONS

California Education Code § 56034. *“Nonpublic, nonsectarian school” means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program and is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an*

affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, or a public university or college. A nonpublic, nonsectarian school shall also meet standards as prescribed by the Superintendent and board.

California Education Code § 56035. *“Nonpublic, nonsectarian agency” means a private, nonsectarian establishment or individual that provides related services necessary for an individual with exceptional needs to benefit educationally from the pupil’s educational program pursuant to an individualized education program and that is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, a public university or college, or a public hospital. The nonpublic, nonsectarian agency shall also meet standards as prescribed by the superintendent and board.*

California Education Code § 56366. *It is the intent of the Legislature that the role of a nonpublic, nonsectarian school or agency shall be maintained and continued as an alternative special education service available to a local educational agency and parents.*

Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child’s needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;
- The agency has appropriate facilities and equipment; and
- The agency meets health, fire, and safety standards.

The SELPA Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS’ for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS’ that provide special education and related services to children with disabilities residing in a Licensed Children’s Institution (LCI) or in Foster Family Homes (FFH).

Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA’s responsibility to monitor the progress of children placed in NPS programs. The SELPA Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS as needed

Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs.

The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

Section A – Placement and Services

Procedures specified in law shall govern the selection of appropriate NPS/NPA services.

NOTE: As amended in Register 99, No. 13, Title 5 of the California Code of Regulations §§ 3060 and 3061 specify new requirements regarding special education classes offered in nonpublic, nonsectarian schools and agencies. These requirements detail the staffing requirements for instructors, including the credentials that instructors must hold; the eligibility requirements for such credentials; and the number of instructors required per school or agency. Pursuant to Title 5 of the California Code of Regulations § 3064, the California Department of Education (CDE) may issue conditional certifications to allow agencies and schools time to comply with the new requirements.

Charter LEAs needing to place a child with disabilities into a NPS and/or NPA shall develop a contract with the NPS/NPA independent of the Charter SELPA. Charter LEAs are encouraged to use the Charter SELPA NPS/NPA Master Contract as a template with the insertion of the Charter LEA name and the NPS/NPA. Master Contracts with a NPS/NPA shall include an Individual Service Agreement (ISA) negotiated for each child. ISAs shall be for the length of time for which NPS/NPA services are specified in the child's IEP, not to exceed one year. Changes in educational instruction, services, or placement shall be made based only on revisions to the child's IEP (*Education Code § 56366*). *NOTE: Additional requirements related to contracts and personnel with NPS/NPA are specified in Education Code §§ 56366 and 56366.3.*

The Master Contract shall specify the general administrative and financial agreements between the NPS/NPA and the Charter LEA to provide the special education and related services, as well as transportation specified in the child's IEP. The administrative provisions of the contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting Charter LEA to ensure that appropriate high school graduation credit is received by the child. The contract may allow for partial or full-time attendance at the NPS (*Education Code § 56366*). *NOTE: The NPS/NPA must be certified as meeting state standards pursuant to Education Code § 56366. Contracts may be terminated for cause with 20 days' notice; however, the availability of a public education program initiated during the period of the contract cannot give cause for termination unless the parent agrees to transfer the child to the program.*

The Master Contract shall include a description of the process being utilized by the Charter LEA to oversee and evaluate placements in a NPS. This description shall include a method for evaluating whether the child is making appropriate educational progress (*Education Code § 56366*). All costs for services through the NPS/NPA are the responsibility of the Charter LEA.

The Charter LEA Chief Executive Officer (CEO) or designee of an elementary Charter LEA shall notify a high school LEA of all children placed in NPS/NPA programs prior to the annual review of the IEP for each child who may transfer to the secondary LEA (*Title 5 of the California Code of Regulations § 3068*).

When a child with a disability meets the Charter LEA requirements for completion of the prescribed course of study as designated in his/her IEP, the Charter LEA, which developed the IEP, shall award the diploma (*Title 5 of the California Code of Regulations § 3069*). Children with disabilities shall be able to participate in their Charter LEA's graduation ceremony.

Section B – Out-of-State Placements

Before contracting with a NPS/NPA outside California, the Charter LEA shall document the Charter LEA's efforts to find an appropriate program offered by a NPS/NPA within California (*Education Code § 56365*). NOTE: *Government Code § 7572.55 and Welfare and Institutions Code §§ 362.2 and 727.i, as amended by SB 933 (Ch. 311, Statutes of 1998) relate to the out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court. Such placements may be made only after in-state alternatives have been considered and found not to meet the child's needs.*

Within 15 days of any decision for an out-of-state placement, the child's IEP team shall submit to the CDE Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the Charter LEA's efforts to locate an appropriate public school or NPS/NPA within California (*Education Code § 56365*). The Charter LEA may seek guidance from the Charter SELPA and/or the CDE NPS/NPA unit.

If the Charter LEA decides to place a child with a NPS/NPA outside the state, the Charter LEA shall indicate the anticipated date of the child's return to a placement within California, and shall document efforts during the previous year to return the child to California (*Education Code § 56365*).

Section C – Placement Procedures

The Charter LEA CEO or designee shall review all documented efforts to utilize all public school options prior to utilizing a NPS/NPA. NPS/NPA services are provided when the needs of a child are more intensive than can be met in the public school setting. All program options and modifications should be exhausted prior to an IEP team recommending consideration of a NPS/NPA placement. The Charter LEA shall review the Master Contract, ISA, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. The Charter LEA/ will process referrals and locate an appropriate NPS to meet the child's needs. The Charter SELPA may assist in the review of the master contract(s) to verify legal compliance and vendor certification prior to the Charter LEA entering into contracts for services and/or collaborate with the Charter LEA to locate an appropriate NPS.

Each Charter LEA is encouraged to use the Master Contract template and ISA template adopted by the Charter SELPA. Charter SELPA administration will ensure that the Master Contract has been approved by the California Association of Health and Education Linked Professions, Joint

Powers Authority (CAHELP JPA) Governance Council and/or legal counsel, and is updated per federal or state requirements.

NPS' are required by the Master Contract and the IEP team to annually evaluate the child (formally and informally) to determine if the child is making appropriate educational progress. As part of the IEP review process, each Charter LEA that contracts with a NPS shall evaluate the placement of its student(s) in such a school on at least an annual basis. The Charter LEA representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring student progress. The Charter LEA may determine to conduct the evaluation(s) and/or choose to administer additional assessments with parental consent.

Section D – Children Residing in Group Homes/Foster Homes

LEAs within the Charter SELPA have an obligation to place children who are homeless or who are foster children in school as required under the McKinney-Vento Education for Homeless Children and Youths Program. Under McKinney-Vento, these children must be provided access to a free appropriate public education (FAPE) and other services needed without following standard enrollment practices. No proof of residency, immunization records, tuberculosis skin-test results, school records, or legal guardianship papers are required for a child under McKinney-Vento to receive educational services. This process will also apply to Administrative Transfers into the Charter LEA from a LEA, NPS, or county-operated programs. The following are guidelines that Charter LEAs should follow for processing and expediting the enrollment of foster placed/homeless children with disabilities:

- e. The Charter LEA will notify the Charter SELPA immediately upon obtaining knowledge of a child who meets the criteria of homeless and/or foster youth with special needs who has transferred into the Charter LEA.
- f. Based upon the information available to the Charter LEA (e.g., child's current IEP), the Charter LEA will immediately consider a range of possible placement options for the child, including Charter LEA options, if appropriate, and notify the Charter SELPA. If the child is appropriate for a Charter LEA program, the Charter LEA will immediately enroll the child.
- g. If the child's IEP indicates that the child previously attended a NPS, the Charter LEA will do the following:
 - a. Complete the Transfer into LEA form (D/M 52) and obtain the parent and/or guardian signature.
 - b. Complete the NPS Referral form (D/M 134) and obtain the signatures of the person making the referral and the Director of Special Education. Specify the IEP team's preference for a specific NPS, if applicable.
 - c. Juvenile Hall/NPS Students: If the child's last placement was a local NPS prior to being moved to a juvenile detention center, only complete form D/M 134 upon the

child's return to the Charter LEA in lieu of preparing a new transfer NPS referral packet.

- d. Forward the following completed documents to the Charter SELPA Nonpublic School Coordinator:
 - 1) D/M 52 Transfer into LEA form;
 - 2) D/M 134 Nonpublic School Placement Referral form;
 - 3) IEP or IEP Addendum dated within one year of the transfer referral for NPS placement that documents the previous NPS placement;
 - 4) Psycho-educational evaluation dated within three years of the transfer referral for NPS placement;
 - 5) If the last triennial was completed with a Triennial Assessment Determination form (D/M 119), include the last full psycho-educational report; and
 - 6) Any additional information.
- e. Within 10 business days of receipt of the completed referral packet, the Charter SELPA Nonpublic School Coordinator will review the packet for completion and forward it to the Charter LEA's NPS school of choice. The NPS will contact the parent and/or guardian and placement will be made within 10 business days.

The NPS will work directly with the Charter LEA to schedule an IEP within 30 days of the child's placement at the school. The placement should be listed on an IEP or IEP Addendum including the NPS, start date, duration, and frequency. The IEP or IEP Addendum should be forwarded to the Nonpublic School Coordinator at the Charter SELPA.

NOTE: Within 30 days of placement, the Charter LEA will make every effort to locate student records including IEPs, psychological assessments, immunization records, and birth certificates. If no school records can be located, the Charter LEA will assess the child in all suspected areas of disability. Every effort will be made to assess these children within the 30-day placement.

Within five business days of receipt of the Addendum to the IEP, the Charter SELPA Nonpublic School Coordinator will assist the Charter LEA, if requested, in developing a Master Contract with the NPS if one does not currently exist and an ISA. The ISA will be forwarded to the appropriate NPS for signature. The Charter LEA will enter the NPS placement into the SELPA Management Information System (MIS) database.

The Charter LEA may access additional support from the Charter SELPA Nonpublic Schools Coordinator for group home and foster-placed children.

The federal McKinney-Vento Homeless Assistance Act requires schools to enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. California law requires schools to immediately enroll foster children transferring to their school even if a foster child is unable to produce immunization records normally required for school entry. Charter LEAs, parents, caregivers, foster parents, and group home staff should work with their local county health agencies to assist children in obtaining immunization records and/or immunizations for those children who are identified as needing additional immunizations. The law still requires that the school obtain the child's immunization record and ensure that the foster child has met all immunization requirements (i.e., Senate Bill (SB) 277 requirements, June 2015). Charter LEAs must also track children they admit without proof of immunization so that they can be protected in case of an outbreak of any vaccine-covered disease.

APPENDIX A: Guidelines for Parent Reimbursement for Children in Residential Placement

Guidelines for Reimbursement for Reunification Visits

Introduction

The following information is established to provide guidelines to participating Charter Local Education Agencies (LEAs) regarding authorized travel-related expenses/reimbursement of parent reunification visits for residentially-placed children receiving special education services.

The role of the Desert/Mountain Charter Special Education Local Plan Area (SELPA) in this process is primarily to facilitate the assessment and referral process for residential placement for mental health purposes on behalf of participating Charter LEAs. Parent reunification visits are family meetings that are agreed upon through an Individualized Education Program (IEP) and arranged by the Charter SELPA, Charter LEA, and the parent. The Charter LEA is the authorized agent to approve all necessary parent reimbursements relating to the reunification visit(s). Therefore, parent reimbursement claims should be submitted to the Charter LEA for verification and reimbursement.

Parent reimbursement will only be provided when the child's IEP specifies a residential placement located outside the boundaries of the Charter SELPA member LEAs. Reimbursement may include transportation, lodging, and meals.

Additionally, parent reimbursement claims for additional family member(s) participation at approved family meeting(s) is not uncommon and has been accommodated for reimbursement based on the IEP team's determination of the child's needs and/or the IEP team's approval of the recommendation of the mental health treatment plan. The approval of additional requests for reimbursement beyond those determined to be educationally necessary by the IEP team will be at the discretion of the Charter LEA under its adopted policy.

Reimbursement to Parent (Children receiving mental health services)

“The LEA is financially responsible for reasonable expenses associated with the transportation of a pupil with a disability to and from the mental health services that are specified on the pupil's IEP. The determination of the appropriate number of trips home from a residential facility as well as the frequency of reunification visits required in order for a child to benefit from special education, should be determined by the IEP team on a case-by-case basis.” (Letter to Dorman, 211 IDELR 70 (OSEP 1978); Letter to Anonymous, 213 IDELR 164 (OSEP 1988).

The residential facility may arrange for transportation of the child to the residential facility. Cost for this transportation is to be submitted as an invoice and paid directly by the Charter LEA. In some instances, however, it may be necessary for a parent to transport their child to the residential

facility. In this case, the following parameters and procedures for parent reimbursement shall apply:

A. Transportation of Child to/from Residential Placement Facility

1. Parent reimbursement will be provided for transportation costs for the initial delivery or final return of the child to or from the residential facility. Reimbursement will be for the child and one parent escort using one of the following modes of transportation: airplane, personal vehicle, bus, train, or rental car. If a rental car is used, original receipts for gas purchased must be submitted and documented in the parent reimbursement claim form. The Charter LEA may cap the allowable reimbursement.
2. Should the IEP team determine that a child needs to be transported to or from the residential facility using an escort service, the need for this service shall be documented in the child's IEP, and the Charter LEA will reimburse the nonpublic, nonsectarian school (NPS) for actual escort services, or will pay the escort company directly if there is enough lead time to initiate a transportation contract. If the parent chooses to pay for the escort service, the parent should submit the reimbursement claim form directly to the Charter LEA and the Charter LEA will reimburse the parent within 60 days of receiving/verifying the claim form. The dated, itemized, original receipt should be attached to the claim form.

If the parent elects to drive their personal vehicle, reimbursement will be provided for mileage at the established governmental rate per Charter LEA policy. The total reimbursement amount for mileage shall not exceed the cost of economy airfare for the parent and child to the residential placement site. Example, if parent's roundtrip airfare and child's one-way airfare plus airport parking and ground transportation to the residential placement site would be \$650 and the mileage reimbursement to the residential facility site is \$700; the mileage reimbursement will be reduced to the \$650 amount.

3. Mileage reimbursement for personal vehicle mileage will be provided for the roundtrip distance between the child's home and the residential facility site. Parent should document the vehicle mileage in the parent reimbursement claim form and submit the form to the Charter LEA. An independent mileage website (i.e., Yahoo maps, MapQuest, etc.) will be used by the Charter LEA to verify the mileage calculation.
4. Lodging expenses will be reimbursed for no more than one night during the trip to either deliver or pick the child up from the residential facility located at least 200 miles from the child's home. Maximum reimbursement for lodging is \$100 per night and does not include phone calls, in-room movies, room service, or other miscellaneous expenses incurred. Under no circumstances may personal expenses be reimbursed other than those specified in this policy. Parent should complete the reimbursement claim form and attach the dated, itemized, original lodging receipt, and submit the documents to the Charter LEA for reimbursement.

5. If travel is by airplane, parking at the departure airport and ground transportation (the lesser expense for either a shuttle or taxi) from the destination airport to the residential facility will be reimbursed with submission of the original receipt(s).

NOTE: Many residential facilities provide ground transportation from the airport to their facility. Parent should check with the residential facility prior to making ground transportation arrangements.

6. Rental cars must be selected from the Economy or Compact class. Additional CDW insurance coverage on the rental car will not be reimbursed.
7. Requests for reimbursement must be submitted to the Charter LEA within 30 days of travel. Parent must complete and submit the attached Parent Reimbursement Claim form to the Charter LEA. Original itemized receipts for allowable expenses for the date(s) of travel must be attached to the claim form.
8. Reimbursement payment will be made within 50 days of the Charter LEA's receipt of the properly completed claim form and original receipts. No claim form will be processed without the original itemized receipts.

B. Parent Visitation to/from Residential Placement Facility

1. Reimbursement will only be provided by the Charter LEA for parent(s) visitation to the residential facility if the purpose of the visit is specifically related directly to the child's education and/or reunification and is documented in the child's IEP.
2. The costs of additional visitations, which are not included in the child's IEP, will be the responsibility of the parents. Consideration may be given for an additional visit(s) if recommended by the residential facility, considered programmatically required, and documented in the child's IEP.
3. Reimbursement for parent visitation specified on the IEP will only be provided for the custodial parent(s). Reimbursement may be for the following: air, train, bus, personal vehicle, or rental car; lodging; and meals. If using a rental car, actual cost of gas will be reimbursed if original gas receipts are provided.
4. If the parent elects to drive their personal vehicle, reimbursement will be provided for mileage at the established governmental rate per Charter LEA policy. However, the total reimbursement amount may not exceed the cost of economy airfare for the parent to the residential placement site. Example, if parent's roundtrip airfare plus airport parking and ground transportation to the residential placement site would be \$350 and the mileage reimbursement to the residential facility site is \$600; the mileage reimbursement will be reduced to the \$350 amount.
5. Mileage reimbursement for private vehicle mileage will be provided for the distance between the child's home and the residential facility site. An independent mileage website (i.e., Yahoo maps, MapQuest, etc.) will be used by the Charter LEA to verify the mileage calculation.

6. Lodging expenses will be reimbursed for no more than two nights during the approved visit to the residential facility located at least 200 miles from the child's home. Maximum reimbursement for lodging is \$100 per night and does not include phone calls, in-room movies, room service, or other miscellaneous expenses. Under no circumstances may personal expenses be reimbursed other than those expenses specified in this policy. The dated, itemized, original lodging receipt is required for reimbursement and must be attached to the reimbursement claim form.
7. If travel is by airplane, parking at the departure airport and ground transportation (the lesser expense for a shuttle, rental car, or taxi) from the destination airport to the residential facility will be reimbursed with submission of the original receipt(s).

NOTE: Many residential facilities provide ground transportation from the airport to their facility. Parent should check with the residential facility prior to making ground transportation arrangements.

8. Rental cars must be selected from the Economy or Compact class. Additional CDW insurance coverage on the rental car will not be reimbursed.
9. Parent must submit requests for reimbursement to the Charter LEA within 30 days of travel. The parent must complete and submit the attached Parent Reimbursement Claim form to the Charter LEA. Original itemized receipts for allowable expenses must be attached.
10. Reimbursement payment will be made within 50 days of the Charter LEA's receipt of the properly completed Parent Reimbursement Claim form and original receipts prepared and submitted as specified herein. No claim form will be processed without the original itemized receipts.

APPENDIX B: Parent Reimbursement Claim Form

**School District LEA Name
Parent Reimbursement Claim for Student Residential Care**

Please forward this reimbursement claim form to: LEA School District: _____
Address: _____

INSTRUCTIONS:
Parent **MUST:** (1) Complete all information requested below; (2) attach original itemized receipts for all expenses; (3) sign and date the claim form; and (4) mail the completed form and receipts to the district. If requested information is omitted, reimbursement payment will be delayed.

Student Name: _____ Parent Name: _____

Student's Home Address: _____

Parent's Home Address: _____ Work or Cell No.: _____

Residential Placement Facility: _____

Travel Dates: From: _____ To: _____

ITEM DESCRIPTION (Receipts Attached)	AMOUNT REQUESTED
Air travel, train, bus, rental car *	\$ _____
Lodging *	\$ _____
Meals *	\$ _____
Airport Parking	\$ _____
Ground Transportation to Residential Placement Facility	\$ _____
Private Vehicle Mileage _____	\$ _____
Rental Car Gas	\$ _____
Escort Service as documented in Student's IEP	\$ _____
<i>* Reimbursement amount and/or limit s shall be determined according to the district's travel policy.</i>	
TOTAL REIMBURSEMENT REQUESTED	\$ _____

I certify that the above information is true and accurate.

Parent Signature

Date



Chapter 13: Nonpublic Agency/Nonpublic School Services

Legal References

CA Education Code
56034-56035; 56365;
56366; 56366.3

Title 5, CA Code of
Regulations
3060-3061; 3064;
3068-3069

Government Code
7572.55

Welfare &
Institutions Code
362.2; 727.i

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8/28/18

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SECTION B	Out-of-State Placements
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APPENDIX B	Parent Reimbursement Claim Form

Introduction

Nonpublic, nonsectarian school and agency (NPS/NPA) services shall be available to children in the Desert/Mountain Charter Special Education Local Plan Area (SELPA) when no appropriate public educational services are available within the Charter Local Education Agency (LEA), neighboring counties or SELPAs, or state special schools. ~~A designated member of the Individualized Education Program (IEP) team shall contact the Charter SELPA if this type of placement might be considered at an upcoming IEP team meeting.~~

The ~~Charter SELPA or the~~ Charter LEA Governing Board may approve the contract with state-certified NPS/NPA to provide special education services or facilities when an appropriate public education program is not available.

When entering into agreements contracts with a NPS/NPA, the Charter LEA shall consider the needs of the individual child with a disability and the recommendations of the IEP team. The IEP team shall remain accountable for monitoring the progress of children placed in NPS/NPA programs towards the goals identified in each child's IEP.

DEFINITIONS

California Education Code § 56034. *“Nonpublic, nonsectarian school” means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program and is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, or a public university or college. A nonpublic, nonsectarian school shall also meet standards as prescribed by the Superintendent and board.*

California Education Code § 56035. *“Nonpublic, nonsectarian agency” means a private, nonsectarian establishment or individual that provides related services necessary for an individual with exceptional needs to benefit educationally from the pupil's educational program pursuant to an individualized education program and that is certified by the department. It does not include an organization or agency that operates as a public agency or offers public service, including, but not limited to, a state or local agency, an affiliate of a state or local agency, including a private, nonprofit corporation established or operated by a state or local agency, a public university or college, or a public hospital. The nonpublic, nonsectarian agency shall also meet standards as prescribed by the superintendent and board.*

California Education Code § 56366. *It is the intent of the Legislature that the role of a nonpublic, nonsectarian school or agency shall be maintained and continued as an alternative special education service available to a local educational agency and parents.*

Nonpublic, nonsectarian school (NPS) services can be used when the resources available to the Charter LEA staff are not sufficient to adequately identify the child's needs. When a Charter LEA places a child with a disability with a NPS/NPA provider, the Charter LEA must verify through the Charter SELPA that the NPS/NPA provider is California Department of Education (CDE) certified. It will ensure that the NPS/NPA must meet the following CDE standards:

- The agency has adequately trained personnel;
- The agency has appropriate facilities and equipment; and
- The agency meets health, fire, and safety standards.

The SELPA ~~Nonpublic School Coordinator~~ Program Manager for Compliance/Non-Public School Coordinator will annually monitor NPS' for compliance with the provisions set forth in Assembly Bill (AB) 1858. AB 1858 includes requirements for NPS' that provide special education and related services to children with disabilities residing in a Licensed Children's Institution (LCI) or in Foster Family Homes (FFH).

Every attempt will be made to assure student progress so that a child may ultimately be able to return to some form of public school program. It is the Charter LEA's responsibility to monitor the progress of children placed in NPS programs. The SELPA ~~Nonpublic School Coordinator~~ Program Manager for Compliance shall act as a liaison between the Charter SELPA, the Charter LEA, and the NPS ~~in all matters concerning a child's placement as needed.~~

Children with disabilities may be enrolled concurrently in both public and NPS services, provided one is the major enrollment and the other is supplemental. This determination will be made by the Charter LEA IEP team based upon the educational needs of the child and will be provided only when this arrangement best meets these needs.

The Charter LEA will consider nonpublic placement and/or services for all children who require such services in order to benefit from their educational program as determined by the IEP team. In order to ensure that the child is being provided such a program within the Least Restrictive Environment (LRE), the IEP team shall utilize such NPS/NPA services only after exploring all public school program alternatives.

Section A - Placement and Services

Procedures specified in law shall govern the selection of appropriate NPS/NPA services.

NOTE: As amended in Register 99, No. 13, Title 5 of the California Code of Regulations §§ 3060 and 3061 specify new requirements regarding special education classes offered in nonpublic, nonsectarian schools and agencies. These requirements detail the staffing requirements for instructors, including the credentials that instructors must hold; the eligibility requirements for such credentials; and the number of instructors required per school or agency. Pursuant to Title 5 of the California Code of Regulations § 3064, the California Department of Education (CDE) may issue conditional certifications to allow agencies and schools time to comply with the new requirements.

Charter LEAs needing to place a child with disabilities into a NPS and/or NPA shall develop a contract with the NPS/NPA independent of the Charter SELPA. Charter LEAs are encouraged to use the Charter SELPA NPS/NPA Master Contract as a template with the insertion of the Charter LEA name and the NPS/NPA. Master Contracts with a NPS/NPA shall include an Individual Service Agreement (ISA) negotiated for each child. ISAs shall be for the length of time for which NPS/NPA services are specified in the child's IEP, not to exceed one year. Changes in educational instruction, services, or placement shall be made based only on revisions to the child's IEP (*Education Code § 56366*). *NOTE: Additional requirements related to contracts and personnel with NPS/NPA are specified in Education Code §§ 56366 and 56366.3.*

The Master Contract shall specify the general administrative and financial agreements between the NPS/NPA and the Charter LEA/[SELPA](#) to provide the special education and related services, as well as transportation specified in the child's IEP. The administrative provisions of the contract shall also include procedures for record keeping and documentation, and the maintenance of school records by the contracting Charter LEA/[SELPA](#) to ensure that appropriate high school graduation credit is received by the child. The contract may allow for partial or full-time attendance at the NPS (*Education Code § 56366*). NOTE: *The NPS/NPA must be certified as meeting state standards pursuant to Education Code § 56366. Contracts may be terminated for cause with 20 days' notice; however, the availability of a public education program initiated during the period of the contract cannot give cause for termination unless the parent agrees to transfer the child to the program.*

The Master Contract shall include a description of the process being utilized by the Charter LEA/[SELPA](#) to oversee and evaluate placements in a NPS. This description shall include a method for evaluating whether the child is making appropriate educational progress (*Education Code § 56366*). [All costs for services through the NPS/NPA are the responsibility of the Charter LEA.](#)

The Charter LEA Chief Executive Officer (CEO) or designee of an elementary Charter LEA shall notify a high school LEA of all children placed in NPS/NPA programs prior to the annual review of the IEP for each child who may transfer to the ~~high school~~ secondary LEA (*Title 5 of the California Code of Regulations § 3068*).

When a child with a disability meets the Charter LEA requirements for completion of the prescribed course of study as designated in his/her IEP, the Charter LEA, which developed the IEP, shall award the diploma (*Title 5 of the California Code of Regulations § 3069*). Children with disabilities shall be able to participate in their Charter LEA's graduation ceremony.

Section B - Out-of-State Placements

Before contracting with an NPS/NPA outside California, the Charter LEA/[SELPA](#) shall document the Charter LEA's efforts to find an appropriate program offered by a NPS/NPA within California (*Education Code § 56365*). NOTE: *Government Code § 7572.55 and Welfare and Institutions Code §§ 362.2 and 727.i, as amended by SB 933 (Ch. 311, Statutes of 1998) relate to the out-of-state placement of children who are seriously emotionally disturbed and/or wards of the court. Such placements may be made only after in-state alternatives have been considered and found not to meet the child's needs.*

Within 15 days of any decision for an out-of-state placement, the child's IEP team shall submit to the [California Department of Education \(CDE\)](#) Superintendent of Public Instruction a report with information about the services provided by the out-of-state program, the related costs, and the Charter LEA's efforts to locate an appropriate public school or NPS/NPA within California (*Education Code § 56365*). [The Charter LEA may seek guidance from the Charter SELPA and/or the CDE NPS/NPA unit.](#)

If the Charter LEA decides to place a child with a NPS/NPA outside the state, the Charter LEA shall indicate the anticipated date of the child's return to a placement within California, and shall document efforts during the previous year to return the child to California (*Education Code § 56365*).

Section C - Placement Procedures

The Charter LEA CEO or designee shall review all documented efforts to utilize all public school options prior to utilizing a NPS/NPA. NPS/NPA services are provided when the needs of a child are more intensive than can be met in the public school setting. All program options and modifications should be exhausted prior to an IEP team recommending consideration of a NPS/NPA placement. The Charter LEA/~~SELPA~~ shall review the Master Contract, ISA, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. The Charter LEA/~~SELPA~~ will process referrals and locate an appropriate NPS to meet the child's needs. The Charter SELPA may assist [in the review of the master contract\(s\) to verify legal compliance and vendor certification prior to the Charter LEA entering into contracts for services](#) -and/or collaborate with the Charter LEA to locate an appropriate NPS.

Each Charter LEA ~~is encouraged to use the~~ ~~agrees to use the~~ Master Contract ~~template~~ and ISA ~~template~~ adopted by the Charter SELPA. Charter SELPA administration will ensure that the Master Contract has been approved by the California Association of Health and Education Linked Professions, Joint Powers Authority (CAHELP JPA) Governance Council and/or legal counsel, and is updated per federal or state requirements.

NPS' are required by the Master Contract and the IEP team to annually evaluate the child (formally and informally) to determine if the child is making appropriate educational progress. As part of the IEP review process, each Charter LEA that contracts with a NPS shall evaluate the placement of its student(s) in such a school on at least an annual basis. The Charter LEA representative shall collaboratively review the NPS evaluation data to ensure that the results are appropriate, reliable, and valid for measuring student progress. The Charter LEA may determine to conduct the evaluation(s) and/or choose to administer additional assessments with parental consent.

Section D - Children Residing in Group Homes/Foster Homes

LEAs within the Charter SELPA have an obligation to place children who are homeless or who are foster children in school as required under the McKinney-Vento Education for Homeless Children and Youths Program. Under McKinney-Vento, these children must be provided access to a free appropriate public education (FAPE) and other services needed without following standard enrollment practices. No proof of residency, immunization records, tuberculosis skin-test results, school records, or legal guardianship papers are required for a child under McKinney-Vento to receive educational services. This process will also apply to Administrative Transfers into the Charter LEA from a LEA, NPS, or county-operated programs. The following are guidelines that Charter LEAs should follow for processing and expediting the enrollment of foster placed/homeless children with disabilities:

1. The Charter LEA will notify the Charter SELPA immediately upon obtaining knowledge of a child who meets the criteria of homeless and/or foster youth with special needs who has transferred into the Charter LEA.
2. Based upon the information available to the Charter LEA (e.g., child's current IEP), the Charter LEA will immediately consider a range of possible placement options for the child, including Charter LEA options, if appropriate, and notify the Charter SELPA. If the child is appropriate for a Charter LEA program, the Charter LEA will immediately enroll the child.
3. If the child's IEP indicates that the child previously attended a NPS, the Charter LEA will do the following:
 - a. Complete the Transfer into LEA form (D/M 52) and obtain the parent and/or guardian signature.

- b. Complete the NPS Referral form (D/M 134) and obtain the signatures of the person making the referral and the Director of Special Education. Specify the IEP team's preference for a specific NPS, if applicable.
- c. Juvenile Hall/NPS Students: If the child's last placement was a local NPS prior to being moved to a juvenile detention center, only complete form D/M 134 upon the child's return to the Charter LEA in lieu of preparing a new transfer NPS referral packet.
- d. Forward the following completed documents to the Charter SELPA Nonpublic School Coordinator:
 - 1) D/M 52 Transfer into LEA form;
 - 2) D/M 134 Nonpublic School Placement Referral form;
 - 3) IEP or IEP Addendum dated within one year of the transfer referral for NPS placement that documents the previous NPS placement;
 - 4) Psycho-educational evaluation dated within three years of the transfer referral for NPS placement;
 - 5) If the last triennial was completed with a Triennial Assessment Determination form (D/M 119), include the last full psycho-educational report; and
 - 6) Any additional information.
- e. Within 10 business days of receipt of the completed referral packet, the Charter SELPA Nonpublic School Coordinator will review the packet for completion and forward it to the Charter LEA's NPS school of choice. The NPS will contact the parent and/or guardian and placement will be made within 10 business days.

The NPS will work directly with the Charter LEA to schedule an IEP within 30 days of the child's placement at the school. The placement should be listed on an IEP or IEP Addendum including the NPS, start date, duration, and frequency. The IEP or IEP Addendum should be forwarded to the Nonpublic School Coordinator at the Charter SELPA.

NOTE: Within 30 days of placement, the Charter LEA will make every effort to locate student records including IEPs, psychological assessments, immunization records, and birth certificates. If no school records can be located, the Charter LEA will assess the child in all suspected areas of disability. Every effort will be made to assess these children within the 30-day placement.

Within five business days of receipt of the Addendum to the IEP, the Charter SELPA Nonpublic School Coordinator will assist the Charter LEA, if requested, in developing a Master Contract with the NPS if one does not currently exist and an ISA. The ISA will be forwarded to the appropriate NPS for signature. The Charter SELPA LEA will enter the NPS placement into the SELPA Management Information System (MIS) database.

The Charter LEA may access additional support from the Charter SELPA psychologist Non-Public Schools Coordinator for group home and foster-placed children.

The federal McKinney-Vento Homeless Assistance Act requires schools to enroll new students who are homeless even if their immunization records are missing or unavailable at the time of enrollment. California law requires schools to immediately enroll foster children transferring to their school even if a foster child is unable to produce immunization records normally required for school entry. Charter LEAs, parents, caregivers, foster parents, and group home staff should work with their local county health agencies to assist children in obtaining immunization records and/or immunizations for those children who are identified as needing additional immunizations. The law still requires that the school obtain the child's immunization record and ensure that the foster child has met all immunization requirements (i.e., Senate Bill (SB) 277 requirements, June 2015). Charter LEAs must also track children they admit without proof of immunization so that they can be protected in case of an outbreak of any vaccine-covered disease.

Guidelines for Parent Reimbursement/Reunification Visits

Introduction

The following information is established to provide guidelines to participating Charter Local Education Agencies (LEAs) regarding authorized travel-related expenses/reimbursement of parent reunification visits for residentially-placed children receiving special education services.

The role of the Desert/Mountain Charter Special Education Local Plan Area (SELPA) in this process is primarily to facilitate the assessment and referral process for residential placement for mental health purposes on behalf of participating Charter LEAs. Parent reunification visits are family meetings that are agreed upon through an Individualized Education Program (IEP) and arranged by the Charter SELPA, Charter LEA, and the parent. The Charter LEA is the authorized agent to approve all necessary parent reimbursements relating to the reunification visit(s). Therefore, parent reimbursement claims should be submitted to the Charter LEA for verification and reimbursement.

Parent reimbursement will only be provided when the child's IEP specifies a residential placement located outside the boundaries of the Charter SELPA member LEAs. Reimbursement may include transportation, lodging, and meals.

Additionally, parent reimbursement claims for additional family member(s) participation at approved family meeting(s) is not uncommon and has been accommodated for reimbursement based on the IEP team's determination of the child's needs and/or the IEP team's approval of the recommendation of the mental health treatment plan. The approval of additional requests for reimbursement beyond those determined to be educationally necessary by the IEP team will be at the discretion of the Charter LEA under its adopted policy.

Reimbursement to Parent (Children receiving mental health services)

"The LEA is financially responsible for reasonable expenses associated with the transportation of a pupil with a disability to and from the mental health services that are specified on the pupil's IEP. The determination of the appropriate number of trips home from a residential facility as well as the frequency of reunification visits required in order for a child to benefit from special education, should be determined by the IEP team on a case-by-case basis." (Letter to Dorman, 211 IDELR 70 (OSEP 1978); Letter to Anonymous, 213 IDELR 164 (OSEP 1988).

The residential facility may arrange for transportation of the child to the residential facility. Cost for this transportation is to be submitted as an invoice and paid directly by the Charter LEA. In some instances, however, it may be necessary for a parent to transport their child to the residential facility. In this case, the following parameters and procedures for parent reimbursement shall apply:

A. Transportation of Child to/from Residential Placement Facility

1. Parent reimbursement will be provided for transportation costs for the initial delivery or final return of the child to or from the residential facility. Reimbursement will be for the child and one parent escort using one of the following modes of transportation: airplane, personal vehicle, bus, train, or rental car. If a rental car is used, original receipts for gas purchased must be submitted and documented in the parent reimbursement claim form. The Charter LEA may cap the allowable reimbursement.
2. Should the IEP team determine that a child needs to be transported to or from the residential facility using an escort service, the need for this service shall be documented in the child's IEP, and the Charter LEA will reimburse the nonpublic, nonsectarian school

Guidelines for Parent Reimbursement/Reunification Visits

(NPS) for actual escort services, or will pay the escort company directly if there is enough lead time to initiate a transportation contract. If the parent chooses to pay for the escort service, the parent should submit the reimbursement claim form directly to the Charter LEA and the Charter LEA will reimburse the parent within 60 days of receiving/verifying the claim form. The dated, itemized, original receipt should be attached to the claim form.

If the parent elects to drive their personal vehicle, reimbursement will be provided for mileage at the established governmental rate per Charter LEA policy. The total reimbursement amount for mileage shall not exceed the cost of economy airfare for the parent and child to the residential placement site. *Example, if parent's roundtrip airfare and child's one-way airfare plus airport parking and ground transportation to the residential placement site would be \$650 and the mileage reimbursement to the residential facility site is \$700; the mileage reimbursement will be reduced to the \$650 amount.*

3. Mileage reimbursement for personal vehicle mileage will be provided for the roundtrip distance between the child's home and the residential facility site. Parent should document the vehicle mileage in the parent reimbursement claim form and submit the form to the Charter LEA. An independent mileage website (i.e., Yahoo maps, MapQuest, etc.) will be used by the Charter LEA to verify the mileage calculation.
4. Lodging expenses will be reimbursed for no more than one night during the trip to either deliver or pick the child up from the residential facility located at least 200 miles from the child's home. Maximum reimbursement for lodging is \$100 per night and does not include phone calls, in-room movies, room service, or other miscellaneous expenses incurred. Under no circumstances may personal expenses be reimbursed other than those specified in this policy. Parent should complete the reimbursement claim form and attach the dated, itemized, original lodging receipt, and submit the documents to the Charter LEA for reimbursement.
5. If travel is by airplane, parking at the departure airport and ground transportation (the lesser expense for either a shuttle or taxi) from the destination airport to the residential facility will be reimbursed with submission of the original receipt(s).

NOTE: Many residential facilities provide ground transportation from the airport to their facility. Parent should check with the residential facility prior to making ground transportation arrangements.

6. Rental cars must be selected from the Economy or Compact class. Additional CDW insurance coverage on the rental car will not be reimbursed.
7. Requests for reimbursement must be submitted to the Charter LEA within 30 days of travel. Parent must complete and submit the attached Parent Reimbursement Claim form to the Charter LEA. Original itemized receipts for allowable expenses for the date(s) of travel must be attached to the claim form.
8. Reimbursement payment will be made within 50 days of the Charter LEA's receipt of the properly completed claim form and original receipts. No claim form will be processed without the original itemized receipts.

B. Parent Visitation to/from Residential Placement Facility

1. Reimbursement will only be provided by the Charter LEA for parent(s) visitation to the residential facility if the purpose of the visit is specifically related directly to the child's education and/or reunification and is documented in the child's IEP.

Guidelines for Parent Reimbursement/Reunification Visits

2. The costs of additional visitations, which are not included in the child's IEP, will be the responsibility of the parents. Consideration may be given for an additional visit(s) if recommended by the residential facility, considered programmatically required, and documented in the child's IEP.
 3. Reimbursement for parent visitation specified on the IEP will only be provided for the custodial parent(s). Reimbursement may be for the following: air, train, bus, personal vehicle, or rental car; lodging; and meals. If using a rental car, actual cost of gas will be reimbursed if original gas receipts are provided.
 4. If the parent elects to drive their personal vehicle, reimbursement will be provided for mileage at the established governmental rate per Charter LEA policy. However, the total reimbursement amount may not exceed the cost of economy airfare for the parent to the residential placement site. *Example, if parent's roundtrip airfare plus airport parking and ground transportation to the residential placement site would be \$350 and the mileage reimbursement to the residential facility site is \$600; the mileage reimbursement will be reduced to the \$350 amount.*
 5. Mileage reimbursement for private vehicle mileage will be provided for the distance between the child's home and the residential facility site. An independent mileage website (i.e., Yahoo maps, MapQuest, etc.) will be used by the Charter LEA to verify the mileage calculation.
 6. Lodging expenses will be reimbursed for no more than two nights during the approved visit to the residential facility located at least 200 miles from the child's home. Maximum reimbursement for lodging is \$100 per night and does not include phone calls, in-room movies, room service, or other miscellaneous expenses. Under no circumstances may personal expenses be reimbursed other than those expenses specified in this policy. The dated, itemized, original lodging receipt is required for reimbursement and must be attached to the reimbursement claim form.
 7. If travel is by airplane, parking at the departure airport and ground transportation (the lesser expense for a shuttle, rental car, or taxi) from the destination airport to the residential facility will be reimbursed with submission of the original receipt(s).
- NOTE: Many residential facilities provide ground transportation from the airport to their facility. Parent should check with the residential facility prior to making ground transportation arrangements.*
8. Rental cars must be selected from the Economy or Compact class. Additional CDW insurance coverage on the rental car will not be reimbursed.
 9. Parent must submit requests for reimbursement to the Charter LEA within 30 days of travel. The parent must complete and submit the attached Parent Reimbursement Claim form to the Charter LEA. Original itemized receipts for allowable expenses must be attached.
 10. Reimbursement payment will be made within 50 days of the Charter LEA's receipt of the properly completed Parent Reimbursement Claim form and original receipts prepared and submitted as specified herein. No claim form will be processed without the original itemized receipts.

**School District LEA Name
Parent Reimbursement Claim for Student Residential Care**

Please forward this reimbursement claim form to:	LEA School District: _____ Address: _____ _____
<p>INSTRUCTIONS: Parent MUST: (1) Complete all information requested below; (2) attach original itemized receipts for all expenses; (3) sign and date the claim form; and (4) mail the completed form and receipts to the district. If requested information is omitted, reimbursement payment will be delayed.</p>	
Student Name: _____	Parent Name: _____
Student's Home Address: _____	
Parent's Home Address: _____	Work or Cell No.: _____
Residential Placement Facility: _____	
Travel Dates: From: _____	To: _____

ITEM DESCRIPTION (Receipts Attached)	AMOUNT REQUESTED
Air travel, train, bus, rental car *	\$ _____
Lodging *	\$ _____
Meals *	\$ _____
Airport Parking	\$ _____
Ground Transportation to Residential Placement Facility	\$ _____
Private Vehicle Mileage _____	\$ _____
Rental Car Gas	\$ _____
Escort Service as documented in Student's IEP	\$ _____
<p><i>* Reimbursement amount and/or limit shall be determined according to the district's travel policy.</i></p>	
TOTAL REIMBURSEMENT REQUESTED	\$ _____

I certify that the above information is true and accurate.	_____ Parent Signature _____ Date
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8.8 Compliance Updates
Verbal Report, no materials

8.9 PBIS Cohort 10 Update
Verbal Report, no materials

8.10 Triage Grant
Verbal Report, no materials



THE 7TH ANNUAL BEHAVIOR CONFERENCE

Presenter: Debra Sacks, Ed.D.

Course Description: Our annual Region 10 Behavior Conference is featuring Dr. Debra Sacks, Senior Consultant from Collaborative Learning Solutions (CLS) as a keynote speaker on Social-Emotional Wellness of Educators, supported by workshops including antecedent-based interventions and self-management, “Stay Cool at School”, Social/Emotional Developmental Pathway, Restorative Practices, Resiliency for Youth, “Taming the Inner Lion”, Wellness for Students, and Introduction to Boys Town. This conference will focus on the importance of addressing social-emotional learning (SEL) for student success.

Outcomes: Upon completing of this workshop, participants will be able to:

1. *Discuss concrete strategies in the areas of social-emotional wellness of educators and students.*

Who: School psychologists, counselors, behavior specialists, mental health therapists, administrators, program specialists, coaches, teachers, and paraeducators.

When: Friday, October 26, 2018 (Registration 8:00 – 8:30 a.m.; Presentation: 8:30 a.m. – 3:30 p.m.)

Where: Corona-Norco Unified School District- Learning Center South- 2820 Clark Ave. Norco, Ca 92860

Cost: \$50.00 per person (includes materials, breakfast, and lunch)

Registration: To ensure that we provide enough materials for everyone please register on the Organizational Management System (OMS) (<https://sbcss.k12oms.org>) in the appropriate calendar month/year for the event. The registration deadline is October 19, 2018. For additional registration information, please contact Jennifer Holbrook at (760) 955-3559. *There are no refunds for no-shows or cancellations after the registration deadline.* Please make checks payable to SBCSS and send payments to Desert/Mountain Special Education Local Plan Area (SELPA), c/o Jennifer Holbrook, 17800 Highway 18, Apple Valley, CA 92307. Purchase orders may be faxed to (760) 242-5363, attention: Jennifer Holbrook.

Special Accommodations: Please submit any special accommodation requests at least fifteen working days prior to the training by notating your request when registering for the event on [OMS Registration](https://sbcss.k12oms.org/52-152946) (<https://sbcss.k12oms.org/52-152946>).



Registration Opens September 17, 2018 for
the State SELPA Administrator's

▼ ADR ▼

CONFERENCE



Riverside Convention Center
March 7 & 8, 2019

Hotel Accommodations at Hyatt
Place, Marriott and Mission Inn



Register at: <https://sbcss.k12oms.org/46-149916>

Cost: \$250 per person



Desert/Mountain Special Education Local Plan Area
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-242-5363
W www.dmselpa.org

MEMORANDUM

DATE: September 10, 2018
TO: Special Education Directors and MIS Contacts
FROM: Colette Garland, MIS Support Analyst
SUBJECT: Desired Results Access Project (DRDP) – Fall 2018

The Desired Results Access Project supports special educators, administrators, and families in implementing the California Department of Education's Desired Results Developmental Profile (DRDP (2015)) for:

All infants and toddlers with Individualized Family Service Plans (IFSPs) who are reported in the CASEMIS system; and all preschool-age children (3-5 year olds not enrolled in transitional kindergarten or kindergarten) who have Individualized Education Programs (IEPs). The Fall 2018 DRDP will be based on observations made between October 1 and January 1.

The Desert/Mountain and Desert/Mountain Charter SELPA will be facilitating electronic data collection by the Assessors through the DRAccess Reports Portal at <https://DRAccessReports.org> starting with the Fall 2018 DRDP reporting period. This electronic collection of data will allow for our Assessors to access reports based on student data in a more timely manner and allow for a more accurate student plan moving forward. The rating assessments to be used are the DRDP 2015 Preschool Fundamental View and the DRDP 2015 Infant/Toddler View. SELPA has scheduled a webinar for DRDP online data collection on **October 2nd from 2:30 pm – 4:30 pm**. The Webinar will be facilitated by Elizabeth Schroeder, Director of Research, Desired Results Access Project.

The SELPA is responsible for certifying and submitting the completed data to the California Department of Education (CDE). In order to meet the deadline, LEAs must enter the DRDP data directly into the <https://DRAccessReports.org> portal no later than **Friday, January 11, 2019**. For additional information on DRDP, please visit www.draccess.org.

If you have any questions, please feel free to contact me at (760) 955-3565 or via email at colette.garland@cahelp.org.

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

2018-19 Fee-for-Service Rate Schedule			
Service	Annual	Semi-Annual	Monthly
SDC - Including SUCCESS (Code 330 & 331 SAI > 50%)	26,367	13,184	2,197
Preschool SDC	19,920	9,960	1,660
Preschool Related Services	2,921	1,461	243
Related Services DIS (Excluding Low Incidence Itinerant)	5,486	2,743	457
County Low Incidence Itinerant	4,882	2,441	407
1:1 Aide	48,136	24,068	4,011
Bus Aide	6,104	3,052	509
Interpreter	70,064	35,032	5,839
Preschool Intensive Autism	24,443	12,222	2,037

Annual Cost of Desert Mountain County Operated Programs											
	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Purchased Services
Local Education Agency											
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-
Norton Science and Language	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	584,259	597,689	17,803	-	2,485,090	333,660	476,639	255,588	117,168	4,867,895
Apple Valley Unified	2,743	810,099	730,063	46,797	140,128	3,131,081	114,540	535,709	205,931	87,876	5,804,967
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	175,552	140,397	1,017	-	588,863	421,640	4,074	164,063	92,758	1,588,364
Bear Valley Unified	-	96,005	48,136	1,526	-	243,895	26,560	-	3,895	19,528	439,544
Excelsior Education Center	-	-	-	-	-	-	-	-	-	19,528	19,528
Helendale Elementary	107,434	40,231	-	-	-	138,427	6,640	71,292	15,092	-	379,116
Hesperia Unified	5,029	459,453	705,995	64,092	140,128	2,711,407	328,680	368,682	129,741	317,330	5,230,536
Lucerne Valley Unified	-	151,779	164,465	-	-	536,129	69,720	-	10,710	24,410	957,213
Needles Unified	226,755	101,948	48,136	-	-	900,873	19,920	-	32,861	39,056	1,369,549
Oro Grande Elementary	-	27,887	-	-	-	76,904	-	-	-	14,646	119,437
Silver Valley Unified	-	-	-	-	-	-	16,600	-	1,461	14,646	32,707
Snowline Joint Unified	-	442,995	248,703	22,890	11,677	1,663,318	310,420	-	70,347	107,404	2,877,754
Trona Joint Unified	26,973	68,118	48,136	-	-	204,344	-	-	5,842	-	353,413
Victor Elementary	-	1,483,963	597,689	17,295	-	4,781,216	559,420	831,062	216,397	112,286	8,599,328
Victor Valley Union High	-	606,660	806,278	103,768	350,320	2,441,145	-	-	-	288,038	4,596,209
Total Services	368,934	5,048,949	4,135,685	275,189	642,253	19,902,691	2,207,800	2,287,457	1,111,927	1,254,674	37,235,558

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

July											
	Actual	<input type="checkbox"/>									
	Projection	<input checked="" type="checkbox"/>									
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-
Norton Science and Language	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	101	11	4	-	77	10	16	48	24	291
Apple Valley Unified	3	149	16	9	2	113	5	20	46	18	381
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	39	3	1	-	25	18	1	47	19	153
Bear Valley Unified	-	18	1	-	-	9	1	-	1	4	34
Excelsior Education Center	-	-	-	-	-	-	-	-	-	4	4
Helendale Elementary	18	4	-	-	-	4	-	4	4	-	34
Hesperia Unified	1	79	13	8	1	97	12	14	36	65	326
Lucerne Valley Unified	-	27	4	-	-	19	5	-	6	5	66
Needles Unified	48	15	1	-	-	34	1	-	13	8	120
Oro Grande Elementary	-	3	-	-	-	1	-	-	-	3	7
Silver Valley Unified	-	-	-	-	-	-	1	-	1	3	5
Snowline Joint Unified	-	78	5	3	-	56	13	-	18	22	195
Trona Joint Unified	7	12	1	-	-	7	-	-	4	-	31
Victor Elementary	-	247	8	2	-	165	26	25	63	23	559
Victor Valley Union High SD	-	124	17	20	4	101	-	-	-	59	325
Total	77	896	80	47	7	708	92	80	287	257	2,531

August											
	Actual	<input type="checkbox"/>									
	Projection	<input checked="" type="checkbox"/>									
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence											-
Norton Science and Language											-
Adelanto Elementary		101	11	4		77	10	16	48	24	291
Apple Valley Unified	3	149	16	9	2	113	5	20	46	18	381
Baker Valley Unified											-
Barstow Unified		39	3	1		25	18	1	47	19	153
Bear Valley Unified		18	1			9	1		1	4	34
Excelsior Education Center										4	4
Helendale Elementary	18	4				4		4	4		34
Hesperia Unified	1	79	13	8	1	97	12	14	36	65	326
Lucerne Valley Unified		27	4			19	5		6	5	66
Needles Unified	48	15	1			34	1		13	8	120
Oro Grande Elementary		3				1				3	7
Silver Valley Unified							1		1	3	5
Snowline Joint Unified		78	5	3		56	13		18	22	195
Trona Joint Unified	7	12	1			7			4		31
Victor Elementary		247	8	2		165	26	25	63	23	559
Victor Valley Union High SD		124	17	20	4	101				59	325
Total	77	896	80	47	7	708	92	80	287	257	2,531

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

September											
											Actual <input type="checkbox"/>
											Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		100	12	1		90	16	17	86	24	346
Apple Valley Unified		149	14	6	2	122	5	16	59	18	391
Baker Valley Unified										-	-
Barstow Unified		31	2			20	21		45	19	138
Bear Valley Unified		18	1	1		9				4	33
Excelsior Education Center										4	4
Helendale Elementary	22	5				4	1	1	6	-	39
Hesperia Unified		86	14	10	3	103	17	8	28	65	334
Lucerne Valley Unified		28	3			20	2		2	5	60
Needles Unified	40	18	1			30	1		10	8	108
Oro Grande Elementary		6				4				3	13
Silver Valley Unified										3	3
Snowline Joint Unified		74	4	3		63	8		13	22	187
Trona Joint Unified	2	11	1			7				-	21
Victor Elementary		289	13	2		181	25	25	58	23	616
Victor Valley Union High SD		107	16	13	5	83				59	283
Total	64	922	81	36	10	736	96	67	307	257	2,576

October											
											Actual <input type="checkbox"/>
											Projection <input checked="" type="checkbox"/>
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		105	13	1		90	14	19	85	24	351
Apple Valley Unified		155	16	6	2	126	5	18	66	18	412
Baker Valley Unified										-	-
Barstow Unified		26	3			21	21		45	19	135
Bear Valley Unified		17	1	1		9	1		1	4	34
Excelsior Education Center										4	4
Helendale Elementary	20	4				4	1	1	7	-	37
Hesperia Unified		84	15	11	3	101	16	10	31	65	336
Lucerne Valley Unified		28	3			20	2		2	5	60
Needles Unified	39	18	1			36	1		9	8	112
Oro Grande Elementary		6				3				3	12
Silver Valley Unified										3	3
Snowline Joint Unified		75	4	4		63	9		14	22	191
Trona Joint Unified	3	12	1			8				-	24
Victor Elementary		283	13	2		182	25	29	62	23	619
Victor Valley Union High SD		106	17	16	6	86				59	290
Total	62	919	87	41	11	749	95	77	322	257	2,620

November											
											Actual <input type="checkbox"/>
											Projection <input checked="" type="checkbox"/>

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency											
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		105	12	1		91	15	19	90	24	357
Apple Valley Unified		158	14	6	1	124	6	18	68	18	413
Baker Valley Unified										-	-
Barstow Unified		27	3			21	19		42	19	131
Bear Valley Unified		15	1	1		8	2		2	4	33
Excelsior Education Center										4	4
Helendale Elementary	20	6				4	1	2	7	-	40
Hesperia Unified		87	16	12	2	102	16	13	39	65	352
Lucerne Valley Unified		29	3			20	2		2	5	61
Needles Unified	38	18	1			33	1		9	8	108
Oro Grande Elementary		6				3				3	12
Silver Valley Unified							1			3	4
Snowline Joint Unified		82	6	4	1	66	16		21	22	218
Trona Joint Unified	3	12	1			8			1	-	25
Victor Elementary		280	14	3		183	25	30	63	23	621
Victor Valley Union High SD		110	18	17	6	90				59	300
Total	61	935	89	44	10	753	104	82	344	257	2,679

December Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>											
	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency											
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		108	12	2		96	20	19	100	24	381
Apple Valley Unified		153	13	6	2	120	6	21	76	18	415
Baker Valley Unified										-	-
Barstow Unified		33	3			21	21		50	19	147
Bear Valley Unified		15	1			8	2		2	4	32
Excelsior Education Center										4	4
Helendale Elementary	20	6				5		2	5	-	38
Hesperia Unified	2	92	16	12	2	102	17	12	39	65	359
Lucerne Valley Unified		28	3			19	3		3	5	61
Needles Unified	39	21	1			33	1		10	8	113
Oro Grande Elementary		6				3				3	12
Silver Valley Unified							1			3	4
Snowline Joint Unified		81	6	4	1	65	15		23	22	217
Trona Joint Unified	4	12	1			8			1	-	26
Victor Elementary		279	15	3		185	25	30	66	23	626
Victor Valley Union High SD		114	18	16	5	90				59	302
Total	65	948	89	43	10	755	111	84	375	257	2,737

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

January											
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>									
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		112	13	2		101	19	18	91	24	380
Apple Valley Unified		153	12	6	2	111	7	24	75	18	408
Baker Valley Unified										-	-
Barstow Unified		34	3			22	24		56	19	158
Bear Valley Unified		16	1			9	2		2	4	34
Excelsior Education Center										4	4
Helendale Elementary	19	11				7	1	3	4	-	45
Hesperia Unified	2	92	15	11	2	104	19	14	49	65	373
Lucerne Valley Unified		29	3			20	3		3	5	63
Needles Unified	37	20	1			34	1		9	8	110
Oro Grande Elementary		6				3				3	12
Silver Valley Unified							1			3	4
Snowline Joint Unified		82	5	4		64	15		25	22	217
Trona Joint Unified	4	13	1			8			1	-	27
Victor Elementary		279	13	3		186	29	37	77	23	647
Victor Valley Union High SD		123	17	16	5	92				59	312
Total	62	970	84	42	9	761	121	96	392	257	2,794

February											
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>									
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		113	13	4		101	20	20	97	24	392
Apple Valley Unified		139	12	5	2	109	6	24	78	18	393
Baker Valley Unified										-	-
Barstow Unified		32	3			22	22		66	19	164
Bear Valley Unified		19	1			10	2		2	4	38
Excelsior Education Center										4	4
Helendale Elementary	19	11				7		3	4	-	44
Hesperia Unified	1	93	14	11	2	104	18	17	50	65	375
Lucerne Valley Unified		28	3			22	4		4	5	66
Needles Unified	39	23	1			36	1		12	8	120
Oro Grande Elementary		5				3				3	11
Silver Valley Unified							1			3	4
Snowline Joint Unified		83	6	4		65	17		27	22	224
Trona Joint Unified	4	13	1			8			1	-	27
Victor Elementary		281	13	3		190	29	39	80	23	658
Victor Valley Union High SD		108	16	16	5	88				59	292
Total	63	948	83	43	9	765	120	103	421	257	2,812

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

March											
	Actual	<input type="checkbox"/>									
	Projection	<input checked="" type="checkbox"/>									
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		113	13	4		104	20	21	99	24	398
Apple Valley Unified		133	15	9	3	119	6	24	76	18	403
Baker Valley Unified										-	-
Barstow Unified		30	3			22	24		67	19	165
Bear Valley Unified		18	1			10	2		2	4	37
Excelsior Education Center										4	4
Helendale Elementary	16	10				6		3	5	-	40
Hesperia Unified	1	72	15	11	2	107	18	17	52	65	360
Lucerne Valley Unified		27	3			22	4		4	5	65
Needles Unified	45	24	1			37	1		12	8	128
Oro Grande Elementary		5				4				3	12
Silver Valley Unified							1		1	3	5
Snowline Joint Unified		85	6	4		66	18		30	22	231
Trona Joint Unified	5	13	1			8			1	-	28
Victor Elementary		268	13	3		191	28	41	82	23	649
Victor Valley Union High SD		102	17	17	5	97				59	297
Total	67	900	88	48	10	793	122	106	431	257	2,822

April											
	Actual	<input type="checkbox"/>									
	Projection	<input checked="" type="checkbox"/>									
Local Education Agency	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		108	13	4		102	19	21	100	24	391
Apple Valley Unified		146	18	10	2	126	6	24	84	18	434
Baker Valley Unified										-	-
Barstow Unified		31	3			23	24		73	19	173
Bear Valley Unified		18	1			10	1		1	4	35
Excelsior Education Center										4	4
Helendale Elementary	19	9				6		4	6	-	44
Hesperia Unified	1	79	15	10	2	105	17	20	53	65	367
Lucerne Valley Unified		27	4			21	4		4	5	65
Needles Unified	45	19	1			35	1		12	8	121
Oro Grande Elementary		5				4				3	12
Silver Valley Unified							1		1	3	5
Snowline Joint Unified		85	5	4		65	21		32	22	234
Trona Joint Unified	6	13	1			8			3	-	31
Victor Elementary		267	13	3		184	33	43	89	23	655
Victor Valley Union High SD		101	16	17	5	95				59	293
Total	71	908	90	48	9	784	127	112	458	257	2,864

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

Actual <input type="checkbox"/>											
Projection <input checked="" type="checkbox"/>											
May	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency											
Academy for Academic Excellence										-	-
Norton Science and Language										-	-
Adelanto Elementary		106	13	4		101	19	24	103	24	394
Apple Valley Unified		144	18	10	2	121	6	27	86	18	432
Baker Valley Unified										-	-
Barstow Unified		31	3			23	21		68	19	165
Bear Valley Unified		19	1			10	1		1	4	36
Excelsior Education Center										4	4
Helendale Elementary	22	9				6		4	5	-	46
Hesperia Unified	1	81	15	11	2	106	18	21	60	65	380
Lucerne Valley Unified		27	4			21	4		4	5	65
Needles Unified	39	16	1			34	1		13	8	112
Oro Grande Elementary		5				3				3	11
Silver Valley Unified							1		1	3	5
Snowline Joint Unified		83	5	4		64	21		34	22	233
Trona Joint Unified	7	13	1			8			4	-	33
Victor Elementary		263	13	4		182	33	42	93	23	653
Victor Valley Union High SD		104	16	18	5	94				59	296
Total	69	901	90	51	9	773	125	118	472	257	2,865

Actual <input type="checkbox"/>											
Projection <input checked="" type="checkbox"/>											
June	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency											
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-
Norton Science and Language	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	106	13	4	-	101	19	24	103	24	394
Apple Valley Unified	-	144	18	10	2	121	6	27	86	18	432
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	31	3	-	-	23	21	-	68	19	165
Bear Valley Unified	-	19	1	-	-	10	1	-	1	4	36
Excelsior Education Center	-	-	-	-	-	-	-	-	-	4	4
Helendale Elementary	22	9	-	-	-	6	-	4	5	-	46
Hesperia Unified	1	81	15	11	2	106	18	21	60	65	380
Lucerne Valley Unified	-	27	4	-	-	21	4	-	4	5	65
Needles Unified	39	16	1	-	-	34	1	-	13	8	112
Oro Grande Elementary	-	5	-	-	-	3	-	-	-	3	11
Silver Valley Unified	-	-	-	-	-	-	1	-	1	3	5
Snowline Joint Unified	-	83	5	4	-	64	21	-	34	22	233
Trona Joint Unified	7	13	1	-	-	8	-	-	4	-	33
Victor Elementary	-	263	13	4	-	182	33	42	93	23	653
Victor Valley Union High SD	-	104	16	18	5	94	-	-	-	59	296
Total	69	901	90	51	9	773	125	118	472	257	2,865

Service Count by LEA

Desert Mountain County Operated Programs
2018-19 Purchased Services Projected

	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total Services
Local Education Agency											
Academy for Academic Excellence	-	-	-	-	-	-	-	-	-	-	-
Norton Science and Language	-	-	-	-	-	-	-	-	-	-	-
Adelanto Elementary	-	106.50	12.42	2.92	-	94.25	16.75	19.50	87.50	24.00	363.83
Apple Valley Unified	0.50	147.67	15.17	7.67	2.00	118.75	5.75	21.92	70.50	18.00	407.92
Baker Valley Unified	-	-	-	-	-	-	-	-	-	-	-
Barstow Unified	-	32.00	2.92	0.17	-	22.33	21.17	0.17	56.17	19.00	153.92
Bear Valley Unified	-	17.50	1.00	0.25	-	9.25	1.33	-	1.33	4.00	34.67
Excelsior Education Center	-	-	-	-	-	-	-	-	-	4.00	4.00
Helendale Elementary	19.58	7.33	-	-	-	5.25	0.33	2.92	5.17	-	40.58
Hesperia Unified	0.92	83.75	14.67	10.50	2.00	102.83	16.50	15.08	44.42	65.00	355.67
Lucerne Valley Unified	-	27.67	3.42	-	-	20.33	3.50	-	3.67	5.00	63.58
Needles Unified	41.33	18.58	1.00	-	-	34.17	1.00	-	11.25	8.00	115.33
Oro Grande Elementary	-	5.08	-	-	-	2.92	-	-	-	3.00	11.00
Silver Valley Unified	-	-	-	-	-	-	0.83	-	0.50	3.00	4.33
Snowline Joint Unified	-	80.75	5.17	3.75	0.17	63.08	15.58	-	24.08	22.00	214.58
Trona Joint Unified	4.92	12.42	1.00	-	-	7.75	-	-	2.00	-	28.08
Victor Elementary	-	270.50	12.42	2.83	-	181.33	28.08	34.00	74.08	23.00	626.25
Victor Valley Union High SD	-	110.58	16.75	17.00	5.00	92.58	-	-	-	59.00	300.92
Total	67.25	920.33	85.92	45.08	9.17	754.83	110.83	93.58	380.67	257.00	2,724.67

Service Count by Month											
Month	Related Services DIS	Duplicate Related Services	1:1 Aide	Bus Aide	Interpreter	SDC Including SUCCESS	Preschool SDC	Preschool Intensive Autism	Preschool Related Services	Low Incidence Itinerant	Total
July	77.00	896.00	80.00	47.00	7.00	708.00	92.00	80.00	287.00	257.00	2,531.00
August	77.00	896.00	80.00	47.00	7.00	708.00	92.00	80.00	287.00	257.00	2,531.00
September	64.00	922.00	81.00	36.00	10.00	736.00	96.00	67.00	307.00	257.00	2,576.00
October	62.00	919.00	87.00	41.00	11.00	749.00	95.00	77.00	322.00	257.00	2,620.00
November	61.00	935.00	89.00	44.00	10.00	753.00	104.00	82.00	344.00	257.00	2,679.00
December	65.00	948.00	89.00	43.00	10.00	755.00	111.00	84.00	375.00	257.00	2,737.00
January	62.00	970.00	84.00	42.00	9.00	761.00	121.00	96.00	392.00	257.00	2,794.00
February	63.00	948.00	83.00	43.00	9.00	765.00	120.00	103.00	421.00	257.00	2,812.00
March	67.00	900.00	88.00	48.00	10.00	793.00	122.00	106.00	431.00	257.00	2,822.00
April	71.00	908.00	90.00	48.00	9.00	784.00	127.00	112.00	458.00	257.00	2,864.00
May	69.00	901.00	90.00	51.00	9.00	773.00	125.00	118.00	472.00	257.00	2,865.00
June	69.00	901.00	90.00	51.00	9.00	773.00	125.00	118.00	472.00	257.00	2,865.00
Total	807	11,044	1,031	541	110	9,058	1,330	1,123	4,568	3,084	
Monthly Average	67.25	920.33	85.92	45.08	9.17	754.83	110.83	93.58	380.67	257.00	
FFS Total by Category	368,934	5,048,949	4,135,685	275,189	642,253	19,902,691	2,207,800	2,287,457	1,111,927	1,254,674	37,235,558

Desert Mountain SELPA
2018-19 Purchased Services

2018-19 Fee-for-Service Rate Schedule			
Service	Annual	Semi-Annual	Monthly
SELPA Related Services	\$ 5,379	\$ 2,689.50	\$ 448.25
SELPA Education Support for Services > 120 Minutes Annually as Indicated on SELPA Form 68D	\$ 2,690		
Intensive Therapeutic Services	\$ 8,730	\$ 4,365.00	\$ 727.50

Annual Cost of Desert Mountain SELPA Purchased Services				
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services AVCEC	Total OT/PT/ERMHS Services
Academy for Academic Excellence	37,653	2,690	-	40,343
Norton Science and Language	96,822	5,380	-	102,202
Adelanto Elementary	166,749	-	26,190	192,939
Apple Valley Unified	779,955	10,760	288,090	1,078,805
Baker Valley Unified	-	-	-	-
Barstow Unified	656,238	2,690	17,460	676,388
Bear Valley Unified	177,507	21,520	-	199,027
Excelsior Education Center	37,653	2,690	-	40,343
Helendale Elementary	59,169	-	8,730	67,899
Hesperia Unified	1,764,312	34,970	43,650	1,842,932
Lucerne Valley Unified	75,306	8,070	8,730	92,106
Needles Unified	-	-	-	-
Oro Grande Elementary	26,895	-	-	26,895
Silver Valley Unified	16,137	-	-	16,137
Snowline Joint Unified	478,731	13,450	-	492,181
Trona Joint Unified	-	-	-	-
Victor Elementary	554,037	13,450	-	567,487
Victor Valley Union High	242,055	13,450	104,760	360,265
Total Services	5,169,219	129,120	497,610	5,795,949

Hello Foundation (SLP Supervision) & Therapia Staffing	Total SELPA Services
-	40,343
-	102,202
48,000	240,939
-	1,078,805
-	-
-	676,388
-	199,027
-	40,343
-	67,899
-	1,842,932
-	92,106
-	-
-	26,895
-	16,137
-	492,181
-	-
-	567,487
-	360,265
48,000	5,843,949

Desert Mountain SELPA
2018-19 Purchased Services

July Actual <input checked="" type="checkbox"/> Projection <input type="checkbox"/>				
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

August Actual <input checked="" type="checkbox"/> Projection <input type="checkbox"/>				
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

Desert Mountain SELPA
2018-19 Purchased Services

September				
		Actual <input type="checkbox"/>		
		Projection <input checked="" type="checkbox"/>		
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

October				
		Actual <input type="checkbox"/>		
		Projection <input checked="" type="checkbox"/>		
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

Desert Mountain SELPA
2018-19 Purchased Services

November				
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>		
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

December				
	Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>		
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	1	-	8
Norton Science and Language	18	2	-	20
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	4	33	182
Baker Valley Unified	-	-	-	-
Barstow Unified	122	1	2	125
Bear Valley Unified	33	8	-	41
Excelsior Education Center	7	1	-	8
Helendale Elementary	11	-	1	12
Hesperia Unified	328	13	5	346
Lucerne Valley Unified	14	3	1	18
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	5	-	94
Trona Joint Unified	-	-	-	-
Victor Elementary	103	5	-	108
Victor Valley Union High SD	45	5	12	62
Total	961	48	57	1,066

Desert Mountain SELPA
2018-19 Purchased Services

January Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/> 				
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

February Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/> 				
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

Desert Mountain SELPA
2018-19 Purchased Services

March					
		Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>		
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count	
Academy for Academic Excellence	7	-	-	7	
Norton Science and Language	18	-	-	18	
Adelanto Elementary	31	-	3	34	
Apple Valley Unified	145	-	33	178	
Baker Valley Unified	-	-	-	-	
Barstow Unified	122	-	2	124	
Bear Valley Unified	33	-	-	33	
Excelsior Education Center	7	-	-	7	
Helendale Elementary	11	-	1	12	
Hesperia Unified	328	-	5	333	
Lucerne Valley Unified	14	-	1	15	
Needles Unified	-	-	-	-	
Oro Grande Elementary	5	-	-	5	
Silver Valley Unified	3	-	-	3	
Snowline Joint Unified	89	-	-	89	
Trona Joint Unified	-	-	-	-	
Victor Elementary	103	-	-	103	
Victor Valley Union High SD	45	-	12	57	
Total	961	-	57	1,018	

April					
		Actual Projection	<input type="checkbox"/> <input checked="" type="checkbox"/>		
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count	
Academy for Academic Excellence	7	-	-	7	
Norton Science and Language	18	-	-	18	
Adelanto Elementary	31	-	3	34	
Apple Valley Unified	145	-	33	178	
Baker Valley Unified	-	-	-	-	
Barstow Unified	122	-	2	124	
Bear Valley Unified	33	-	-	33	
Excelsior Education Center	7	-	-	7	
Helendale Elementary	11	-	1	12	
Hesperia Unified	328	-	5	333	
Lucerne Valley Unified	14	-	1	15	
Needles Unified	-	-	-	-	
Oro Grande Elementary	5	-	-	5	
Silver Valley Unified	3	-	-	3	
Snowline Joint Unified	89	-	-	89	
Trona Joint Unified	-	-	-	-	
Victor Elementary	103	-	-	103	
Victor Valley Union High SD	45	-	12	57	
Total	961	-	57	1,018	

Desert Mountain SELPA
2018-19 Purchased Services

May Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/> 				
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

June Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/> 				
Local Education Agency	Related Services	Education Support	Therapeutic Services AVCEC	Total Service Count
Academy for Academic Excellence	7	-	-	7
Norton Science and Language	18	-	-	18
Adelanto Elementary	31	-	3	34
Apple Valley Unified	145	-	33	178
Baker Valley Unified	-	-	-	-
Barstow Unified	122	-	2	124
Bear Valley Unified	33	-	-	33
Excelsior Education Center	7	-	-	7
Helendale Elementary	11	-	1	12
Hesperia Unified	328	-	5	333
Lucerne Valley Unified	14	-	1	15
Needles Unified	-	-	-	-
Oro Grande Elementary	5	-	-	5
Silver Valley Unified	3	-	-	3
Snowline Joint Unified	89	-	-	89
Trona Joint Unified	-	-	-	-
Victor Elementary	103	-	-	103
Victor Valley Union High SD	45	-	12	57
Total	961	-	57	1,018

Desert Mountain Charter SELPA
2018-19 Purchased Services

2017-18 Fee-for-Service Rate Schedule			
Service	Annual	Semi-Annual	Monthly
SELPA Related Services	\$ 5,379	\$ 2,689.50	\$ 448.25
SELPA Education Support for Services > 120 Minutes Annually as Indicated on SELPA Form 68D	\$ 2,690		
Intensive Therapeutic Services	\$ 8,730	\$ 4,365.00	\$ 727.50

Annual Cost of Desert Mountain Charter SELPA Purchased Services				
Local Education Agency	Related Services	Education Support	Intensive Therapeutic Services	Total Purchased Services
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	5,380	-	5,380
Encore Riverside	-	13,450	-	13,450
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	10,758	-	-	10,758
Taylion High Desert Academy	9,862	-	-	9,862
Total Services	20,620	18,830	-	39,450

Desert Mountain Charter SELPA
2018-19 Purchased Services

July Actual <input checked="" type="checkbox"/> Projection <input type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	-	-	-	-
Total	2	-	-	-

August Actual <input checked="" type="checkbox"/> Projection <input type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

September Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

Desert Mountain Charter SELPA
2018-19 Purchased Services

October				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

November				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

December				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	2	-	2
Encore Riverside	-	5	-	5
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	7	-	11

Desert Mountain Charter SELPA
2018-19 Purchased Services

January				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

February				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

March				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

Desert Mountain Charter SELPA
2018-19 Purchased Services

April				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

May				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4

June				
Actual <input type="checkbox"/> Projection <input checked="" type="checkbox"/>				
	Related Services	Education Support	Intensive Therapeutic Services	Total Service Count
Local Education Agency				
Aveson Global Leadership Academy	-	-	-	-
Aveson School of Leaders	-	-	-	-
Ballington Academy	-	-	-	-
Desert Trails Preparatory Academy	-	-	-	-
Encore Hesperia	-	-	-	-
Encore Riverside	-	-	-	-
Laverne Elementary Preparatory Academy	-	-	-	-
Odyssey Charter	-	-	-	-
Pathways to College	2	-	-	2
Taylion High Desert Academy	2	-	-	2
Total	4	-	-	4



MEMORANDUM

DATE: September 14, 2018
TO: Directors of Special Education *KKP*
FROM: Kathleen Peters, Program Manager
SUBJECT: Occupational and Physical Therapy Reports

Attached are the occupational and physical therapy *Referral Status, and Current Students Direct Services* reports by district.

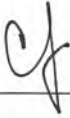
If you have any questions concerning either report, please contact me at (760) 955-3568 at kathleen.peters@cahelp.org.



California Association of Health & Education Linked Professions
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
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W www.cahelp.org

MEMORANDUM

Date: September 6, 2018
To: Directors of Special Education
From: Corinne Foley, Program Manager 
Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of August 2018 by district.

If you have any questions concerning these reports, please contact Corinne Foley, Program Manager at (760) 955-3569 or via email at Corinne.foley@cahelp.org.



Desert/Mountain Special Education Local Plan Area
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F 760-242-5363
W www.dmselpa.org

MEMORANDUM

DATE: September 5, 2018
TO: District Business Managers
FROM: Kristine Elliott, Accounting Technician *KE*
SUBJECT: July 2018 NPS/NPA DISTRICT TRANSFERS

The following transfers will be processed to cover non-public schools and non-public agency costs for the month of July 2018. Enclosed are copies of the student sheets and vendor invoices for your reference. Please review the attached spreadsheet carefully, and notify me of any discrepancies.

DISTRICT	TOTAL TRANSFER
ACADEMY OF ACADEMIC EXCELLENCE*	0
ADELANTO SD	11,708.32
APPLE VALLEY USD	51,341.40
BAKER VALLEY USD	0
BARSTOW USD	23,857.10
BEAR VALLEY USD	10,754.02
EXCELSIOR*	0
HEALTH SCIENCES*	43.53
HELENDALE SD	0
HESPERIA USD	19,482.50
HIGH TECH HIGH*	0
LUCERNE VALLEY USD	6,538.10
NEEDLES USD	0
ORO GRANDE SD	0
SILVER VALLEY USD	0
SNOWLINE JUSD	20,654.52
STUDENT SERVICES	0
TRONA JUSD	0
VICTOR ELEMENTARY SD	4,882.32
VVUHSD	56,685.50
SELPA	0
TOTALS	\$ 205,947.31

*NON-PUBLIC SCHOOL/AGENCY COSTS DEDUCTED FROM SPECIAL EDUCATION REVENUE MONTHLY

DESERT/MOUNTAIN SELPA
2018/2019 NPS Student Placement Report

DISTRICT	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL	NPS- LEA Placed	NPS- Residential	NPS- LCI/Foster	TOTAL
ADELANTO	3		1	4	4		2	6																
APPLE VALLEY	14		10	24	14		12	26																
BAKER																								
BARSTOW	5	2		7	3	2		5																
BEAR VALLEY		3		3		3		3																
HELENDALE																								
HESPERIA	7	1		8	6		1	7																
HIGH TECH HIGH																								
LUCERNE VALLEY	1	1		2	2			2																
NEEDLES																								
ORO GRANDE																								
SILVER VALLEY																								
SNOWLINE	5	5		10	5	5		10																
TRONA																								
VICTOR ELEM.	3			3	3			3																
VVUHSD	8	5	1	14	10	5	1	16																
TOTALS	46	17	12	75	47	15	16	78	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017/18 SELPA-WIDE TOTALS	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	52	21	17	6	44	23	17	5	45
2016/17 SELPA-WIDE TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125
2015/16 SELPA-WIDE TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129
2014/15 SELPA-WIDE TOTALS	101	13	17	131	103	15	18	136	107	19	19	145	110	21	17	148	100	22	18	140	101	22	18	141
2013/14 SELPA-WIDE TOTALS	101	20	19	140	103	19	20	143	105	18	20	142	101	19	20	140	98	18	17	133	105	18	18	141
2012/13 SELPA-WIDE TOTALS	109	19	21	149	100	18	15	133	100	19	16	135	103	19	15	137	102	18	16	136	98	16	17	131
2011/12 SELPA-WIDE TOTALS	106	20	20	146	105	22	23	150	107	20	25	152	104	23	23	150	107	23	23	153	107	18	27	152
2010/11 SELPA-WIDE TOTALS	103	18	30	151	101	17	33	151	100	18	31	149	107	17	29	153	99	16	35	150	96	18	31	145



Desert/Mountain Special Education Local Plan Area
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MEMORANDUM

DATE: September 5, 2018
 TO: Directors of Special Education
 FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: 2018/2019 Desert/Mountain SELPA Low Incidence Fund

CURRENT YEAR REVENUE	\$302,665.00
BEGINNING BALANCE	\$136,154.13
TOTAL 2018/19 REVENUE	\$438,819.13

EXPENDITURES	APPROVED LIE REQUESTS	PAID	BALANCE
ACADEMY FOR ACADEMIC EXCELLENCE	-	-	-
ADELANTO	2,674.37	-	2,674.37
APPLE VALLEY USD	-	-	-
BAKER VALLEY USD	-	-	-
BARSTOW USD	-	-	-
BEAR VALLEY USD	-	-	-
EXCELSIOR EDUCATION CENTER	1,700.50	-	1,700.50
HEALTH SCIENCES HIGH & MIDDLE	-	-	-
HELENDALE SD	-	-	-
HESPERIA USD	15,433.23	-	15,433.23
LUCERNE VALLEY USD	-	-	-
NEEDLES USD	-	-	-
ORO GRANDE SD	4,939.00	-	4,939.00
SILVER VALLEY USD	-	-	-
SNOWLINE JUST	9,503.27	-	9,503.27
STUDENT SERVICES	-	-	-
TRONA JUSD	-	-	-
VICTOR ELEMENTARY SD	3,482.88	-	3,482.88
VVUHSD	2,995.00	-	2,995.00
D/M SELPA	-	-	-
PACIFIC HEARING SERVICES	139,236.00	-	139,236.00
TOTAL EXPENDITURES	\$179,964.25	-	\$179,964.25
PROJECTED ENDING BALANCE			\$258,854.88

The Relentless Pursuit of Whatever Works in the Life of a Child

California Association of Health & Education Linked Professions JPA



Desert/Mountain Charter SELPA
 17800 Highway 18
 Apple Valley, CA 92307-1219

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MEMORANDUM

DATE: September 5, 2018
 TO: Directors of Special Education
 FROM: Jenae Holtz, Chief Executive Officer

SUBJECT: Desert/Mountain Charter SELPA 2018/19 Low Incidence Fund

CURRENT YEAR REVENUE	\$4,811
BEGINNING BALANCE	\$587
TOTAL 2017/18 REVENUE	\$5,399

EXPENDITURES	APPROVED LIE REQUESTS	PAID	BALANCE
AVESON SCHOOL OF LEADERS	-	-	-
AVESON GLOBAL LEADERSHIP ACADEMY	-	-	-
DESERT TRAILS PREPARATORY ACADEMY	-	-	-
ENCORE HIGH SCHOOL RIVERSIDE	-	-	-
ENCORE JUNIOR/SENIOR HIGH SCHOOL	-	-	-
LAVERNE ELEMENTARY PREPARATORY	-	-	-
ODYSSEY CHARTER SCHOOL	-	-	-
PATHWAYS TO COLLEGE	-	-	-
TAYLION HIGH DESERT ACADEMY	-	-	-
	-	-	-
TOTAL EXPENDITURES	-	-	-
PROJECTED ENDING BALANCE			\$5,399.00

California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
9-18-18 8:30 to 11:30 AM	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152582) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-18-18 1:00 to 4:00 PM	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152583) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-20-18 & 9-21-18 8:30 AM to 4:30 PM	Managing School Crisis: From Theory to Application Presented by: Belinda Jauregui and Teah Barrow	Register on OMS (url: https://sbcss.k12oms.org/52-148701) Email April Hatcher (April.hatcher@cahelp.org)	\$ 45.00
9-25-18 8:00 AM to 1:00 PM	Transition Partnership Program (TPP) Beginning-of-the-Year Meeting Presented by: Adrienne Sheperd	Register on OMS (url: https://sbcss.k12oms.org/52-153195) Email Kaori Hartzler (kaori.hartzler@cahelp.org)	No Fee
9-26-18 1:00 to 4:00 PM	WebDA/WebBridge Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152586) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-26-18 9:00 AM to 12:00 PM	Management Information System (MIS) Users Meeting Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152604) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-27-18 8:30 to 11:30 AM	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152587) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
9-27-18 1:00 to 4:00 PM	Spanish WebIEP Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152589) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-2-18 8:30 AM to 12:30 PM	California Assessment of Student Performance and Progress (CAASPP)	Register on OMS (url: https://sbcss.k12oms.org/52-149276)	No Fee

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California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
	Presented by: Karina Quezada	Email Cruz Gustafson (cruz.gustafson@cahelp.org)	
10-2-18 2:00 to 4:00 PM	PBIS Creating a Responsive Classroom Presented by: Natalie Sedano	Register on OMS (url: https://sbcss.k12oms.org/52-153376) Email Jennifer Harms (jennifer.harms@cahelp.org)	No Fee
10-2-18 8:30 AM to 3:30 PM	The Paraprofessional Supporting Behavior Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152924) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$ 25.00
10-3-18 8:30 AM to 3:30 PM	Autism Spectrum Disorders and Social Understandings Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152333) Email Julie Wheeler (julie.wheeler@cahelp.org)	\$ 20.00
10-3-18 & 10-4-18 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52-152676) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$ 30.00
10-3-18 8:30 to 11:30 AM	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152594) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-3-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-154807) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-5-18 8:30 AM to 3:00 PM	Collaborative IEP Process Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149384) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-5-18 2:00 to 4:00 PM	Managing School Crisis: From Theory to Application REFRESHER COURSE Presented by: Belinda Jauregui and Teah Barrow	Register on OMS (url: https://sbcss.k12oms.org/52-147461) Email Mallory Wilkes (mallory.wilkes@cahelp.org)	No Fee

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California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
10-5-18 12:30 to 3:30 PM	Early Childhood Environments: Designing Effective Classrooms for all Students Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150933) Email April Hatcher (april.hatcher@cahelp.org)	No Fee
10-5-18 8:30 AM to 3:30 PM	Pathway: Alternative Dispute Resolution (ADR) Presented by: Kathleen Peters	Register on OMS (url: https://sbcss.k12oms.org/52-153438) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-5-18 1:30 TO 2:30 PM	Spanish WebIEP Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152597) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-10-18 8:30 TO 11:30 AM	WebDA/WebBridge Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152600) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-10-18 1:00 TO 4:00 PM	WEBIEP Training Afternoon Session Presented by: Collette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-154808) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
10-11-18 5:30 to 7:00 PM	Community Advisory Committee Meeting Presented by: Corinne Foley	Register on OMS (url: https://sbcss.k12oms.org/52-151887) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	No fee
10-11-18 8:30 AM to 3:30 PM	Diagnostic Center: I Don't Have Time! How to Make School-Based Interventions Work Presented by: Scott Gutentag	Register on OMS (url: https://sbcss.k12oms.org/52-151007) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	\$ 10.00
10-12-18 2:00 to 4:00 PM	Least Restrictive Environment Presented by: Shelia Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-149381) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-12-18 1:00 to 3:30 PM	Special Education Directors' Training	Register on OMS (url: https://sbcss.k12oms.org/52-151879)	No Fee

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California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
	Presented by: Corinne Foley	Email Caryn De La Torre (caryn.delatorre@cahelp.org)	
10-16-18 & 10-17-18 8:30 AM to 3:30 PM	Dyslexia: Assessments and Academics Presented by: Bonnie Garcia and Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149281) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	\$ 20.00
10-16-18 12:30 to 3:30 PM	Visual Supports: Educating All Students Presented by: Sheila Parisian and Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152137) Email Judith Loera (Judith.loera@cahelp.org)	\$ 25.00
10-17-18 8:30 AM to 4:00 PM	The Basics of Accessing the Curriculum Through Assistive Technology Presented by: Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-152138) Email Judith Loera (Judith.loera@cahelp.org)	\$ 25.00
10-18-18 8:30 AM to 3:30 PM	Resiliency for Youth Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-147275) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 25.00
10-18-18 8:30 AM to 3:30 PM	SLP Collaboration Group - Dyslexia and SLP's Role Presented by: Linda Rodriguez, Karina Quezada, and Bonnie Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-153771) Email Judith Loera (Judith.loera@cahelp.org)	No Fee
10-19-18 8:30 AM to 3:30 PM	School Psychologists' Committee Meeting Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152683) Email Jennifer Holbrook (Jennifer.holbrook@cahelp.org)	No Fee
10-22-18 8:30 AM to 3:30 PM	IEP Forms and Facts Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-151900) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
10-24-18 8:30 AM to 3:30 PM	Autism Spectrum Disorder and Behavior Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152290) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 20.00

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California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
10-24-18 12:00 to 4:00 PM	Introduction to Social Emotional Wellness and the Top Youth Mental Health Concerns Presented by: Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-154443) Email April Hatcher (April.hatcher@cahelp.org)	No Fee
10-24-18 3:00 to 5:00 PM	Supporting and Understanding Children from Adverse Backgrounds Presented by: Kristee Laiva	Register on OMS (url: https://sbcss.k12oms.org/52-153398) Email Jennifer Harms (Jennifer.harms@cahelp.org)	No Fee
10-25-18 12:30 to 3:30 PM	Learning Disability Simulation Workshop (LDSIMS) Presented by: Cheryl Goldberg-Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-149367) Email Mallory Wilkes (Mallory.wilkes@cahelp.org)	No Fee
10-26-18 8:30 AM to 3:30 PM	Region 10: Annual Behavior Conference Presented by: Dr. Debra Sacks	Register on OMS (url: https://sbcss.k12oms.org/52-152946) Email Jennifer Holbrook (Jennifer.holbrook@cahelp.org)	\$ 50.00
10-26-18 8:30 Am to 3:30 PM	Why Try?: The Foundation Course Level 1 Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152266) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 25.00
10-29-18 12:30 to 3:30 PM	Manifestation Determination Process Presented by: Danielle Cote and Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-147423) Email Jennifer Holbrook (Jennifer.holbrook@cahelp.org)	No Fee
10-30-18 12:30 to 3:30 PM	Prompting Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152279) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 20.00
10-31-18 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152602) Email Cindy Quan (Cindy.quan@cahelp.org)	No Fee

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California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
10-31-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152603) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
11-1-18 8:00 AM to 3:30 PM	Transition Planning for All Students Presented by: Adrienne Shepherd	Register on OMS (url: https://sbcss.k12oms.org/52-152997) Email Kaori Hartzler (kaori.hartzler@cahelp.org)	\$ 60.00
11-2-18 8:30 AM to 3:30 PM	IEP Forms and Facts Presented by: Sheila Parisian and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-149386) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
11-6-18 8:30 AM to 12:30 PM	1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149317) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
11-6-18 12:30 to 3:30 PM	Reinforcement Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152941) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$ 20.00
11-7-18 9:00 AM to 12:00 PM	Management Information System (MIS) Users Meeting Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152605) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
11-8-18 12:30 to 3:30 PM	Visual Supports for all Students Presented by: Jennifer Rountree and Natalie Sedano	Register on OMS (url: https://sbcss.k12oms.org/52-153403) Email Jennifer Harms (jennifer.harms@cahelp.org)	No Fee
11-9-18 11:00 AM to 1:00 PM	Directors' Training: Overview of The Resilience Breakthrough Presented by: Christian Moore	Register on OMS (url: https://sbcss.k12oms.org/52-152237) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	No Fee
11-9-18 8:30 AM to 3:30 PM	Prior Written Notice Presented by: Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-149389)	No Fee

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California Association of Health & Education Linked Professions
Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
		Email Cruz Gustafson (cruz.gustafson@cahelp.org)	
11-9-18 2:30 to 4:00 PM	WebIEP Spanish Translators' Workgroup Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152606) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
11-13-18 8:30 AM to 3:30 PM	Pathway: Universal Design for Learning: Access for All (UDL) Presented by: Sheila Parisian and Bonnie Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152095) Email Judith Loera (Judith.loera@cahelp.org)	\$ 40.00
11-27-18 8:30 AM to 12:45 PM	Diagnostic Center: Cognitive- Behavioral Techniques for Educators Presented by: Tim Halphide	Register on OMS (url: https://sbcss.k12oms.org/52-149692) Email Caryn De La Torre (caryn.delatorre@cahelp.org)	\$ 10.00
11-27-18 8:30 AM to 3:30 PM	Autism for Paraprofessionals: Behavior, Communication & Social Understanding Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152277) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 20.00
11-29-18 8:30 AM to 3:30 PM	Legally Compliant IEP Present Levels of Performance (PLOPs), Goals, and Educational Benefit Presented by: Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-153397) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
11-30-18 12:30 to 3:30 PM	Early Childhood Daily Schedules and Visual Supports Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150940) Email April Hatcher (April.hatcher@cahelp.org)	No Fee
12-4-18 8:30 AM to 3:30 PM	IEP Forms and Facts Presented by: Sheila Parisian and Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152820) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
12-4-18 and 12-5-18 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52-152677) Email Jennifer Holbrook (Jennifer.holbrook@cahelp.org)	\$ 30.00

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California Association of Health & Education Linked Professions

Upcoming Trainings

Date(s)/Time	Event	Contact	Cost
12-5-18 8:30 to 11:30 AM	Early Childhood Classroom Strategies for Effective Large Group (Circle Time) Instruction Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150948) Email April Hatcher (April.hatcher@cahelp.org)	No Fee
12-5-18 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152607) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-5-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152608) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-6-18 8:00 AM to 3:30 PM	Transition Planning for All Students Presented by: Adriene Shepherd	Register on OMS (url: https://sbcss.k12oms.org/52-153197) Email Kaori Hartzler (kaori.hartzler@cahelp.org)	\$ 60.00
12-12-18 8:30 AM to 3:30 PM	Classroom Structure and Management Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152271) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 25.00
12-12-18 12:30 to 3:30 PM	Social Skills Training: An Evidence-Based Practice for Individuals with Autism Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152282) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 20.00
12-12-18 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152610) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-12-18 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152611) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
12-13-18 5:30 to 7:00 PM	Community Advisory Committee Meeting	Register on OMS (url: https://sbcss.k12oms.org/52-151891)	No Fee

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	Presented by: Corinne Foley	Email Caryn De La Torre (Caryn.delatorre@cahelp.org)	
1-8-19 8:30 AM to 3:30 PM	Resiliency for Youth Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152265) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 25.00
1-10-19 8:30 AM to 3:30 PM	Disabilities Awareness Overview with Simulation Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152940) Email Jennifer Holbrook (Jennifer.holbrook@cahelp.org)	\$ 20.00
1-10-19 8:30 AM to 3:30 PM	Pathway: The Paraprofessional Supporting the Classroom. Presented by: Danielle Cote, Jennifer Rountree, Renee Garcia, and Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-152555) Email Judith Loera (Judith.loera@cahelp.org)	\$ 65.00
1-11-19 8:30 AM to 3:00 PM	The Facilitated IEP Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149391) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
1-15-19 8:30 AM to 3:30 PM	Pathway: Universal Design for Learning: Access for All (UDL)-Spring Session Presented by: Bonnie Garcia and Sheila Parisian	Register on OMS (url: https://sbcss.k12oms.org/52-152358) Email Judith Loera (Judith.loera@cahelp.org)	\$ 40.00
1-16-19 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152612) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
1-16-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152614) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
1-17-19 8:30 AM to 3:30 PM	A Service Providers Guide to Autism Spectrum Disorders Presented by: Jennifer Rountree	Register on OMS (url: https://sbcss.k12oms.org/52-152286) Email Julie Wheeler	No Fee

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		(Julie.wheeler@cahelp.org)	
1-18-19 2:30 to 4:00 PM	WebIEP Spanish Translators' Workgroup Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152617) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
1-22-19 8:30 AM to 12:30 PM	1:1 Paraprofessional Assistance: Determining the Need and Working Effectively with One Presented by: Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-149319) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	No Fee
1-24-19 8:30 AM to 3:30 PM	The Paraprofessional Supporting the Classroom Presented by: Danielle Cote	Register on OMS (url: https://sbcss.k12oms.org/52-152934) Email Jennifer Holbrook (Jennifer.holbrook@cahelp.org)	\$ 25.00
1-25-19 1:30 to 3:30 PM	Early Childhood Professional Learning Collaborative Group Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150919) Email April Hatcher (April.hatcher@cahelp.org)	No Fee
1-25-19 12:30 to 3:30 PM	Emotional Intelligence Presented by: Cheryl Goldberg- Diaz	Register on OMS (url: https://sbcss.k12oms.org/52-154460) Email April Hatcher (April.hatcher@cahelp.org)	No Fee
1-25-19 8:30 AM to 3:30 PM	Why Try?: The Foundation Course Level 1 Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152267) Email Julie Wheeler (Julie.wheeler@cahelp.org)	\$ 25.00
1-30-19 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152619) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
1-30-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152620) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee

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1-31-19 1:00 to 4:00 PM	SLP Collaboration Group Presented by: Linda Rodriguez	Register on OMS (url: https://sbcss.k12oms.org/52-153777) Email Judith Loera (judith.loera@cahelp.org)	No Fee
2-5-19 and 2-6-19 8:30 AM to 3:30 PM	Dyslexia: Assessments and Academics Presented by: Bonnie Garcia and Karina Quezada	Register on OMS (url: https://sbcss.k12oms.org/52-150063) Email Cruz Gustafson (cruz.gustafson@cahelp.org)	\$ 20.00
2-5-19 and 2-6-19 8:30 AM to 3:30 PM	Non-Violent Crisis Prevention (CPI) Presented by: CPI Team	Register on OMS (url: https://sbcss.k12oms.org/52-152678) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	\$ 30.00
2-6-19 8:30 to 11:30 AM	WebIEP Training Morning Session Presented by: Colette Garland and Cindy Quan	Register on OMS (url: https://sbcss.k12oms.org/52-152621) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
2-6-19 1:00 to 4:00 PM	WebIEP Training Afternoon Session Presented by: Colette Garland	Register on OMS (url: https://sbcss.k12oms.org/52-152622) Email Cindy Quan (cindy.quan@cahelp.org)	No Fee
2-7-19 8:30 AM to 3:30 PM	School Psychologists' Committee Meeting Presented by: Renee Garcia	Register on OMS (url: https://sbcss.k12oms.org/52-152685) Email Jennifer Holbrook (jennifer.holbrook@cahelp.org)	No Fee
2-7-19 8:30 AM to 3:30 PM	Transition Planning for All Students Presented by: Adriene Shepherd	Register on OMS (url: https://sbcss.k12oms.org/52-153198) Email Kaori Hartzler (kaori.hartzler@cahelp.org)	\$ 60.00
2-25-19 1:30 to 3:30 PM	Early Childhood Professional Learning Collaborative Group Presented by: Veronica Rousseau	Register on OMS (url: https://sbcss.k12oms.org/52-150919) Email April Hatcher (april.hatcher@cahelp.org)	No Fee

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