

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING
November 22, 2019 -10:00 a.m.
Desert Mountain Educational Service Center, 17800 Highway 18, Apple Valley CA 92307

AGENDA

1.0 CALL TO ORDER

2.0 PUBLIC PARTICIPATION

Citizens are encouraged to participate in the deliberation of the CAHELP JPA Governance Council. Several opportunities are available during the meeting for the Council to receive oral communication regarding the presentations of any items listed on the agenda. Please ask for recognition either before a presentation or after the presentation has been completed. Please complete and submit a “Registration Card to Address the Governance Council” to the Recording Secretary and adhere to the provisions described therein.

3.0 ADOPTION OF THE AGENDA

3.1 **BE IT RESOLVED** that the November 22, 2019 CAHELP JPA Governance Council Meeting Agenda be approved as presented.

4.0 INFORMATION / ACTION

4.1 Desert/Mountain SELPA Policy & Procedures Chapters 5 and 9 (**ACTION**)

Policies and procedures governing the operation of special education programs within the Desert/Mountain SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Steering Committee. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Policy and Procedures are annually submitted to the CAHELP Governance Council for consideration and approval.

4.1.1 **BE IT RESOLVED** that the Desert/Mountain SELPA Policy & Procedures Chapters 5 and 9 be approved as presented.

4.2 Desert/Mountain Charter SELPA Policy & Procedures Chapters 6 and 22 (**ACTION**)

Policies and procedures governing the operation of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Steering Committee. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to Charter SELPA Policy and Procedures are annually submitted to the CAHELP Governance Council for consideration and approval.

4.2.1 **BE IT RESOLVED** that the Desert/Mountain Charter SELPA Policy & Procedures Chapters 6 and 22 be approved as presented.

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4.3 Desert/Mountain SELPA and Desert/Mountain Charter SELPA Forms D/M 151, 154, 157, and 175 (**ACTION**)

Forms used in the operations of special education programs within the Desert/Mountain SELPA and Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Program Team. Forms are modified as necessary in order to support the operations of special education programs in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Forms are submitted to the D/M SELPA and D/M Charter SELPA Steering Committees for consideration and approval.

4.3.1 **BE IT RESOLVED** that Desert/Mountain SELPA and Desert/Mountain Charter SELPA Forms D/M 151, 154, 157, and 175 be approved as presented.

4.4 CAHELP JPA Compliance Monitoring Guide Final Draft (**ACTION**)

The CAHELP JPA Compliance Monitoring Guide will be presented as a final draft to the Governance Council.

4.4.1 **BE IT RESOLVED** that the CAHELP JPA Compliance Monitoring Guide be accepted as presented.

4.5 Proposed Future Finance Committee Meetings (**ACTION**)

The CAHELP JPA CEO will present a proposal to combine Desert/Mountain SELPA Steering Committee and Desert/Mountain SELPA Finance Committee meetings and to combine Desert/Mountain Charter SELPA Steering Committee and Desert/Mountain Charter Finance Committee meetings effective immediately.

4.5.1 **BE IT RESOLVED** that the Desert/Mountain SELPA Steering Committee and Desert/Mountain SELPA Finance Committee meetings be combined and the Desert/Mountain Charter SELPA Steering Committee and Desert/Mountain Charter Finance Committee meetings be combined effective immediately.

4.6 Desert/Mountain Charter SELPA Executive Council Meeting Dates and Times (**ACTION**)

The CAHELP JPA CEO seeks consideration in a change of dates and times for the January 22, 2020 and April 8, 2020 Desert/Mountain Charter SELPA Executive Council Meetings.

4.6.1 **BE IT RESOLVED** that the Desert/Mountain Charter SELPA Executive Council approves the change of dates and times for the January 22, 2020 and April 8, 2020 Desert/Mountain Charter SELPA Executive Council Meetings.

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4.7 Inter-District Transfers for Students with Disabilities (**ACTION**)

The CAHELP JPA CEO will propose an agreement for all districts to continue to operate inter-district transfers in the manner previously conducted. The agreement will meet the letter of the law in regards to inter-district transfers for students with disabilities.

4.7.1 **BE IT RESOLVED** that the CAHELP JPA approves the agreement to continue to serve students with disabilities through an inter-district transfer with the current Fee-For-Service rate.

4.8 CAHELP JPA Speech and Language Department (**ACTION**)

The CAHELP JPA CEO will provide information regarding salary ranges for Speech and Language Pathologists and Speech and Language Pathologist Assistants. The CEO will lead a discussion on the pros and cons of the SELPA operating a Speech and Language Department for member LEAs based on a fee-for-service rate.

4.8.1 **BE IT RESOLVED** that the CAHELP JPA approves the creation of the Speech and Language Department based on a fee-for-service rate.

5.0 CONSENT ITEMS

It is recommended that the Governance Council consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Council Member at the meeting for clarification, discussion, or change.

5.1 **BE IT RESOLVED** that the following Consent Items be approved as presented:

5.1.1 Approve the September 27, 2019 CAHELP JPA Governance Council Meeting Minutes.

5.1.2 Approve the 2019/2020 Crisis Prevention Institute (CPI) Annual Membership Certification for Adrien Faamausili in an amount not to exceed \$150.00 per individual membership.

5.1.3 Approve Tools to Grow Software annual membership adding Wendy Guilbert-Neal to be included in the amount of \$350.50 which was approved at the September 27, 2019 meeting.

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6.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

6.1 Compliance Update

The CAHELP CEO will present information regarding special education compliance and expectations for the 2019-2020 school year.

6.2 Special Education Summit

The CAHELP CEO will lead a discussion in conducting a special education summit in order to identify the concerns regarding current special education practices. Through the summit, determinations of areas to focus the SELPA efforts in the 2020-2021 school year will be made.

7.0 INFORMATION ITEMS

7.1 Resolution Support Services Summary

7.2 Professional Learning Summary

7.3 Hesperia Property Cleanup Schedule

8.0 GOVERNANCE COUNCIL MEMBERS COMMENTS / REPORTS

9.0 CEO COMMENTS

10.0 MATTERS BROUGHT BY CITIZENS

This is the time during the agenda when the CAHELP JPA Governance Council is again prepared to receive the comments of the public regarding items on this agenda or any school related special education issue.

When coming to the podium, citizens are requested to give their name and limit their remarks to five minutes.

Persons wishing to make complaints against CAHELP JPA Governance Council personnel must have filed an appropriate complaint form prior to the meeting.

When the CAHEHLP JPA Governance Council goes into Closed Session, there will be no further opportunity for citizens to address the Council on items under consideration.

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11.0 ADJOURNMENT

The next regular meeting of the CAHELP JPA Governance Council will be held on Friday, February 7, 2020, at 12:30 p.m., at the Roy C Hill Education Center – Telepresence Room, 601 North E Street, San Bernardino, CA 92415.

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.



Revised Desert/Mountain SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
<p>Chapter 5: Supports and Services</p>	<p>Updated Appendix B: Determining the Need for a Temporary Intensive Supports Assessment (TISA); this appendix was formerly called Determining the Need for Special Circumstance Instructional Assistance (SCIA). In general, references to Special Circumstance Instructional Assistance or SCIA were changed to Temporary Intensive Supports Assessment or TISA, to include references to SELPA forms D/M 157A – D/M 157J, which are currently being revised to reflect the TISA language and process to be effective for the 2019/2020 school year.</p> <p><i>Title 20 USC § 1401(26), 34 C.F.R. § 300.34; 5 CCR § § 3001 and 3052, and Education Code § 56363(a)</i></p>	<p>8/22/19</p>



Chapter 5: Supports and Services

SECTION A: LEAST RESTRICTIVE ENVIRONMENT – A CONTINUUM OF SERVICES AND PLACEMENT OPTIONS

SECTION B: RELATED SERVICES

SECTION C: SERVICE ANIMALS

SECTION D: ASSISTIVE TECHNOLOGY

APPENDIX A: GUIDELINE STATEMENT – LEAST RESTRICTIVE ENVIRONMENT (LRE)

APPENDIX B: DETERMINING THE NEED FOR A TEMPORARY INTENSIVE SUPPORTS ASSESSMENT (TISA)

APPENDIX C: TRANSPORTATION GUIDELINES

APPENDIX D: CARS+ GUIDANCE FOR RSP TEACHERS

APPENDIX E: MEMORANDUM BY FAGEN FRIEDMAN & FULFROST: TRAINING AND CONTROL OF SERVICE ANIMALS ON SCHOOL PROPERTY

APPENDIX F: WAIVER AND RELEASE OF LIABILITY: PERMISSION TO BRING GUIDE DOGS, SIGNAL DOGS, AND SERVICE DOGS ON SCHOOL PROPERTY OR TO SCHOOL-SPONSORED PROGRAMS OR ACTIVITIES

APPENDIX G: EXTENDED SCHOOL YEAR (ESY) GUIDELINES

APPENDIX H: SELPA REFERRAL PROCEDURES

APPENDIX I: DOCUMENTING ASSISTIVE TECHNOLOGY (AT) IN THE IEP

APPENDIX J: AUDIOLOGY

Introduction

It is the philosophy of the Desert/Mountain Special Education Local Plan Area (SELPA) that all individual students with exceptional needs be provided a Free Appropriate Public Education

APPENDIX B: Determining the Need for Temporary Intensive Supports Assessment (TISA)

Section A: Rationale

Section B: Least Restrictive Environment (LRE)

Section C: Factors for Special Circumstances

Section D: Temporary Intensive Supports Assessment

Section E: Procedures for Requesting a Temporary Intensive Supports Assessment (TISA)

Section F: Training

Introduction

The purpose of this section is to provide Local Education Agency (LEA) personnel information and guidance in determining a student’s need for temporary intensive supports. A recommendation for temporary intensive supports is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate. While some students may need temporary intensive supports to receive a free appropriate public education (FAPE), for other students, the assignment of such supports may be unnecessary and inappropriately restrictive.

A goal for all students with disabilities is to promote and maximize independence. LEAs are responsible for developing and implementing individualized education programs (IEPs) that promote such independence. When an IEP team determines that a student needs temporary intensive supports, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of such supports.

California Education Code states,

***E.C. § 56363 (a)** As used in this part, the term “designated instruction and services” means “related services” as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations. The term “related services” means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist an individual with exceptional needs to*

benefit from special education, and includes the early identifications and assessment of disabling conditions in children.

Section A: Rationale

Every LEA within the Desert/Mountain Special Education Local Plan Area (SELPA) is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA 2004) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions [Title 34 of the Code of Federal Regulations (CFR) 300.551(b)(1)]. Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled, and that children are removed from the general education environment only when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

Section B: Least Restrictive Environment (LRE)

By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering temporary intensive supports for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and implementation of the student's program.

Section C: Factors for Temporary Intensive Supports

Whenever temporary intensive supports are being considered by an IEP team for a student with special needs, the following factors need to be considered:

Personal Independence

First and foremost, an important goal for all special education students is to encourage, promote, and maximize independence. If not carefully monitored, temporary intensive supports can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for temporary intensive supports include:

1. Health/Personal Care Issues
2. Behavioral Support
3. Instruction
4. Inclusion/Mainstreaming

Section D: Temporary Intensive Supports Assessment

1. IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:
 - a) The related service is necessary to the child to benefit from his/her special education program;
 - b) The program modifications or supports for school personnel are necessary to assist the child to:
 - (1) Advance appropriately toward the annual goals;
 - (2) Be involved in and progress in the general curriculum;
 - (3) Participate in extracurricular and other nonacademic activities; and
 - (4) Be educated and participate with other disabled and non-disabled children.
2. The IEP team shall address the means for reviewing and evaluating the necessity of continuing temporary intensive services to the student. It is recommended that these intensive supports be monitored every six months and reconsidered at every annual IEP.
3. The IEP team shall also include a statement of the anticipated frequency and duration for the services and modifications.
4. If it is determined that additional personnel support is required, the IEP team should periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored.
5. For services requiring additional personnel support as a result of a student's behavioral difficulties, the student's IEP needs to include appropriate goals. In addition, a behavioral intervention plan (BIP) should be developed in accordance with Sections 3001 and 3052 in Title 5 of the California Code of Regulations (CCR). The BIP needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.
6. When determining the need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by the IEP team in collaboration with a general and special education teachers specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition other available classroom resources and supports.
7. When a need for additional support is due to medical need, a specialized health care plan will need to be developed. (Utilize D/M SELPA Form 93, 94, and 95, as appropriate)

8. When temporary intensive supports in the form of personnel are being considered for a specific student, an LEA representative shall be required to participate in the decision-making process of the IEP meeting.

Section E: Procedures for Requesting a Temporary Intensive Supports Assessment (TISA)

Temporary intensive supports may be provided for students with disabilities when additional support is necessary to the student in order to meet his or her goals and to benefit educationally. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When the IEP team is considering a temporary intensive support, all aspects of the student's program must be considered. A request for Temporary Intensive Supports Assessment (TISA) is made only after other site interventions have proven to be ineffective. A student's educational program must be carefully evaluated to determine when and where the additional support is required. Additionally, the IEP team must plan for periodic reviews to assess the continued need for this type of individualized assistance.

It is expected that students enrolling in a non-public school (NPS) will not require temporary intensive supports. For students currently in NPS, if the need for temporary intensive supports becomes evident, the NPS should contact the student's LEA of residence to initiate a referral for a Temporary Intensive Supports Assessment (TISA). The LEA will evaluate the student and present findings and recommendations to the IEP team. Whether in public school or NPS, if the student already has designated temporary intensive supports, it is recommended that the LEA conduct an evaluation to determine the continued need for that level of support prior to the next annual IEP meeting. When a student new to the LEA enrolls with an existing IEP that indicates assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

- **Step 1: Referral for Temporary Intensive Supports Assessment (TISA)**
If the principal and special education team at the site believe extra support may be necessary to meet the student's goals, they must conduct an **assessment** of the student's needs prior to an IEP meeting, at which time this topic will be considered. The ***Referral for Temporary Intensive Supports Assessment (D/M 157A)*** needs to be completed. Use the ***Student Needs for Additional Support Rubric (D/M 157B)*** to assist in quantifying the severity of student need. Supporting documentation should include ***Review of IEP Goals (D/M 157C)***, ***Review of Behavioral Intervention Plan (BIP) (D/M 157D)*** and review of other documents as appropriate, such as a nurse's assessment, health report, discipline records, independent assessments, etc.

If the parent requests additional support, the school principal, designee, or special education director shall confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the ***Referral for Temporary Intensive Supports Assessment (D/M 157A)***. The parent should sign as the person requesting referral. The 15-day timeline for developing the evaluation plan begins on the date of the parent signature.

If temporary intensive supports are requested during an IEP meeting without a previous referral, the procedure for requesting TISA must be initiated at that time. The IEP meeting should be completed and the referral for a TISA should be indicated in the IEP notes. Another IEP meeting will need to be scheduled to review the results of the evaluation.

Submit the *Referral for Temporary Intensive Supports Assessment (D/M 157A)*, *Student Needs for Additional Support Rubric (D/M 157B)*, *Review of IEP Goals (D/M 157C)*, and *Review of Behavioral Intervention Plan (BIP) (D/M 157D)* if appropriate, with additional supplemental documentation, if necessary, to the director of special education. The TISA evaluation should be completed by any certificated staff who received training in the completion of such evaluation, and by an individual who can objectively consider all circumstances and make recommendations in the best interest of the student.

- **Step 2: Assessment Plan and Parent Permission**

The director of special education will assign the referral to appropriate staff who will be responsible for securing written parent permission/consent on an *Assessment Plan (D/M 66)*, within 15 days of completion of the referral.

- **Step 3: Parent/Teacher/Student Interviews**

Best practices would be for the interviews to be completed at the beginning of the evaluation process. The TISA case manager/coordinator should complete the *TISA Parent Interview (D/M 157E)* and the *TISA Teacher Interview (D/M 157F)* to identify specific areas of concern. When appropriate the *TISA Student Interview (D/M 157G)* should be completed.

- **Step 4: Complete Observations**

It is necessary for, and the responsibility of the TISA case manager/coordinator to ensure that observations of the student are conducted, using the *TISA Student Observation Worksheet (D/M 157H)*. The TISA case manager/coordinator, in addition to the other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. To the maximum extent possible and whenever appropriate, quantifiable data should be collected as part of the observation process. The data collected will later be used to develop independence goals, should the IEP team determine that temporary intensive supports are needed. When necessary and appropriate, the assessors should also utilize the *TISA Evidence-Based Classroom practices Observation Checklist (D/M 157 Appendix A)* in order to assist the IEP team in determining the educational environment of the student.

- **Step 5: Develop TISA Evaluation Report**

When an IEP team is considering temporary intensive supports for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The *TISA Evaluation Report (D/M 157I)* should address the areas of concern identified in the referral, background information and educational history, summary of interviews, and summary of observations, and include the assessor's

results and recommendations. The TISA case manager/coordinator will ensure the *TISA Evaluation Report (D/M 157I)* is developed.

- **Step 6: Review Evaluation at IEP Meeting**

Within 60 days following the receipt of parent consent to evaluate for temporary intensive supports, an IEP team shall review the results of the evaluation and recommendations at an IEP meeting. If the IEP team determines a need for temporary intensive supports, it is written on the IEP with specific goals, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for the temporary intensive supports to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support should be utilized and monitored. The *TISA Initial Plan (D/M 157J)* should be used to develop the initial plan. An IEP meeting should be convened if necessary to modify the temporary intensive supports. Discussion at this meeting should be concluded with a written plan outlining the team's criteria and possible timeline for phasing out the necessity for temporary intensive supports.

To assist LEAs in developing appropriate independence and fading plans, IEP teams should refer to the *TISA Terms and Definitions of Fading (D/M 157 Appendix B)*, *TISA Checklist to Support Independence (D/M 157 Appendix C)*, and the *TISA Independence/Fading Resources (D/M 157 Appendix D)*.

- **Step 7: Request/Assign Temporary Intensive Support: Personnel**

When an IEP team has determined that temporary intensive supports in the form of additional staff is required, the special education director or designee will process the appropriate paperwork in accordance with LEA procedures.

- **Step 8: Annual Review**


The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data may be required to assess the effectiveness of this additional support and to monitor the duration of services. The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of the temporary intensive supports provided to the student. The *TISA Annual Review Fading Plan (D/M 157K)* should be used to review and determine the current needs of the student.

Section F: Training

It is critical that all staff receive appropriate training on the student's health issues, curriculum modifications, the student's instructional environment, behavioral interventions, using and fading prompts, data collection and reporting, etc.

8/8/19 - This form is under revision; sample will be updated with new form when available.

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA
 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
 (760) 552-6700 • (760) 242-5363 FAX



SCIA Checklist


STUDENT INFORMATION

Student Name:	Date of Birth:	Age:	
Disability:	Grade:	Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:		
General Education Teacher:	Contact Phone:		
Special Education Teacher:	Contact Phone:		
SCIA Case Manager/Coordinator:	Contact Phone:		

DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.

	Initial	Date
STEP 1: Make Referral		
<input type="checkbox"/> Complete SCIA Rubric (D/M 157C & D)		
<input type="checkbox"/> Complete Review of IEP Goals (D/M 157E)		
<input type="checkbox"/> Complete Review of BIP (D/M 157F)		
<input type="checkbox"/> Review other records, as appropriate		
<input type="checkbox"/> Complete Referral for SCIA (D/M 157B)		
<input type="checkbox"/> Send Packet to district Director of Special Education		
STEP 2: Complete Assessment		
<input type="checkbox"/> Complete Assessment Plan (D/M 66)		
<input type="checkbox"/> Obtain written parent permission to assess and provide parents with a copy of the Procedural Safeguards (D/M 77)		
STEP 3: Complete Interviews		
<input type="checkbox"/> Complete Parent Interview (D/M 157G)		
<input type="checkbox"/> Complete Teacher Interview (D/M 157H)		
<input type="checkbox"/> Complete Student Interview (D/M 157I)		
STEP 4: Complete Evaluation		
<input type="checkbox"/> Complete Observational Evaluation for SCIA (D/M 157J)		
<input type="checkbox"/> Complete Assessments		
STEP 5: Develop Evaluation Report		
<input type="checkbox"/> Develop SCIA Evaluation Report (D/M 157K)		
STEP 6: Review Evaluation at IEP Meeting		
<input type="checkbox"/> Hold IEP meeting (within 60 days of receipt of consent)		
<input type="checkbox"/> SCIA Not Recommended - process ends as per IEP		
<input type="checkbox"/> SCIA Recommended - develop IEP goals to be supported by SCIA		
STEP 7: Request / Assign SCIA		
<input type="checkbox"/> Request/Assign SCIA (LEA Personnel Forms)		
STEP 8: Observational Review		
<input type="checkbox"/> Observational Review to Determine Continued Need for SCIA (D/M 157L)		
will be completed by		
Name/Title		Date

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
Referral for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
<p>DIRECTIONS: Please complete the following information. Submit the Referral for SCIA and the following forms: SCIA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.</p>		
Reason for referral:		
Areas of student need based on SCIA Rubric (D/M 157C and D):		
Concerns identified on Review of IEP Goals (D/M 157E):		
Concerns identified on Review of BIP (D/M 157F):		
Previous interventions and results: <i>(including frequency, duration, and location)</i>		
Other unique needs:		
This referral is made at the request of the: <input type="checkbox"/> Teacher <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		
Individual Requesting Referral:	Date:	
Site Administrator/Designee:	Date:	

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SCIA Student Needs for Additional Support Rubric


STUDENT INFORMATION

Student Name:		Date of Birth:		Age:		Teacher:		Review Date:	
Disability:		Program Placement:							


Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<p>0 General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.</p> <p><input type="checkbox"/></p>	<p>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</p> <p><input type="checkbox"/></p>	<p>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</p> <p><input type="checkbox"/></p>	<p>Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</p> <p><input type="checkbox"/></p>
<p>1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.</p> <p><input type="checkbox"/></p>	<p>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</p> <p><input type="checkbox"/></p>	<p>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.</p> <p><input type="checkbox"/></p>	<p>Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</p> <p><input type="checkbox"/></p>
<p>2 Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, outdoors, zippers, etc. Occasional toileting accidents.</p> <p><input type="checkbox"/></p>	<p>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation.</p> <p><input type="checkbox"/></p>	<p>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</p> <p><input type="checkbox"/></p>	<p>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</p> <p><input type="checkbox"/></p>
<p>3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (staircase, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.</p> <p><input type="checkbox"/></p>	<p>Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team.</p> <p><input type="checkbox"/></p>	<p>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</p> <p><input type="checkbox"/></p>
<p>4 Specialized health care procedure requiring care by specially trained employee (G tube, tracheostomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems with potential for injury to self and others, runs away, aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</p> <p><input type="checkbox"/></p>	<p>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.</p> <p><input type="checkbox"/></p>	<p>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.</p> <p><input type="checkbox"/></p>

* Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance. If monthly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
Summary of SCIA Rubric		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
Parent/Guardian:	Contact Phone:	
DIRECTIONS: Please mark the boxes that best describes the health/personal care, behavior, instruction, and program supports for the student.		
HEALTH / PERSONAL CARE		
<input type="checkbox"/> Specialized Health Plan	<input type="checkbox"/> G-Tube	<input type="checkbox"/> Medications
<input type="checkbox"/> Diaper Changing	<input type="checkbox"/> Feeding Full Support	<input type="checkbox"/> Seizures Weekly
<input type="checkbox"/> Other:	<input type="checkbox"/> Suctioning	<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Lifting / Transfers		
BEHAVIOR		
<input type="checkbox"/> Behavior Plan in Place	<input type="checkbox"/> Physically Aggressive Weekly	<input type="checkbox"/> Non-compliant in Class
<input type="checkbox"/> Runs Away Weekly	<input type="checkbox"/> ADHD Medicated	<input type="checkbox"/> Mental Health Client
<input type="checkbox"/> Other:		
INSTRUCTION		
<input type="checkbox"/> Discrete Trial / ABA	<input type="checkbox"/> Physical Prompts 80% +	<input type="checkbox"/> Verbal Prompts 80% +
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> PECS	<input type="checkbox"/> Signing 80% +
<input type="checkbox"/> Other:		
INCLUSION / MAINSTREAM		
<input type="checkbox"/> Direct Adult Instruction	<input type="checkbox"/> Physical Support/Positioning	<input type="checkbox"/> Safety Supervision 80% +
<input type="checkbox"/> Other:	<input type="checkbox"/> Close Visual Supervision 80% +	
Describe <u>each</u> area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all of the needs.		
Describe interventions used to support referred student in <u>each</u> of the areas marked above. Provide data that documents the prior success or failure of interventions and attach. School day description and assistance needed.		


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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX					
SCIA Review of IEP Goals					
STUDENT INFORMATION					
Student Name:		Date of Birth:	Age:		
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
School Site:		Program/Placement:			
General Education Teacher:		Contact Phone:			
Special Education Teacher:		Contact Phone:			
SCIA Case Manager/Coordinator:		Contact Phone:			
* PROGRESS CODE 1 = No Progress 2 = 1 - 50% Met 3 = 51 - 99% Met 4 = Goal Met		** LEVELS OF ASSISTANCE P = Physical Prompt M = Modeling V = Verbal Cue I = Independent			
AREA	Measurable Goal	Progress Code *	Assistance Levels **	Comments (Including frequency, duration, location of assistance requested)	
ACADEMIC					
MOTOR					
COMMUNICATION					
SELF-HELP					
SOCIAL / EMOTIONAL AND BEHAVIOR					
PRE-VOCATIONAL					
OTHER					


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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX			
SCIA Review of BIP			
STUDENT INFORMATION			
Student Name:	Date of Birth:	Age:	
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
School Site:	Program/Placement:		
General Education Teacher:	Contact Phone:		
Special Education Teacher:	Contact Phone:		
Behavior Case Manager:	Contact Phone:		
<p>DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.</p>			
What are the targeted behaviors in the Behavioral Intervention Plan (BIP)?			
[Empty text box for targeted behaviors]			
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	The request for SCIA is related to the identified targeted behaviors in the BIP.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All implementers have a copy of the plan.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	The BIP is being fully implemented.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
<input type="checkbox"/>	Yes	<input type="checkbox"/> No	Behavior support for the plan is adequate.
The student is making progress in the targeted behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).			
[Empty text box for supporting evidence]			
Actions:			
<input type="checkbox"/>	BIP is appropriate, and no modifications are needed		
<input type="checkbox"/>	Revise BIP		
<input type="checkbox"/>	Develop BIP		
<input type="checkbox"/>	Additional staff training needed. Describe:		
<input type="checkbox"/>	Other:		
Comments:			
[Empty text box for comments]			


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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
SCIA Parent Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does your child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does your child respond to?		
What skills would you like your child to develop to be more independent?		
Is there anything else you would like us to consider?		


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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
SCIA Teacher Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does the child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does the child respond to?		
What skills would you like the child to develop to be more independent?		
Is there anything else you would like us to consider?		

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
SCIA Student Interview		
STUDENT INFORMATION		
Student/Interviewee Name:		Date of Birth: Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:		Contact Phone:
Special Education Teacher:		Contact Phone:
SCIA Case Manager/Coordinator:		Contact Phone:
Interviewed By:		
What does your typical school day look like? █		
What do you like about school? When are you successful? █		
When do you have problems during your school day? █		
How do school staff members help you during the day? █		
Who else helps you in school? █		
What programs do you participate in that help you? █		
What are some things you would like to learn to help you to be more independent? █		
Is there anything else you would like us to know about you? █		

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
Observational Evaluation for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Observation Setting:	Observed By: (Name/Title)	
A. Classroom: Please review the visual and the physical structure of the classroom, curriculum design, data collection, and planning.		
1. Is the individual student/classroom schedule visually posted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain)		
3. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
4. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
5. Indicate the level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other:		
Describe:		
6. Indicate the student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other:		
Describe:		
Comments:		

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Observational Evaluation for SCYA	
Student Name: _____	Date of Birth: _____
B. Curriculum and Instructional Planning: Check the curricular domains included in the student's program.	
1. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain) _____	
2. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
4. Indicate level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other: _____ Describe: _____	
5. Student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other: _____ Describe: _____	
Comments: _____	
C. Current Data Systems and Collection of Data	
1. Has data been collected on student performance? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. How often is data collected? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly	
3. How is data summarized? <input type="checkbox"/> Graphed <input type="checkbox"/> Written Narrative <input type="checkbox"/> Other: _____	
4. What evidence is there that accommodations and/or modifications are being used? (Describe) _____	

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Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
<p>Comments: _____</p>	
D. Behavior and Safety	
<p>1. Describe the behavior management system in the classroom, including positive re-enforces and consequences. Is it appropriate for the student or does it need to be modified? _____</p>	
<p>2. Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____</p>	
<p>3. Is there appropriate safety equipment in place? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>4. Are appropriate safety and medical procedures being used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>5. Does it appear appropriate training has been provided? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>Comments: _____</p>	
E. Student Behavior In Independent Activities	
<p>1. Describe the student's interaction with peers. _____</p>	
<p>2. Describe the student's interaction with non-classroom staff in a less structured environment. _____</p>	
<p>3. What activities does the student choose during break? _____</p>	
<p>4. What problems are evident? _____</p>	

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Observational Evaluation for SCLIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
F. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.	

G. How is existing assistance utilized?	


H. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs?	

I. What other types of assistance is needed? Why?	


J. Are there any other issues that need to be addressed?	

Comments: _____	

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SCIA Evaluation Report		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Psychologist:	Contact Phone:	
Evaluation Report Prepared By:		Date Completed:
1. Background Information and Educational Setting: <i>(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)</i>		
2. Assessment Procedures: <i>(Include information regarding the administration of tests in the primary language of the student by qualified personnel, the validity of the evaluation, and the validity of tests for the purposes in which they were used.)</i>		
3. Summary of Interviews and Observations: <i>(Summarize results of the parent, teacher, and student interviews, include information regarding relevant behavior noted during the observation of the student.)</i>		
4. Assessment Results: <i>(Summary the results of standardized and/or curriculum-based testing.)</i>		
5. Recommendations: <i>(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the regular education classroom with the current level of support.)</i>		

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX	
Observational Review to Determine Continued Need for SCIA	
STUDENT INFORMATION	
Student Name:	Date of Birth:
Disability:	Grade:
School Site:	Program/Placement:
General Education Teacher:	Contact Phone:
Special Education Teacher:	Contact Phone:
Observation Setting:	Observer's Name/Title:
Start Time:	End Time:
	Previous Observation Date:
Name(s) and positions of SCIA provider(s):	
Current status per teacher, support staff, and student:	
Description of current SCIA provided: <i>(time, setting, specific tasks)</i>	
Observation of student behavior:	
Description of results of efforts to increase student independence and/or progress on goal(s):	
Comments:	



Chapter 5: Supports and Services

SECTION A: LEAST RESTRICTIVE ENVIRONMENT – A CONTINUUM OF SERVICES AND PLACEMENT OPTIONS

SECTION B: RELATED SERVICES

SECTION C: SERVICE ANIMALS

SECTION D: ASSISTIVE TECHNOLOGY

APPENDIX A: GUIDELINE STATEMENT – LEAST RESTRICTIVE ENVIRONMENT (LRE)

APPENDIX B: DETERMINING THE NEED FOR **SPECIAL CIRCUMSTANCE INSTRUCTIONAL ASSISTANCE (SCIA) A TEMPORARY INTENSIVE SUPPORTS ASSESSMENT (TISA)**

APPENDIX C: TRANSPORTATION GUIDELINES

APPENDIX D: CARS+ GUIDANCE FOR RSP TEACHERS

APPENDIX E: MEMORANDUM BY FAGEN FRIEDMAN & FULFROST: TRAINING AND CONTROL OF SERVICE ANIMALS ON SCHOOL PROPERTY

APPENDIX F: WAIVER AND RELEASE OF LIABILITY: PERMISSION TO BRING GUIDE DOGS, SIGNAL DOGS, AND SERVICE DOGS ON SCHOOL PROPERTY OR TO SCHOOL-SPONSORED PROGRAMS OR ACTIVITIES

APPENDIX G: EXTENDED SCHOOL YEAR (ESY) GUIDELINES

APPENDIX H: SELPA REFERRAL PROCEDURES

APPENDIX I: DOCUMENTING ASSISTIVE TECHNOLOGY (AT) IN THE IEP

APPENDIX J: AUDIOLOGY

APPENDIX B: Determining the Need for ~~Special Circumstance Instructional Assistance (SCIA)~~ Temporary Intensive Supports Assessment (TISA)

Section A: Rationale

Section B: Least Restrictive Environment (LRE)

Section C: Factors for Special Circumstances

Section D: ~~Special Circumstance Assistance/Support~~ Temporary Intensive Supports Assessment

Section E: Procedures for Requesting ~~Special Circumstance Instructional Assistance a~~ Temporary Intensive Supports Assessment (TISA)

Section F: Training

Introduction

The purpose of this **handbook section** is to provide Local Education Agency (LEA) personnel information and guidance in determining a student's ~~with a disability's~~ need for ~~special circumstance instructional assistance (SCIA) support~~ temporary intensive supports. A recommendation for ~~a SCIA temporary intensive supports~~ is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate. While some students may ~~temporarily~~ need ~~the support of a SCIA temporary intensive supports~~ to receive a free appropriate public education (FAPE), for other students, the assignment of ~~a SCIA such supports~~ may be unnecessary and inappropriately restrictive.

A goal for all students with disabilities is to promote and maximize independence. LEAs are responsible for developing and implementing individualized education programs (IEPs) that promote such independence. When an IEP team determines that a student needs ~~a SCIA temporary intensive supports~~, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of ~~a SCIA such supports~~.

California Education Code states,

E.C. § 56363 (a) As used in this part, the term "designated instruction and services" means "related services" as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations. The term "related services" means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic

recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identifications and assessment of disabling conditions in children.

Section A: Rationale

Every LEA within the Desert/Mountain Special Education Local Plan Area (SELPA) is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA 2004) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions [Title 34 of the Code of Federal Regulations (CFR) 300.551(b)(1)]. Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled, and that children are removed from the general education environment only when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

Section B: Least Restrictive Environment (LRE)

By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering ~~special-circumstance-support~~ **temporary intensive supports** for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and implementation of the student's program.

Section C: Factors for ~~Special-Circumstances~~ **Temporary Intensive Supports**

Whenever ~~special-circumstance-support~~ **temporary intensive supports are** ~~is~~ being considered by an IEP team for a student with special needs, the following factors need to be considered:

Personal Independence

First and foremost, an important goal for all special education students is to encourage, promote, and maximize independence. If not carefully monitored, ~~special-circumstance-assistance~~ **temporary intensive supports** can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for ~~special-circumstance instructional assistance~~ **temporary intensive supports** include:

1. Health/Personal Care Issues
2. Behavioral Support
3. Instruction
4. Inclusion/Mainstreaming

Section D: ~~Special-Circumstance Instructional Assistance/Support~~ Temporary Intensive Supports Assessment

1. ~~Special-Circumstance Assistance/Support~~ IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:

~~IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:~~

- a) The related service is necessary to the child to benefit from his/her special education program;
- b) The program modifications or supports for school personnel are necessary to assist the child to;

~~The related service will assist the child to:~~

- (1) Advance appropriately toward the annual goals;
 - (2) Be involved in and progress in the general curriculum;
 - (3) Participate in extracurricular and other nonacademic activities; and
 - (4) Be educated and participate with other disabled and non-disabled children.
2. The IEP team shall address the means for reviewing and evaluating the necessity of continuing ~~special-circumstance instructional assistance~~ **temporary intensive** services to the student. **It is recommended that these intensive supports be monitored every six months and reconsidered at every annual IEP.**
 3. The IEP team shall also include a statement of the anticipated frequency and duration for the services and modifications.

4. If it is determined that additional personnel support is required, the IEP team should periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored.
5. For services requiring additional personnel support as a result of a student's behavioral difficulties, the student's IEP needs to include appropriate goals. In addition, a behavioral intervention plan (BIP) should be developed in accordance with Sections 3001 and 3052 in Title 5 of the California Code of Regulations (CCR). The BIP needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.
6. When determining the need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by **the IEP team in collaboration with a** general and ~~or~~ special education teachers specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition other available classroom resources and supports.
7. When a need for additional support is due to medical need, a specialized health care plan will need to be developed. (Utilize D/M SELPA Form 93, 94, and 95, as appropriate)
8. When ~~special-circumstance-assistance~~ **temporary intensive supports in the form of personnel are** being considered for a specific student, an LEA representative shall be required to participate in the decision-making process of the IEP meeting.

Section E: Procedures for Requesting a ~~SCIA~~ Temporary Intensive Supports Assessment (TISA)

~~A~~ **SCIA Temporary intensive supports** may be provided for students with disabilities when additional support is necessary to the student in order to meet his or her goals and to benefit educationally. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When the IEP team is considering a **SCIA temporary intensive support**, all aspects of the student's program must be considered. A request for **SCIA Temporary Intensive Supports Assessment (TISA)** is made only after other site interventions have proven to be ineffective. A student's educational program must be carefully evaluated to determine when and where the additional support is required. Additionally, the IEP team must plan for periodic reviews to assess the continued need for this type of individualized assistance.

It is expected that students enrolling in a non-public school (NPS) will not require **SCIA temporary intensive supports**. For students currently in NPS, if the need for **SCIA temporary intensive supports** becomes evident, the NPS should contact the student's LEA of residence to initiate a referral for a ~~SCIA-evaluation~~ **Temporary Intensive Supports Assessment (TISA)**. The LEA will evaluate the student and present findings and recommendations to the IEP team.

Whether in public school or NPS, if the student already has **a-SCIA designated temporary intensive supports**, it is recommended that the LEA conduct an evaluation to determine the continued need for **a-SCIA that level of support** prior to the next annual IEP meeting. When a student new to the LEA enrolls with an existing IEP that indicates assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

- **Step 1: Referral for SCIA Temporary Intensive Supports Assessment (TISA)**
If the principal and special education team at the site believe extra support may be necessary to meet the student's goals, they must conduct an **evaluation assessment** of the student's needs prior to an IEP meeting, at which time this topic will be considered. The ***Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~*** needs to be completed. Use the ***Student Needs for Additional Support Rubric (D/M 157B) ~~(D/M 157C)~~*** to assist in quantifying the severity of student need. Supporting documentation should include ***Review of IEP Goals (D/M 157C) ~~(D/M 157E)~~***, ***Review of Behavioral Intervention Plan (BIP) (D/M 157D) ~~(D/M 157F)~~*** and review of other documents as appropriate, such as a nurse's assessment, health report, discipline records, independent assessments, etc.

If the parent requests additional support, the school principal, designee, or special education director shall confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the ***Reason for Referral and Other Unique Needs sections of the Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~***. The parent should sign as the person requesting referral. The 15-day timeline for developing the evaluation plan begins on the date of the parent signature.

If **SCIA Temporary Intensive Supports are is** requested during an IEP meeting without a previous referral, the procedure for requesting **SCIA TISA** must be initiated at that time. The IEP meeting should be completed and the referral for **SCIA a TISA** should be indicated in the IEP notes. Another IEP meeting will need to be scheduled to review the results of the evaluation.

Submit the ***Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~***, ***Student Needs for Additional Support Rubric (D/M 157B) ~~(D/M 157C and 157D)~~***, ***Review of IEP Goals (D/M 157E 157C)***, and ***Review of Behavioral Intervention Plan (BIP) (D/M 157F 157D)*** if appropriate, with additional supplemental documentation, if necessary, to the director of special education. **The TISA evaluation should be completed by any certificated staff who received training in the completion of such evaluation, and by an individual who can objectively consider all circumstances and make recommendations in the best interest of the student.**

- **Step 2: Assessment Plan and Parent Permission**
The director of special education will assign the referral to appropriate staff who will be responsible for securing written parent permission/consent on an ***Assessment Plan (D/M 66)***, within 15 days of completion of the referral.

- **Step 3: Parent/Teacher/Student Interviews**

Best practices would be for the interviews to be completed at the beginning of the evaluation process. The **SCIA TISA** case manager/coordinator should complete the **SCIA TISA Parent Interview (D/M 157G 157E)** and the **SCIA TISA Teacher Interview (D/M 157H 157F)** to identify specific areas of concern. **It is usually-When appropriate the TISA Student Interview (D/M 157G) should be completed. to also complete the SCIA Student Interview (D/M 157I).**

- **Step 4: Complete Observations Evaluation including Observational Evaluation**

It is **necessary for, and** the responsibility of the **SCIA TISA** case manager/coordinator to ensure that **the observations of the student are conducted is completed**, using the **Observational Evaluation for SCIA (D/M 157J) TISA Student Observation Worksheet (D/M 157H)**. The **TISA SCIA** case manager/coordinator, in addition to the other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. **To the maximum extent possible and whenever appropriate, quantifiable data should be collected as part of the observation process. The data collected will later be used to develop independence goals, should the IEP team determine that temporary intensive supports are needed. When necessary and appropriate, the assessors should also utilize the TISA Evidence-Based Classroom practices Observation Checklist (D/M 157 Appendix A) in order to assist the IEP team in determining the educational environment of the student.**

- **Step 5: Develop TISA SCIA Evaluation Report**

When an IEP team is considering **temporary intensive supports SCIA** for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The **SCIA TISA Evaluation Report (D/M 157K 157I)** should address the areas of concern identified in the referral, **background information and educational history, summary of interviews, and summary of observations, and include the assessor's results and recommendations. assessments, interviews, and observations.** The **SCIA TISA** case manager/coordinator will ensure the **SCIA TISA Evaluation Report (D/M 157K 157I)** is developed.

- **Step 6: Review Evaluation at IEP Meeting**

Within 60 days following the receipt of parent consent to evaluate for **SCIA temporary intensive supports**, an IEP team shall review the results of the evaluation and recommendations at an IEP meeting. If the IEP team determines a need for **SCIA temporary intensive supports**, it is written on the IEP with specific goals, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for **the temporary intensive supports SCIA** to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support should be utilized and monitored. **The TISA Initial Plan (D/M 157J) should be used to develop the initial plan.** An IEP meeting should be convened if necessary to modify **the temporary intensive supports SCIA**. Discussion at this meeting should be

concluded with a written plan outlining the team's criteria and possible timeline for phasing out the necessity for **temporary intensive supports SCIA**.


To assist LEAs in developing appropriate independence and fading plans, IEP teams should refer to the *TISA Terms and Definitions of Fading (D/M 157 Appendix B)*, *TISA Checklist to Support Independence (D/M 157 Appendix C)*, and the *TISA Independence/Fading Resources (D/M 157 Appendix D)*.

- **Step 7: Request/Assign Temporary Intensive Support SCIA: Personnel**
When an IEP team has determined that **SCIA temporary intensive supports in the form of additional staff** is required, the special education director or designee will process the appropriate paperwork in accordance with LEA procedures.
- **Step 8: Annual Observational Review**
The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data may be required to assess the effectiveness of this additional support and to monitor the duration of services. **The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of the temporary intensive supports provided to the student.** The ~~*Observational Review to Determine Continued Need for SCIA (D/M 157L)*~~ *TISA Annual Review Fading Plan (D/M 157K)* should be used to review and determine the current needs of the student. ~~is used if direct observation of the student is required. The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of SCIA provided to the student.~~


Section F: Training

It is critical that all staff receive appropriate training on the student's health issues, curriculum modifications, the student's instructional environment, behavioral interventions, using and fading prompts, data collection and reporting, etc.

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SCIA Checklist			
STUDENT INFORMATION			
Student Name:		Date of Birth:	Age:
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:		Program/Placement:	
General Education Teacher:		Contact Phone:	
Special Education Teacher:		Contact Phone:	
SCIA Case Manager/Coordinator:		Contact Phone:	
DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.			
		Initial	Date
STEP 1: Make Referral			
<input type="checkbox"/>	Complete SCIA Rubric (D/M 157C & D)		
<input type="checkbox"/>	Complete Review of IEP Goals (D/M 157E)		
<input type="checkbox"/>	Complete Review of BIP (D/M 157F)		
<input type="checkbox"/>	Review other records, as appropriate		
<input type="checkbox"/>	Complete Referral for SCIA (D/M 157B)		
<input type="checkbox"/>	Send Packet to district Director of Special Education		
STEP 2: Complete Assessment			
<input type="checkbox"/>	Complete Assessment Plan (D/M 66)		
<input type="checkbox"/>	Obtain written parent permission to assess and provide parents with a copy of the Procedural Safeguards (D/M 77)		
STEP 3: Complete Interviews			
<input type="checkbox"/>	Complete Parent Interview (D/M 157G)		
<input type="checkbox"/>	Complete Teacher Interview (D/M 157H)		
<input type="checkbox"/>	Complete Student Interview (D/M 157I)		
STEP 4: Complete Evaluation			
<input type="checkbox"/>	Complete Observational Evaluation for SCIA (D/M 157J)		
<input type="checkbox"/>	Complete Assessments		
STEP 5: Develop Evaluation Report			
<input type="checkbox"/>	Develop SCIA Evaluation Report (D/M 157K)		
STEP 6: Review Evaluation at IEP Meeting			
<input type="checkbox"/>	Hold IEP meeting (within 60 days of receipt of consent)		
<input type="checkbox"/>	SCIA Not Recommended - process ends as per IEP		
<input type="checkbox"/>	SCIA Recommended - develop IEP goals to be supported by SCIA		
STEP 7: Request / Assign SCIA			
<input type="checkbox"/>	Request/Assign SCIA (LEA Personnel Forms)		
STEP 8: Observational Review			
<input type="checkbox"/>	Observational Review to Determine Continued Need for SCIA (D/M 157L)		
	will be completed by		
	Name/Title	Date	

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Referral for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
<p>DIRECTIONS: Please complete the following information. Submit the Referral for SCIA and the following forms: SCIA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.</p>		
Reason for referral:		
Areas of student need based on SCIA Rubric (D/M 157C and D):		
Concerns identified on Review of IEP Goals (D/M 157E):		
Concerns identified on Review of BIP (D/M 157F):		
Previous interventions and results: <i>(including frequency, duration, and location)</i>		
Other unique needs:		
This referral is made at the request of the: <input type="checkbox"/> Teacher <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		
Individual Requesting Referral:	Date:	
Site Administrator/Designee:	Date:	

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SCIA Student Needs for Additional Support Rubric

STUDENT INFORMATION


Student Name: _____ Date of Birth: _____ Age: _____
 Disability: _____ Program Placement: _____ Teacher: _____
 Review Date: _____

Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<p>0 General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.</p> <p><input type="checkbox"/></p>	<p>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</p> <p><input type="checkbox"/></p>	<p>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</p> <p><input type="checkbox"/></p>	<p>Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</p> <p><input type="checkbox"/></p>
<p>1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.</p> <p><input type="checkbox"/></p>	<p>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</p> <p><input type="checkbox"/></p>	<p>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.</p> <p><input type="checkbox"/></p>	<p>Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</p> <p><input type="checkbox"/></p>
<p>2 Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, outdoors, zippers, etc. Occasional toileting accidents.</p> <p><input type="checkbox"/></p>	<p>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation.</p> <p><input type="checkbox"/></p>	<p>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</p> <p><input type="checkbox"/></p>	<p>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</p> <p><input type="checkbox"/></p>
<p>3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (staircase, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.</p> <p><input type="checkbox"/></p>	<p>Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team.</p> <p><input type="checkbox"/></p>	<p>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</p> <p><input type="checkbox"/></p>
<p>4 Specialized health care procedure requiring care by specially trained employee (G tube, tracheostomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems with potential for injury to self and others; runs away; aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</p> <p><input type="checkbox"/></p>	<p>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.</p> <p><input type="checkbox"/></p>	<p>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.</p> <p><input type="checkbox"/></p>


* Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance.

If monthly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.


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Summary of SCIA Rubric		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
Parent/Guardian:	Contact Phone:	
DIRECTIONS: Please mark the boxes that best describes the health/personal care, behavior, instruction, and program supports for the student.		
HEALTH / PERSONAL CARE		
<input type="checkbox"/> Specialized Health Plan	<input type="checkbox"/> G-Tube	<input type="checkbox"/> Medications
<input type="checkbox"/> Diaper Changing	<input type="checkbox"/> Feeding Full Support	<input type="checkbox"/> Seizures Weekly
<input type="checkbox"/> Other:	<input type="checkbox"/> Suctioning	<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Lifting / Transfers		
BEHAVIOR		
<input type="checkbox"/> Behavior Plan in Place	<input type="checkbox"/> Physically Aggressive Weekly	<input type="checkbox"/> Non-compliant in Class
<input type="checkbox"/> Runs Away Weekly	<input type="checkbox"/> ADHD Medicated	<input type="checkbox"/> Mental Health Client
<input type="checkbox"/> Other:		
INSTRUCTION		
<input type="checkbox"/> Discrete Trial / ABA	<input type="checkbox"/> Physical Prompts 80% +	<input type="checkbox"/> Verbal Prompts 80% +
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> PECS	<input type="checkbox"/> Signing 80% +
<input type="checkbox"/> Other:		
INCLUSION / MAINSTREAM		
<input type="checkbox"/> Direct Adult Instruction	<input type="checkbox"/> Physical Support/Positioning	<input type="checkbox"/> Safety Supervision 80% +
<input type="checkbox"/> Other:	<input type="checkbox"/> Close Visual Supervision 80% +	
Describe <u>each</u> area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all of the needs.		
Describe interventions used to support referred student in <u>each</u> of the areas marked above. Provide data that documents the prior success or failure of interventions and attach. School day description and assistance needed.		


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SCIA Review of IEP Goals					
STUDENT INFORMATION					
Student Name:		Date of Birth:	Age:		
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
School Site:		Program/Placement:			
General Education Teacher:		Contact Phone:			
Special Education Teacher:		Contact Phone:			
SCIA Case Manager/Coordinator:		Contact Phone:			
* PROGRESS CODE 1 = No Progress 2 = 1 - 50% Met 3 = 51 - 99% Met 4 = Goal Met		** LEVELS OF ASSISTANCE P = Physical Prompt M = Modeling V = Verbal Cue I = Independent			
AREA	Measurable Goal	Progress Code *	Assistance Levels **	Comments (Including frequency, duration, location of assistance requested)	
ACADEMIC					
MOTOR					
COMMUNICATION					
SELF-HELP					
SOCIAL / EMOTIONAL AND BEHAVIOR					
PRE-VOCATIONAL					
OTHER					


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SCIA Review of BIP		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
Behavior Case Manager:	Contact Phone:	
<p>DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.</p>		
What are the targeted behaviors in the Behavioral Intervention Plan (BIP)?		
[Empty text box for targeted behaviors]		
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	The request for SCIA is related to the identified targeted behaviors in the BIP.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	All implementers have a copy of the plan.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	The BIP is being fully implemented.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	Behavior support for the plan is adequate.
The student is making progress in the targeted behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).		
[Empty text box for supporting evidence]		
Actions:		
<input type="checkbox"/> BIP is appropriate, and no modifications are needed		
<input type="checkbox"/> Revise BIP		
<input type="checkbox"/> Develop BIP		
<input type="checkbox"/> Additional staff training needed. Describe:	[Empty text box for describing training]	
<input type="checkbox"/> Other:	[Empty text box for other actions]	
Comments:		
[Empty text box for comments]		


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SCIA Parent Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does your child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does your child respond to?		
What skills would you like your child to develop to be more independent?		
Is there anything else you would like us to consider?		

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SCIA Teacher Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does the child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does the child respond to?		
What skills would you like the child to develop to be more independent?		
Is there anything else you would like us to consider?		

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SCIA Student Interview		
STUDENT INFORMATION		
Student/Interviewee Name:		Date of Birth: Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:		Contact Phone:
Special Education Teacher:		Contact Phone:
SCIA Case Manager/Coordinator:		Contact Phone:
Interviewed By:		
What does your typical school day look like? █		
What do you like about school? When are you successful? █		
When do you have problems during your school day? █		
How do school staff members help you during the day? █		
Who else helps you in school? █		
What programs do you participate in that help you? █		
What are some things you would like to learn to help you to be more independent? █		
Is there anything else you would like us to know about you? █		

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Observational Evaluation for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Observation Setting:	Observed By: (Name/Title)	
A. Classroom: Please review the visual and the physical structure of the classroom, curriculum design, data collection, and planning.		
1. Is the individual student/classroom schedule visually posted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain)		
3. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
4. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
5. Indicate the level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other:		
Describe:		
6. Indicate the student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other:		
Describe:		
Comments:		

8/8/19 - This form is under revision; sample will be updated with new form when available.

Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
B. Curriculum and Instructional Planning: Check the curricular domains included in the student's program.	
1. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain) _____	
2. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
4. Indicate level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other: _____ Describe: _____	
5. Student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other: _____ Describe: _____	
Comments: _____	
C. Current Data Systems and Collection of Data	
1. Has data been collected on student performance? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. How often is data collected? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly	
3. How is data summarized? <input type="checkbox"/> Graphed <input type="checkbox"/> Written Narrative <input type="checkbox"/> Other: _____	
4. What evidence is there that accommodations and/or modifications are being used? (Describe) _____	

8/8/19 - This form is under revision; sample will be updated with new form when available.

Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
D. Behavior and Safety	
1. Describe the behavior management system in the classroom, including positive re-enforces and consequences. Is it appropriate for the student or does it need to be modified? _____	
2. Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Is there appropriate safety equipment in place? <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are appropriate safety and medical procedures being used? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does it appear appropriate training has been provided? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
E. Student Behavior In Independent Activities	
1. Describe the student's interaction with peers. _____	
2. Describe the student's interaction with non-classroom staff in a less structured environment. _____	
3. What activities does the student choose during break? _____	
4. What problems are evident? _____	

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Observational Evaluation for SCLIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
F. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.	

G. How is existing assistance utilized?	


H. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs?	

I. What other types of assistance is needed? Why?	


J. Are there any other issues that need to be addressed?	

Comments: _____	

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
SCIA Evaluation Report		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Psychologist:	Contact Phone:	
Evaluation Report Prepared By:		Date Completed:
1. Background Information and Educational Setting: <i>(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)</i>		
2. Assessment Procedures: <i>(Include information regarding the administration of tests in the primary language of the student by qualified personnel, the validity of the evaluation, and the validity of tests for the purposes in which they were used.)</i>		
3. Summary of Interviews and Observations: <i>(Summarize results of the parent, teacher, and student interviews, include information regarding relevant behavior noted during the observation of the student.)</i>		
4. Assessment Results: <i>(Summary the results of standardized and/or curriculum-based testing.)</i>		
5. Recommendations: <i>(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the regular education classroom with the current level of support.)</i>		

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Observational Review to Determine Continued Need for SCIA	
STUDENT INFORMATION	
Student Name:	Date of Birth:
Disability:	Grade:
School Site:	Program/Placement:
General Education Teacher:	Contact Phone:
Special Education Teacher:	Contact Phone:
Observation Setting:	Observer's Name/Title:
Start Time:	End Time:
	Previous Observation Date:
Name(s) and positions of SCIA provider(s):	
Current status per teacher, support staff, and student:	
Description of current SCIA provided: <i>(time, setting, specific tasks)</i>	
Observation of student behavior:	
Description of results of efforts to increase student independence and/or progress on goal(s):	
Comments:	



Revised Desert/Mountain SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
<p>Chapter 9: Transition Services</p>	<ul style="list-style-type: none"> • Language to Section K – D/M SELPA Managed Programs updated to include the additional programs operated by the Career Technical Education (CTE) team at the D/M SELPA: <ul style="list-style-type: none"> ❖ California Career Innovations (CCi); ❖ Employment Network (EN); ❖ Paid Internship Program (PIP); and ❖ WIOA GenerationGo! • Deleted information on vocational assessment. 	<p>10/18/19</p>



Chapter 9: Transition Services

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SECTION B: PRESCHOOL TO GRADE SCHOOL

SECTION C: TRANSITION INTO REGULAR CLASS

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SECTION E: COURSE OF STUDY

SECTION F: HIGH SCHOOL TO WORK

SECTION G: BEGINNING AGE

SECTION H: CAREER AND VOCATIONAL EDUCATION PROGRAM

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SECTION J: INTERAGENCY AGREEMENTS

SECTION K: D/M SELPA MANAGED PROGRAMS

APPENDIX A: QUICK REFERENCE ARRAY OF WORKABILITY I (WAI) SERVICES

APPENDIX B: SELPA FORMS D/M 135A THROUGH 135C (PRIOR WRITTEN NOTICE) AND D/M 139 (SUMMARY OF PERFORMANCE)

APPENDIX C: SELPA FORM D/M 68D – TRANSITION SERVICES AND POSTSECONDARY GOALS

Introduction

Successful transitions are well-planned, thoughtful actions designed to accomplish particular outcomes. Planning and communication are essential to provide a smooth transition and to encourage and sustain collaboration among the families and agencies involved and ensure

Section K – D/M SELPA Managed Programs

The Career Technical Education (CTE) team currently operates the programs listed below. These programs are not mandated under state law, but are available to students who meet criteria for each program.

- **California Career Innovations (CCi).** The core and research interventions serve as the framework for CCi and provide an array of opportunities available to students. Embedded within each of these interventions are multiple activities and tasks. The interventions are guided by a person-driven approach leading to Person-Driven Plans (PDPs) and Individualized Career Action Plans (ICAPs). The ultimate outcomes for CCi students are Postsecondary Education (PSE) and/or Competitive Integrated Employment (CIE) in a career related position.
- **Employment Network (EN).** The goal of EN is to help individuals become employed and work their way off benefits completely, but not immediately. EN can offer adults returning to the workforce a clear vision of what to expect concerning their disability benefits. Information about Social Security Disability Insurance (SSDI) and Supplemental Security Income (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 PIP is a collaborative effort between the Inland Regional Center (IRC) and the SELPA CTE team. The purpose of the program is to increase the vocational skills and abilities of the students served who choose, through IRC's Individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to fulltime Competitive Integrated Employment (CIE) in the same job.
- **Transition Partnership Program (TPP):** This is an interagency contract with the Department of Rehabilitation (DOR) and the CAHELP JPA. The TPP builds partnerships between LEAs and the DOR for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or postsecondary education. The focus is to help a select number of students between the ages of 16 – 21 with an IEP or 504 plan, or documented disability.
- **WorkAbility I Project (WAI).** WAI is funded by the California Department of Education (CDE), Special Education Division. Each WAI program site receives an annual grant award letter, which declares the funds for the program based on the number of students served and the number of students placed for paid work experience. Each program develops practices and procedures to implement the WAI program within their own LEA. Considerations include who will deliver the curriculum, scheduling, and availability of students within their school day.

The mission of WAI is to promote the involvement of key stakeholders including students, families, educators, employers, and other agencies in planning and implementing an array

of services that will culminate in successful student transition to employment, lifelong learning, and quality of life. The array of services is a full continuum consistent with state law. These components comprise an effective transition system for high school students through combined efforts of WAI staff, special education teachers, paraprofessionals, and outside agencies.

The array of services guidelines provided by CDE include work-based, school-based, and community-based activities. An array of services is completed for each student served in the WAI program on an annual basis.

A student in the WAI program must be provided curriculum integration of work readiness skills, career/vocational assessment, and a minimum of one connecting activity and one work-based learning service. The array of services link provides a basis for ensuring program consistency.

- **WIOA GenerationGo!** The Out-of-School Youth – GenerationGo! Program implements three core phases: Phase 1 – Occupational Skills Training and Secondary Education; Phase 2 – Job Search; and Phase 3 – Job Retention, Education, and Resource Linkage. After the initial intake and completion of the Individual Service Strategy (ISS), participants will have an opportunity to select from an array of required workshops and electives, based on their needs. All content listed in the three phases will be offered as workshops using a variety of learning modalities; face-to-face; Google Platform; Google Hangouts; and Virtual Tours. Face-to-Face workshops will be offered to participants at least twice a year, and each participant will have an opportunity to access core workshops, regardless of their enrollment date.

Based on the population of participants served by SELPA CTE team and the nature of services being provided to participants, staff provide both instrumental and psychosocial mentoring. The goal of this program is to produce youth who are ready to compete in the global economy and ready to participate as leaders who possess the skills necessary to gain and sustain employment. Adult mentoring takes place as naturally occurring phenomenon within their program, and staff members wear a myriad of hats while working with participants. The goal is to grow up youth as the next generation of mentors and leaders.



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- **California Career Innovations (CCi).** The core and research interventions serve as the framework for CCi and provide an array of opportunities available to students. Embedded within each of these interventions are multiple activities and tasks. The interventions are guided by a person-driven approach leading to Person-Driven Plans (PDPs) and Individualized Career Action Plans (ICAPs). The ultimate outcomes for CCi students are Postsecondary Education (PSE) and/or Competitive Integrated Employment (CIE) in a career related position.
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- **Paid Internship Program (PIP).** The PIP is a collaborative effort between the Inland Regional Center (IRC) and the SELPA CTE team. The purpose of the program is to increase the vocational skills and abilities of the students served who choose, through IRC's Individualized Program Plan (IPP) process, to participate in the internship. The acquisition of work experience and skills should lead to fulltime Competitive Integrated Employment (CIE) in the same job.
- **Transition Partnership Program (TPP):** This is an interagency contract with the Department of Rehabilitation (DOR) and the CAHELP JPA. The TPP builds partnerships between LEAs and the DOR for the purposes of successfully transitioning high school students with disabilities into meaningful employment and/or postsecondary education. The focus is to help a select number of students between the ages of 16 – 21 with an IEP or 504 plan, or documented disability. ~~Eligible students receive exploratory work experience, instruction in career development, employment counseling and preparation, as well as job development and placements. Students may be referred to the program in their junior year through the beginning of their senior year if they are demonstrating school success in the areas of behavior and responsibility, while at the same time, receiving special education services. Students need to complete a TPP application packet that is available from their case carrier and provide proof of disability with a current psychological report or medical records. The D/M SELPA enters into a contractual agreement with the DOR on an annual basis to provide these services to the high school member districts.~~

- ~~**Vocational Assessment:** The D/M SELPA provides support for classroom interest inventory analysis, hands-on vocational evaluation, and an assessment of aptitudes through both the Transition Partnership Program and WorkAbility I. Support for the development of the capacity of school staff to provide students with vocational assessments is also available through D/M SELPA staff development. Vocational assessment should be ongoing throughout the secondary school years to determine the student's present levels of performance and upon which postsecondary goals must be based.~~
- **WorkAbility I Project (WAI).** WAI is funded by the California Department of Education (CDE), Special Education Division. Each WAI program site receives an annual grant award letter, which declares the funds for the program based on the number of students served and the number of students placed for paid work experience. Each program develops practices and procedures to implement the WAI program within their own LEA. Considerations include who will deliver the curriculum, scheduling, and availability of students within their school day.

The mission of WAI is to promote the involvement of key stakeholders including students, families, educators, employers, and other agencies in planning and implementing an array of services that will culminate in successful student transition to employment, lifelong learning, and quality of life. The array of services is a full continuum consistent with state law. These components comprise an effective transition system for high school students through combined efforts of WAI staff, special education teachers, paraprofessionals, and outside agencies.

The array of services guidelines provided by CDE include work-based, school-based, and community-based activities. An array of services is completed for each student served in the WAI program on an annual basis.

A student in the WAI program must be provided curriculum integration of work readiness skills, career/vocational assessment, and a minimum of one connecting activity and one work-based learning service. The array of services link provides a basis for ensuring program consistency. ~~WorkAbility I is a statewide cooperative program that encourages students with disabilities to complete high school and acquire marketable job skills. The services provided to students who participate in the WorkAbility I program are defined by the Array of Services found in Appendix A. Funding for the program is based on the number of students "served." Students are considered served if they have completed career vocational assessment(s) and have participated in career exploration activities, if the program has utilized partnership collaboration and/or parent involvement, and if the students have prepared for a worksite and/or have participated in a work-based learning opportunity.~~

~~For grant-determined number of these "served" students, WorkAbility I assists the students in obtaining a job in the community. The wages the student earns are paid by the program for a limited number of hours in the hopes that the employer will hire the student. A student may access this paid work experience service by requesting an application from the special education case carrier. This application must be completed as requested, and the student will then be scheduled for an interview with the WorkAbility I Case Technician. Following~~

~~the interview, a decision will be made concerning the student's readiness for job placement. Collaborative efforts between the teacher, career center personnel, WorkAbility staff, and parents prepare the student for employment. Preparation includes pre-employment skills, job-seeking skills, job attainment, and retention of employment.~~

- **WIOA GenerationGo!** The Out-of-School Youth – GenerationGo! Program implements three core phases: Phase 1 – Occupational Skills Training and Secondary Education; Phase 2 – Job Search; and Phase 3 – Job Retention, Education, and Resource Linkage. After the initial intake and completion of the Individual Service Strategy (ISS), participants will have an opportunity to select from an array of required workshops and electives, based on their needs. All content listed in the three phases will be offered as workshops using a variety of learning modalities; face-to-face; Google Platform; Google Hangouts; and Virtual Tours. Face-to-Face workshops will be offered to participants at least twice a year, and each participant will have an opportunity to access core workshops, regardless of their enrollment date.

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Revised Desert/Mountain Charter SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
Chapter 6: Transition Services	<ul style="list-style-type: none"> • Language to Section J - SELPA Managed Programs updated to include the additional programs operated by the Career Technical Education (CTE) team at the SELPA: <ul style="list-style-type: none"> • California Career Innovations (CCi); • Employment Network (EN); • Paid Internship Program (PIP); and • WIOA GenerationGo! • Deleted information on vocational assessment. 	10/17/19



DESERT / MOUNTAIN
CHARTER SELPA

Chapter 6: Transition Services

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SECTION E: TRANSITION SERVICE LANGUAGE

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SERVICES

APPENDIX B: SELPA FORMS D/M 135A-135C – PRIOR WRITTEN NOTICE
(PWN) AND FORM D/M 139 – SUMMARY OF PERFORMANCE

APPENDIX C: SELPA FORM D/M 68D – TRANSITION PLAN

Introduction

Successful transitions are well-planned, thoughtful actions designed to accomplish particular outcomes. Planning and communication are essential to provide a smooth transition and to encourage and sustain collaboration among the families and agencies involved to ensure appropriate services for the child. A transition plan includes several systems and will serve as a guide to participants throughout the transition process.

This policy is to provide Charter Local Education Agencies (LEAs) with the legal requirements and preferred practices regarding transition for young, middle, and high school students with

Interagency access is accomplished through the IEP process. All children have the right to access services offered by the community agencies; however, the school system is not financially responsible for services beyond the scope of the IEP. Methods chosen to accomplish written goals are at the discretion of the education professionals.

Section J – SELPA-Managed Programs

The Career Technical Education (CTE) team currently operates the programs listed below. These programs are not mandated under state law, but are available to children who meet the specific criteria imposed by the funding source or the Charter SELPA Community Advisory Committee (CAC).

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~~sophomore year and continue to receive services one year post high school if they are demonstrating school success in the areas of behavior and responsibility, while at the same time, receiving special education services or a Section 504 plan. Children need to complete a TPP application packet available from their TPP teacher and provide proof of disability with a current IEP and psychological report. The Charter SELPA enters into a contractual agreement with the DR on an annual basis to provide these services to high school member LEAs.~~

- ~~• **Vocational Assessment:** The Charter SELPA provides support for classroom interest inventory analysis, hands-on vocational evaluation, and an assessment of aptitudes through both the TPP and WorkAbility I. Support for the development of the capacity of school staff to provide children with vocational assessments is also available through Charter SELPA staff development. Vocational assessment should be ongoing throughout the secondary school years to determine the child's present levels of performance and upon which postsecondary goals must be based.~~
- **WorkAbility I Project (WAI).** WAI is funded by the California Department of Education (CDE), Special Education Division. Each WAI program site receives an annual grant award letter, which declares the funds for the program based on the number of students served and the number of students placed for paid work experience. Each program develops practices and procedures to implement the WAI program within their own LEA. Considerations include who will deliver the curriculum, scheduling, and availability of students within their school day.

The array of services guidelines provided by CDE include work-based, school-based, and community-based activities. An array of services is completed for each student served in the WAI program on an annual basis.

A student in the WAI program must be provided curriculum integration of work readiness skills, career/vocational assessment, and a minimum of one connecting activity and one work-based learning service. The array of services link provides a basis for ensuring program consistency. ~~WorkAbility I is a statewide cooperative program that encourages children with disabilities to complete high school and acquire marketable job skills. The services provided to children who participate in the WorkAbility I program are defined by the Array of Services found in Appendix A. Funding for the program is based on the number of children "served" and "placed." Children are considered served if they have completed career vocational assessment(s) and have participated in career exploration activities, if the program has utilized partnership collaboration and/or parent involvement, and if the children have prepared for a worksite and/or have participated in a work-based learning opportunity.~~

~~For grant-determined number of these "placed" children, WorkAbility I assists children in obtaining a job in the community. The wages the child earns are paid by the program for a limited number of hours in the hopes that the employer will hire the child. A child may access this paid work experience service by requesting an application from the special education teacher. This application must be completed as requested, and the child will then be scheduled for an interview with the WorkAbility I Case Technician. Following the~~

~~interview, a decision will be made concerning the child's readiness for job placement. Collaborative efforts between the teacher, WorkAbility staff, and parents prepare the child for employment. Preparation includes pre-employment skills, job-seeking skills, job attainment, and retention of employment.~~



Revised Desert/Mountain Charter SELPA Policies & Procedures

Section	Proposed Revision(s)	Rev. Date
<p>Chapter 22: Supports and Services</p>	<p>Updated Appendix B: Determining the Need for a Temporary Intensive Supports Assessment (TISA); this appendix was formerly called Determining the Need for Special Circumstance Instructional Assistance (SCIA). In general, references to Special Circumstance Instructional Assistance or SCIA were changed to Temporary Intensive Supports Assessment or TISA, to include references to SELPA forms D/M 157A – D/M 157J, which are currently being revised to reflect the TISA language and process be effective for the 2019/2020 school year.</p> <p><i>Title 20 USC § 1401(26), 34 C.F.R. § 300.34; 5 CCR § § 3001 and 3052, and Education Code § 56363(a)</i></p>	<p>8/22/19</p>



DESERT / MOUNTAIN
CHARTER SELPA

Chapter 22: Supports and Services

SECTION A: LEAST RESTRICTIVE ENVIRONMENT (LRE): A
CONTINUUM OF SERVICES AND PLACEMENT

SECTION B: RELATED SERVICES

SECTION C: SERVICE ANIMALS

SECTION D: ASSISTIVE TECHNOLOGY

APPENDIX A: GUIDELINE STATEMENT: LEAST RESTRICTIVE
ENVIRONMENT (LRE) CONTINUUM OF PLACEMENT OPTIONS, THE
HOLLAND FACTORS

APPENDIX B: DETERMINING THE NEED FOR TEMPORARY INTENSIVE
SUPPORTS ASSESSMENT (TISA)

APPENDIX C: TRANSPORTATION GUIDELINES/FLOWCHART

APPENDIX D: CARS+ GUIDANCE FOR RSP TEACHERS

APPENDIX E: SELPA REFERRAL PROCEDURES

Introduction

It is the philosophy of the Desert/Mountain Charter Special Education Local Plan Area (SELPA) that children with disabilities be provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). This philosophy is in accordance with state and federal mandates.

If a related service or services cannot be provided by a Charter Local Education Agency (LEA), the Charter LEA may contract with a California Department of Education (CDE) certified nonpublic, nonsectarian school or agency (NPS/NPA) in accordance with the requirements of a Master Contract and an Individual Service Agreement (ISA). For mental health services, employees, vendors or contractors of the State Department of Mental Health, or any designated local public mental health agency, may provide related services in accordance with procedures outlined in local interagency agreements.

NOTE: All services may not be available in all areas. Please check with the program specialist assigned to the specific Charter LEA with any questions regarding this chapter.

APPENDIX B: Determining the Need for Temporary Intensive Supports Assessment (TISA)

Section A: Rationale

Section B: Least Restrictive Environment (LRE)

Section C: Factors for Special Circumstances

Section D: Temporary Intensive Supports Assessment

Section E: Procedures for Requesting Temporary Intensive Supports Assessment (TISA)

Section F: Training

Introduction

The purpose of this section is to provide Charter Local Education Agency (LEA) personnel information and guidance in determining a student’s need for temporary intensive supports. A recommendation for temporary intensive supports is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate. While some students may need temporary intensive supports to receive a free appropriate public education (FAPE), for other students, the assignment of such supports may be unnecessary and inappropriately restrictive.

A goal for all students with disabilities is to promote and maximize independence. Charter LEAs are responsible for developing and implementing individualized education programs (IEPs) that promote such independence. When an IEP team determines that a student needs temporary intensive supports, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of such supports.

California Education Code states,

***E.C. § 56363 (a)** As used in this part, the term “designated instruction and services” means “related services” as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations. The term “related services” means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist an individual with exceptional needs to*

benefit from special education, and includes the early identifications and assessment of disabling conditions in children.

Section A: Rationale

Every Charter LEA within the Desert/Mountain Charter Special Education Local Plan Area (SELPA) is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA 2004) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions [*Title 34 of the Code of Federal Regulations (CFR) 300.551(b)(1)*]. Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled, and that children are removed from the general education environment only when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

Section B: Least Restrictive Environment (LRE)

By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering temporary intensive supports for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and implementation of the student's program.

Section C: Factors for Temporary Intensive Supports

Whenever temporary intensive supports are being considered by an IEP team for a student with special needs, the following factors need to be considered:

Personal Independence

First and foremost, an important goal for all special education students is to encourage, promote, and maximize independence. If not carefully monitored, temporary intensive supports can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for temporary intensive supports include:

1. Health/Personal Care Issues
2. Behavioral Support
3. Instruction
4. Inclusion/Mainstreaming

Section D: Temporary Intensive Supports Assessment

1. IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:
 - a) The related service is necessary to the child to benefit from his/her special education program;
 - b) The program modifications or supports for school personnel are necessary to assist the child to:
 - (1) Advance appropriately toward the annual goals;
 - (2) Be involved in and progress in the general curriculum;
 - (3) Participate in extracurricular and other nonacademic activities; and
 - (4) Be educated and participate with other disabled and non-disabled children.
2. The IEP team shall address the means for reviewing and evaluating the necessity of continuing temporary intensive services to the student. It is recommended that these intensive supports be monitored every six months and reconsidered at every annual IEP.
3. The IEP team shall also include a statement of the anticipated frequency and duration for the services and modifications.
4. If it is determined that additional personnel support is required, the IEP team should periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored.
5. For services requiring additional personnel support as a result of a student's behavioral difficulties, the student's IEP needs to include appropriate goals. In addition, a Behavioral Intervention Plan (BIP) should be developed in accordance with Sections 3001 and 3052 in Title 5 of the California Code of Regulations (CCR). The BIP needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.
6. When determining the need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by the IEP team in collaboration with a general and special education teachers specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition other available classroom resources and supports.
7. When a need for additional support is due to medical need, a specialized health care plan will need to be developed. (Utilize D/M SELPA Form 93, 94, and 95, as appropriate)

8. When temporary intensive supports in the form of personnel are being considered for a specific student, a Charter LEA representative shall be required to participate in the decision-making process of the IEP meeting.

Section E: Procedures for Requesting a Temporary Intensive Supports Assessment (TISA)

Temporary intensive supports may be provided for students with disabilities when additional support is necessary to the student in order to meet his or her goals and to benefit educationally. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When the IEP team is considering a temporary intensive support, all aspects of the student's program must be considered. A request for Temporary Intensive Supports Assessment (TISA) is made only after other site interventions have proven to be ineffective. A student's educational program must be carefully evaluated to determine when and where the additional support is required. Additionally, the IEP team must plan for periodic reviews to assess the continued need for this type of individualized assistance.

It is expected that students enrolling in a non-public school (NPS) will not require temporary intensive supports. For students currently in NPS, if the need for temporary intensive supports becomes evident, the NPS should contact the student's Charter LEA of residence to initiate a referral for a Temporary Intensive Supports Assessment (TISA). The Charter LEA will evaluate the student and present findings and recommendations to the IEP team. Whether in public school or NPS, if the student already has designated temporary intensive supports, it is recommended that the Charter LEA conduct an evaluation to determine the continued need for that level of support prior to the next annual IEP meeting. When a student new to the Charter LEA enrolls with an existing IEP that indicates assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

- **Step 1: Referral for Temporary Intensive Supports Assessment (TISA)**
If the principal and special education team at the site believe extra support may be necessary to meet the student's goals, they must conduct an assessment of the student's needs prior to an IEP meeting, at which time this topic will be considered. The *Referral for Temporary Intensive Supports Assessment (D/M 157A)* needs to be completed. Use the *Student Needs for Additional Support Rubric (D/M 157B)* to assist in quantifying the severity of student need. Supporting documentation should include *Review of IEP Goals (D/M 157C)*, *Review of Behavioral Intervention Plan (BIP) (D/M 157D)* and review of other documents as appropriate, such as a nurse's assessment, health report, discipline records, independent assessments, etc.

If the parent requests additional support, the school principal, designee, or special education director shall confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the *Referral for Temporary Intensive Supports Assessment (D/M 157A)*. The parent should sign as the person requesting

referral. The 15-day timeline for developing the evaluation plan begins on the date of the parent signature.

If Temporary intensive supports are is requested during an IEP meeting without a previous referral, the procedure for requesting TISA must be initiated at that time. The IEP meeting should be completed and the referral for a TISA should be indicated in the IEP notes. Another IEP meeting will need to be scheduled to review the results of the evaluation.

Submit the *Referral for Temporary Intensive Supports Assessment (D/M 157A)*, *Student Needs for Additional Support Rubric (D/M 157B)*, *Review of IEP Goals (D/M 157C)*, and *Review of Behavioral Intervention Plan (BIP) (D/M 157D)* if appropriate, with additional supplemental documentation, if necessary, to the director of special education. The TISA evaluation should be completed by any certificated staff who received training in the completion of such evaluation, and by an individual who can objectively consider all circumstances and make recommendations in the best interest of the student.

- **Step 2: Assessment Plan and Parent Permission**

The director of special education will assign the referral to appropriate staff who will be responsible for securing written parent permission/consent on an *Assessment Plan (D/M 66)*, within 15 days of completion of the referral.

- **Step 3: Parent/Teacher/Student Interviews**

Best practices would be for the interviews to be completed at the beginning of the evaluation process. The TISA case manager/coordinator should complete the *TISA Parent Interview (D/M 157E)* and the *TISA Teacher Interview (D/M 157F)* to identify specific areas of concern. When appropriate the *TISA Student Interview (D/M 157G)* should be completed.

- **Step 4: Complete Observations**

It is necessary for, and the responsibility of the TISA case manager/coordinator to ensure that observations of the student are conducted, using the *TISA Student Observation Worksheet (D/M 157H)*. The TISA case manager/coordinator, in addition to the other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. To the maximum extent possible and whenever appropriate, quantifiable data should be collected as part of the observation process. The data collected will later be used to develop independence goals, should the IEP team determine that temporary intensive supports are needed. When necessary and appropriate, the assessors should also utilize the *TISA Evidence-Based Classroom practices Observation Checklist (D/M 157 Appendix A)* in order to assist the IEP team in determining the educational environment of the student.

- **Step 5: Develop TISA Evaluation Report**

When an IEP team is considering temporary intensive supports for a student, all aspects of the student's program must be considered with the intent of maximizing student

independence. The *TISA Evaluation Report (D/M 157I)* should address the areas of concern identified in the referral, background information and educational history, summary of interviews, and summary of observations, and include the assessor's results and recommendations. The TISA case manager/coordinator will ensure the *TISA Evaluation Report (D/M 157I)* is developed.

- **Step 6: Review Evaluation at IEP Meeting**

Within 60 days following the receipt of parent consent to evaluate for temporary intensive supports, an IEP team shall review the results of the evaluation and recommendations at an IEP meeting. If the IEP team determines a need for temporary intensive supports, it is written on the IEP with specific goals, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for the temporary intensive supports to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support should be utilized and monitored. The *TISA Initial Plan (D/M 157J)* should be used to develop the initial plan. An IEP meeting should be convened if necessary to modify the temporary intensive supports. Discussion at this meeting should be concluded with a written plan outlining the team's criteria and possible timeline for phasing out the necessity for temporary intensive supports.

To assist Charter LEAs in developing appropriate independence and fading plans, IEP teams should refer to the *TISA Terms and Definitions of Fading (D/M 157 Appendix B)*, *TISA Checklist to Support Independence (D/M 157 Appendix C)*, and the *TISA Independence/Fading Resources (D/M 157 Appendix D)*.

- **Step 7: Request/Assign Temporary Intensive Support: Personnel**

When an IEP team has determined that temporary intensive supports in the form of additional staff is required, the special education director or designee will process the appropriate paperwork in accordance with Charter LEA procedures.

- **Step 8: Annual Review**


The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data may be required to assess the effectiveness of this additional support and to monitor the duration of services. The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of the temporary intensive supports provided to the student. The *TISA Annual Review Fading Plan (D/M 157K)* should be used to review and determine the current needs of the student.

Section F: Training

It is critical that all staff receive appropriate training on the student's health issues, curriculum modifications, the student's instructional environment, behavioral interventions, using and fading prompts, data collection and reporting, etc.

8/8/19 - This form is under revision; sample will be updated with new form when available.

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA
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 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307
 (760) 552-6700 • (760) 242-5363 FAX



SCIA Checklist


STUDENT INFORMATION

Student Name:	Date of Birth:	Age:	
Disability:	Grade:	Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:		
General Education Teacher:	Contact Phone:		
Special Education Teacher:	Contact Phone:		
SCIA Case Manager/Coordinator:	Contact Phone:		

DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.

	Initial	Date
STEP 1: Make Referral		
<input type="checkbox"/> Complete SCIA Rubric (D/M 157C & D)		
<input type="checkbox"/> Complete Review of IEP Goals (D/M 157E)		
<input type="checkbox"/> Complete Review of BIP (D/M 157F)		
<input type="checkbox"/> Review other records, as appropriate		
<input type="checkbox"/> Complete Referral for SCIA (D/M 157B)		
<input type="checkbox"/> Send Packet to district Director of Special Education		
STEP 2: Complete Assessment		
<input type="checkbox"/> Complete Assessment Plan (D/M 66)		
<input type="checkbox"/> Obtain written parent permission to assess and provide parents with a copy of the Procedural Safeguards (D/M 77)		
STEP 3: Complete Interviews		
<input type="checkbox"/> Complete Parent Interview (D/M 157G)		
<input type="checkbox"/> Complete Teacher Interview (D/M 157H)		
<input type="checkbox"/> Complete Student Interview (D/M 157I)		
STEP 4: Complete Evaluation		
<input type="checkbox"/> Complete Observational Evaluation for SCIA (D/M 157J)		
<input type="checkbox"/> Complete Assessments		
STEP 5: Develop Evaluation Report		
<input type="checkbox"/> Develop SCIA Evaluation Report (D/M 157K)		
STEP 6: Review Evaluation at IEP Meeting		
<input type="checkbox"/> Hold IEP meeting (within 60 days of receipt of consent)		
<input type="checkbox"/> SCIA Not Recommended - process ends as per IEP		
<input type="checkbox"/> SCIA Recommended - develop IEP goals to be supported by SCIA		
STEP 7: Request / Assign SCIA		
<input type="checkbox"/> Request/Assign SCIA (LEA Personnel Forms)		
STEP 8: Observational Review		
<input type="checkbox"/> Observational Review to Determine Continued Need for SCIA (D/M 157L)		
will be completed by		
Name Title		Date

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Referral for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
<p>DIRECTIONS: Please complete the following information. Submit the Referral for SCIA and the following forms: SCIA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.</p>		
Reason for referral:		
Areas of student need based on SCIA Rubric (D/M 157C and D):		
Concerns identified on Review of IEP Goals (D/M 157E):		
Concerns identified on Review of BIP (D/M 157F):		
Previous interventions and results: <i>(including frequency, duration, and location)</i>		
Other unique needs:		
This referral is made at the request of the: <input type="checkbox"/> Teacher <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		
Individual Requesting Referral:	Date:	
Site Administrator/Designee:	Date:	

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SCIA Student Needs for Additional Support Rubric


STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Age: _____
 Disability: _____ Program Placement: _____ Teacher: _____
 Review Date: _____


Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<p>0 General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.</p> <p><input type="checkbox"/></p>	<p>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</p> <p><input type="checkbox"/></p>	<p>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</p> <p><input type="checkbox"/></p>	<p>Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</p> <p><input type="checkbox"/></p>
<p>1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.</p> <p><input type="checkbox"/></p>	<p>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</p> <p><input type="checkbox"/></p>	<p>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.</p> <p><input type="checkbox"/></p>	<p>Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</p> <p><input type="checkbox"/></p>
<p>2 Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, outdoors, zippers, etc. Occasional toileting accidents.</p> <p><input type="checkbox"/></p>	<p>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation.</p> <p><input type="checkbox"/></p>	<p>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</p> <p><input type="checkbox"/></p>	<p>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</p> <p><input type="checkbox"/></p>
<p>3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (staircase, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.</p> <p><input type="checkbox"/></p>	<p>Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily completes only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team.</p> <p><input type="checkbox"/></p>	<p>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</p> <p><input type="checkbox"/></p>
<p>4 Specialized health care procedure requiring care by specially trained employee (G tube, tracheostomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems with potential for injury to self and others, runs away, aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</p> <p><input type="checkbox"/></p>	<p>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.</p> <p><input type="checkbox"/></p>	<p>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.</p> <p><input type="checkbox"/></p>

* Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance. If monthly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.


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Summary of SCIA Rubric		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
Parent/Guardian:	Contact Phone:	
DIRECTIONS: Please mark the boxes that best describes the health/personal care, behavior, instruction, and program supports for the student.		
HEALTH / PERSONAL CARE		
<input type="checkbox"/> Specialized Health Plan	<input type="checkbox"/> G-Tube	<input type="checkbox"/> Medications
<input type="checkbox"/> Diaper Changing	<input type="checkbox"/> Feeding Full Support	<input type="checkbox"/> Seizures Weekly
<input type="checkbox"/> Other:	<input type="checkbox"/> Suctioning	<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Lifting / Transfers		
BEHAVIOR		
<input type="checkbox"/> Behavior Plan in Place	<input type="checkbox"/> Physically Aggressive Weekly	<input type="checkbox"/> Non-compliant in Class
<input type="checkbox"/> Runs Away Weekly	<input type="checkbox"/> ADHD Medicated	<input type="checkbox"/> Mental Health Client
<input type="checkbox"/> Other:		
INSTRUCTION		
<input type="checkbox"/> Discrete Trial / ABA	<input type="checkbox"/> Physical Prompts 80% +	<input type="checkbox"/> Verbal Prompts 80% +
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> PECS	<input type="checkbox"/> Signing 80% +
<input type="checkbox"/> Other:		
INCLUSION / MAINSTREAM		
<input type="checkbox"/> Direct Adult Instruction	<input type="checkbox"/> Physical Support/Positioning	<input type="checkbox"/> Safety Supervision 80% +
<input type="checkbox"/> Other:	<input type="checkbox"/> Close Visual Supervision 80% +	
Describe <u>each</u> area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all of the needs.		
Describe interventions used to support referred student in <u>each</u> of the areas marked above. Provide data that documents the prior success or failure of interventions and attach. School day description and assistance needed.		


8/8/19 - This form is under revision; sample will be updated with new form when available.

DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX					
SCIA Review of IEP Goals					
STUDENT INFORMATION					
Student Name:		Date of Birth:	Age:		
Disability:		Grade:	Gender:	Male <input type="checkbox"/> Female <input type="checkbox"/>	
School Site:		Program/Placement:			
General Education Teacher:		Contact Phone:			
Special Education Teacher:		Contact Phone:			
SCIA Case Manager/Coordinator:		Contact Phone:			
* PROGRESS CODE 1 = No Progress 2 = 1 - 50% Met 3 = 51 - 99% Met 4 = Goal Met		** LEVELS OF ASSISTANCE P = Physical Prompt M = Modeling V = Verbal Cue I = Independent			
AREA	Measurable Goal	Progress Code *	Assistance Levels **	Comments (Including frequency, duration, location of assistance requested)	
ACADEMIC					
MOTOR					
COMMUNICATION					
SELF-HELP					
SOCIAL / EMOTIONAL AND BEHAVIOR					
PRE-VOCATIONAL					
OTHER					


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SCIA Review of BIP		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
Behavior Case Manager:	Contact Phone:	
<p>DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.</p>		
<p>What are the targeted behaviors in the Behavioral Intervention Plan (BIP)?</p>		
<input type="checkbox"/> Yes <input type="checkbox"/> No	The request for SCIA is related to the identified targeted behaviors in the BIP.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	All interventions are developmentally appropriate for the student.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	All implementers have a copy of the plan.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The BIP is being fully implemented.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Behavior support for the plan is adequate.	
<p>The student is making progress in the targeted behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).</p>		
<p>Actions:</p> <input type="checkbox"/> BIP is appropriate, and no modifications are needed <input type="checkbox"/> Revise BIP <input type="checkbox"/> Develop BIP <input type="checkbox"/> Additional staff training needed. Describe: _____ <input type="checkbox"/> Other: _____		
<p>Comments:</p>		


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SCIA Parent Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does your child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does your child respond to?		
What skills would you like your child to develop to be more independent?		
Is there anything else you would like us to consider?		


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SCIA Teacher Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does the child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does the child respond to?		
What skills would you like the child to develop to be more independent?		
Is there anything else you would like us to consider?		

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SCIA Student Interview		
STUDENT INFORMATION		
Student/Interviewee Name:		Date of Birth: Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:		Contact Phone:
Special Education Teacher:		Contact Phone:
SCIA Case Manager/Coordinator:		Contact Phone:
Interviewed By:		
What does your typical school day look like? █		
What do you like about school? When are you successful? █		
When do you have problems during your school day? █		
How do school staff members help you during the day? █		
Who else helps you in school? █		
What programs do you participate in that help you? █		
What are some things you would like to learn to help you to be more independent? █		
Is there anything else you would like us to know about you? █		

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX		
Observational Evaluation for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Observation Setting:	Observed By: (Name/Title)	
A. Classroom: Please review the visual and the physical structure of the classroom, curriculum design, data collection, and planning.		
1. Is the individual student/classroom schedule visually posted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain)		
3. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
4. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
5. Indicate the level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other:		
Describe:		
6. Indicate the student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other:		
Describe:		
Comments:		

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Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
B. Curriculum and Instructional Planning: Check the curricular domains included in the student's program.	
1. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain) _____	
2. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
4. Indicate level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other: _____ Describe: _____	
5. Student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other: _____ Describe: _____	
Comments: _____	
C. Current Data Systems and Collection of Data	
1. Has data been collected on student performance? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. How often is data collected? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly	
3. How is data summarized? <input type="checkbox"/> Graphed <input type="checkbox"/> Written Narrative <input type="checkbox"/> Other: _____	
4. What evidence is there that accommodations and/or modifications are being used? (Describe) _____	

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Observational Evaluation for SCIA	
Student Name:	Date of Birth:
Comments: <input type="text"/>	
D. Behavior and Safety	
1. Describe the behavior management system in the classroom, including positive re-enforces and consequences. Is it appropriate for the student or does it need to be modified? <input type="text"/>	
2. Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) <input type="text"/>	
3. Is there appropriate safety equipment in place? <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are appropriate safety and medical procedures being used? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does it appear appropriate training has been provided? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: <input type="text"/>	
E. Student Behavior In Independent Activities	
1. Describe the student's interaction with peers. <input type="text"/>	
2. Describe the student's interaction with non-classroom staff in a less structured environment. <input type="text"/>	
3. What activities does the student choose during break? <input type="text"/>	
4. What problems are evident? <input type="text"/>	

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Observational Evaluation for SCLIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
F. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.	

G. How is existing assistance utilized?	

H. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs?	

I. What other types of assistance is needed? Why?	


J. Are there any other issues that need to be addressed?	

Comments: _____	

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SCIA Evaluation Report		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Psychologist:	Contact Phone:	
Evaluation Report Prepared By:		Date Completed:
1. Background Information and Educational Setting: <i>(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)</i>		
2. Assessment Procedures: <i>(Include information regarding the administration of tests in the primary language of the student by qualified personnel, the validity of the evaluation, and the validity of tests for the purposes in which they were used.)</i>		
3. Summary of Interviews and Observations: <i>(Summarize results of the parent, teacher, and student interviews, include information regarding relevant behavior noted during the observation of the student.)</i>		
4. Assessment Results: <i>(Summary the results of standardized and/or curriculum-based testing.)</i>		
5. Recommendations: <i>(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the regular education classroom with the current level of support.)</i>		

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Observational Review to Determine Continued Need for SCIA	
STUDENT INFORMATION	
Student Name:	Date of Birth:
Disability:	Grade:
School Site:	Program/Placement:
General Education Teacher:	Contact Phone:
Special Education Teacher:	Contact Phone:
Observation Setting:	Observer's Name/Title:
Start Time:	End Time:
	Previous Observation Date:
Name(s) and positions of SCIA provider(s):	
Current status per teacher, support staff, and student:	
Description of current SCIA provided: <i>(time, setting, specific tasks)</i>	
Observation of student behavior:	
Description of results of efforts to increase student independence and/or progress on goal(s):	
Comments:	



DESERT / MOUNTAIN
CHARTER SELPA

Chapter 22: Supports and Services

SECTION A: LEAST RESTRICTIVE ENVIRONMENT (LRE): A
CONTINUUM OF SERVICES AND PLACEMENT

SECTION B: RELATED SERVICES

SECTION C: SERVICE ANIMALS

SECTION D: ASSISTIVE TECHNOLOGY

APPENDIX A: GUIDELINE STATEMENT: LEAST RESTRICTIVE
ENVIRONMENT (LRE) CONTINUUM OF PLACEMENT OPTIONS, THE
HOLLAND FACTORS

APPENDIX B: DETERMINING THE NEED FOR ~~SPECIAL
CIRCUMSTANCE INSTRUCTIONAL ASSISTANCE (SCIA) TEMPORARY
INTENSIVE SUPPORTS ASSESSMENT (TISA)~~

APPENDIX C: TRANSPORTATION GUIDELINES/FLOWCHART

APPENDIX D: CARS+ GUIDANCE FOR RSP TEACHERS

APPENDIX E: SELPA REFERRAL PROCEDURES

Introduction

It is the philosophy of the Desert/Mountain Charter Special Education Local Plan Area (SELPA) that children with disabilities be provided a free appropriate public education (FAPE) in the least restrictive environment (LRE). This philosophy is in accordance with state and federal mandates.

If a related service or services cannot be provided by a Charter Local Education Agency (LEA), the Charter LEA may contract with a California Department of Education (CDE) certified nonpublic, nonsectarian school or agency (NPS/NPA) in accordance with the requirements of a Master Contract and an Individual Service Agreement (ISA). For mental health services, employees, vendors or contractors of the State Department of Mental Health, or any designated local public mental health agency, may provide related services in accordance with procedures outlined in local interagency agreements.

APPENDIX B: Determining the Need for ~~Special Circumstance Instructional Assistance (SCIA)~~ Temporary Intensive Supports Assessment (TISA)

Section A: Rationale

Section B: Least Restrictive Environment (LRE)

Section C: Factors for Special Circumstances

Section D: ~~Special Circumstance Assistance/Support~~ Temporary Intensive Supports Assessment

Section E: Procedures for Requesting ~~Special Circumstance Instructional Assistance-Temporary Intensive Supports Assessment (TISA)~~

Section F: Training

Introduction

The purpose of this ~~handbook section~~ is to provide Charter Local Education Agency (LEA) personnel information and guidance in determining a student's ~~with a disability's~~ need for ~~special circumstance instructional assistance (SCIA) support~~ temporary intensive supports. A recommendation for ~~a SCIA temporary intensive supports~~ is a significant programmatic decision and one that should only be made after a comprehensive discussion of other options considered and clear documentation of as to why those options are not appropriate. While some students may temporarily need ~~the support of a SCIA temporary intensive supports~~ to receive a free appropriate public education (FAPE), for other students, the assignment of ~~a SCIA such supports~~ may be unnecessary and inappropriately restrictive.

A goal for all students with disabilities is to promote and maximize independence. Charter LEAs are responsible for developing and implementing individualized education programs (IEPs) that promote such independence. When an IEP team determines that a student needs ~~a SCIA temporary intensive supports~~, it should always be considered a time-limited recommendation and specific conditions/goals must be established to fade the use of ~~a SCIA such supports~~.

California Education Code states,

E.C. § 56363 (a) As used in this part, the term "designated instruction and services" means "related services" as that term is defined in Section 1401(26) of Title 20 of the United States Code and Section 300.34 of Title 34 of the Code of Federal Regulations. The term "related services" means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable an

individual with exceptional needs to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purpose only) as may be required to assist an individual with exceptional needs to benefit from special education, and includes the early identifications and assessment of disabling conditions in children.

Section A: Rationale

Every Charter LEA within the Desert/Mountain Charter Special Education Local Plan Area (SELPA) is required to provide a full continuum of placement options for students with identified disabilities who are receiving special education services. The Individuals with Disabilities Education Act (IDEA 2004) and California laws and regulations describe a continuum of alternative placements such as instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions [*Title 34 of the Code of Federal Regulations (CFR) 300.551(b)(1)*]. Both federal and state laws also contain provisions to ensure that children with disabilities are educated to the maximum extent possible with children who are not disabled, and that children are removed from the general education environment only when the nature and severity of the disability is such that education in the regular classroom cannot be satisfactorily achieved with the use of related services.

Section B: Least Restrictive Environment (LRE)

By law, services to students with special needs must be delivered in the "least restrictive environment." When an IEP team is considering ~~special-circumstance-support~~ **temporary intensive supports** for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The teacher(s) is responsible for the design and implementation of the student's program.

Section C: Factors for ~~Special-Circumstances~~ Temporary Intensive Supports

Whenever ~~special-circumstance-support~~ **temporary intensive supports** are ~~is~~ being considered by an IEP team for a student with special needs, the following factors need to be considered:

Personal Independence

First and foremost, an important goal for all special education students is to encourage, promote, and maximize independence. If not carefully monitored, ~~special-circumstance-assistance~~ **temporary intensive supports** can easily and unintentionally foster dependence. A student's total educational program must be carefully evaluated to determine where support is indicated. Natural support and existing staff support should be used whenever possible to promote the least restrictive environment.

The general categories to be considered for ~~special circumstance instructional assistance~~ temporary intensive supports include:

1. Health/Personal Care Issues
2. Behavioral Support
3. Instruction
4. Inclusion/Mainstreaming

Section D: ~~Special Circumstance Instructional Assistance/Support~~ Temporary Intensive Supports Assessment

1. ~~Special Circumstance Assistance/Support~~ IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:

~~IEP teams should identify the need for related services based on appropriate documentation and assessment. If the IEP team recommends such services, the following statements must be considered for inclusion in the IEP:~~

- a) The related service is necessary to the child to benefit from his/her special education program;
- b) The program modifications or supports for school personnel are necessary to assist the child to;

~~The related service will assist the child to:~~

- (1) Advance appropriately toward the annual goals;
 - (2) Be involved in and progress in the general curriculum;
 - (3) Participate in extracurricular and other nonacademic activities; and
 - (4) Be educated and participate with other disabled and non-disabled children.
2. The IEP team shall address the means for reviewing and evaluating the necessity of continuing ~~special circumstance instructional assistance~~ temporary intensive services to the student. ~~It is recommended that these intensive supports be monitored every six months and reconsidered at every annual IEP.~~
 3. The IEP team shall also include a statement of the anticipated frequency and duration for the services and modifications.

4. If it is determined that additional personnel support is required, the IEP team should periodically review the effectiveness of this additional support. A systematic, written plan needs to address how additional personnel support will be monitored.
5. For services requiring additional personnel support as a result of a student's behavioral difficulties, the student's IEP needs to include appropriate goals. In addition, a Behavioral Intervention Plan (BIP) should be developed in accordance with Sections 3001 and 3052 in Title 5 of the California Code of Regulations (CCR). The BIP needs to include a provision describing how and when support, including personnel, will be utilized to implement the plan, and when the plan will be reviewed and modified.
6. When determining the need for additional personnel support due to an instructional need, the IEP team must utilize appropriate assessment information to support this recommendation. The written plan must be developed by **the IEP team in collaboration with a** general and ~~or~~ special education teachers specifying how the additional personnel will be utilized to support the teacher in implementing the student's goals and objectives and what attempts will be made to transition other available classroom resources and supports.
7. When a need for additional support is due to medical need, a specialized health care plan will need to be developed. (Utilize D/M SELPA Form 93, 94, and 95, as appropriate)
8. When ~~special circumstance assistance~~ **temporary intensive supports in the form of personnel are is** being considered for a specific student, a Charter LEA representative shall be required to participate in the decision-making process of the IEP meeting.

Section E: Procedures for Requesting a ~~SCIA~~ Temporary Intensive Supports Assessment (TISA)

~~A SCIA Temporary intensive supports~~ may be provided for students with disabilities when additional support is necessary to the student in order to meet his or her goals and to benefit educationally. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally, however, a student requires individual support for a designated period of time to address a unique need. By law, services to students with special needs must be delivered in the "least restrictive environment." When the IEP team is considering a **SCIA temporary intensive support**, all aspects of the student's program must be considered. A request for **SCIA Temporary Intensive Supports Assessment (TISA)** is made only after other site interventions have proven to be ineffective. A student's educational program must be carefully evaluated to determine when and where the additional support is required. Additionally, the IEP team must plan for periodic reviews to assess the continued need for this type of individualized assistance.

It is expected that students enrolling in a non-public school (NPS) will not require **SCIA temporary intensive supports**. For students currently in NPS, if the need for **SCIA temporary intensive supports** becomes evident, the NPS should contact the student's Charter LEA of residence to initiate a referral for a ~~SCIA evaluation~~ **Temporary Intensive Supports Assessment (TISA)**. The Charter LEA will evaluate the student and present findings and recommendations to the IEP team.

Whether in public school or NPS, if the student already has a **SCIA designated temporary intensive supports**, it is recommended that the Charter LEA conduct an evaluation to determine the continued need for a **SCIA that level of support** prior to the next annual IEP meeting. When a student new to the Charter LEA enrolls with an existing IEP that indicates assistance is needed, a temporary substitute should be assigned until the evaluation process is completed.

- **Step 1: Referral for SCIA Temporary Intensive Supports Assessment (TISA)**
If the principal and special education team at the site believe extra support may be necessary to meet the student's goals, they must conduct an **evaluation assessment** of the student's needs prior to an IEP meeting, at which time this topic will be considered. The **Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~** needs to be completed. Use the **Student Needs for Additional Support Rubric (D/M 157B) ~~(D/M 157C)~~** to assist in quantifying the severity of student need. Supporting documentation should include **Review of IEP Goals (D/M 157C) ~~(D/M 157E)~~**, **Review of Behavioral Intervention Plan (BIP) (D/M 157D) ~~(D/M 157F)~~** and review of other documents as appropriate, such as a nurse's assessment, health report, discipline records, independent assessments, etc.

If the parent requests additional support, the school principal, designee, or special education director shall confer with the parent to clarify his or her concerns, discuss options, and assist the parent in completing the **Reason for Referral and Other Unique Needs sections of the Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~**. The parent should sign as the person requesting referral. The 15-day timeline for developing the evaluation plan begins on the date of the parent signature.

If **SCIA Temporary intensive supports are is** requested during an IEP meeting without a previous referral, the procedure for requesting **SCIA TISA** must be initiated at that time. The IEP meeting should be completed and the referral for **SCIA a TISA** should be indicated in the IEP notes. Another IEP meeting will need to be scheduled to review the results of the evaluation.

Submit the **Referral for Temporary Intensive Supports Assessment (D/M 157A) ~~Special Circumstance Instructional Assistance (D/M 157B)~~**, **Student Needs for Additional Support Rubric (D/M 157B) ~~(D/M 157C and 157D)~~**, **Review of IEP Goals (D/M ~~157E~~ 157C)**, and **Review of Behavioral Intervention Plan (BIP) (D/M ~~157F~~ 157D)** if appropriate, with additional supplemental documentation, if necessary, to the director of special education. **The TISA evaluation should be completed by any certificated staff who received training in the completion of such evaluation, and by an individual who can objectively consider all circumstances and make recommendations in the best interest of the student.**

- **Step 2: Assessment Plan and Parent Permission**
The director of special education will assign the referral to appropriate staff who will be responsible for securing written parent permission/consent on an **Assessment Plan (D/M 66)**, within 15 days of completion of the referral.

- **Step 3: Parent/Teacher/Student Interviews**

Best practices would be for the interviews to be completed at the beginning of the evaluation process. The **SCIA TISA** case manager/coordinator should complete the **SCIA TISA Parent Interview (D/M 157G 157E)** and the **SCIA TISA Teacher Interview (D/M 157H 157F)** to identify specific areas of concern. ~~It is usually~~ When appropriate the **TISA Student Interview (D/M 157G)** should be completed. ~~to also complete the SCIA Student Interview (D/M 157I).~~

- **Step 4: Complete Observations Evaluation including Observational Evaluation**

It is necessary for, and the responsibility of the **SCIA TISA** case manager/coordinator to ensure that ~~the~~ observations of the student are conducted ~~is completed~~, using the ~~Observational Evaluation for SCIA (D/M 157J)~~ **TISA Student Observation Worksheet (D/M 157H)**. The **TISA SCIA** case manager/coordinator, in addition to the other appropriate assessors, will review strategies, materials, modifications, and/or accommodations currently in place to assist the student toward achieving goals and objectives. ~~To the maximum extent possible and whenever appropriate, quantifiable data should be collected as part of the observation process. The data collected will later be used to develop independence goals, should the IEP team determine that temporary intensive supports are needed. When necessary and appropriate, the assessors should also utilize the TISA Evidence-Based Classroom practices Observation Checklist (D/M 157 Appendix A) in order to assist the IEP team in determining the educational environment of the student.~~

- **Step 5: Develop TISA SCIA Evaluation Report**

When an IEP team is considering **temporary intensive supports SCIA** for a student, all aspects of the student's program must be considered with the intent of maximizing student independence. The **SCIA TISA Evaluation Report (D/M 157K 157I)** should address the areas of concern identified in the referral, **background information and educational history, summary of interviews, and summary of observations, and include the assessor's results and recommendations.** ~~assessments, interviews, and observations.~~ The **SCIA TISA** case manager/coordinator will ensure the **SCIA TISA Evaluation Report (D/M 157K 157I)** is developed.

- **Step 6: Review Evaluation at IEP Meeting**

Within 60 days following the receipt of parent consent to evaluate for **SCIA temporary intensive supports**, an IEP team shall review the results of the evaluation and recommendations at an IEP meeting. If the IEP team determines a need for **SCIA temporary intensive supports**, it is written on the IEP with specific goals, monitoring strategies, fading strategies, and review dates. Regardless of the circumstances that may indicate the need for support, it is imperative for every IEP to address the skills that will be taught in order for **the temporary intensive supports SCIA** to be faded. The level of support required for the student to advance appropriately toward annual goals needs to be defined. A systematic, written plan should specify how additional support should be utilized and monitored. **The TISA Initial Plan (D/M 157J) should be used to develop the initial plan.** An IEP meeting should be convened if necessary to modify **the temporary intensive supports SCIA**. Discussion at this meeting should be concluded

with a written plan outlining the team's criteria and possible timeline for phasing out the necessity for **temporary intensive supports SCIA**.

To assist Charter LEAs in developing appropriate independence and fading plans, IEP teams should refer to the *TISA Terms and Definitions of Fading (D/M 157 Appendix B)*, *TISA Checklist to Support Independence (D/M 157 Appendix C)*, and the *TISA Independence/Fading Resources (D/M 157 Appendix D)*.

- **Step 7: Request/Assign Temporary Intensive Support SCIA: Personnel**

When an IEP team has determined that **SCIA** temporary intensive supports in the form of **additional staff** is required, the special education director or designee will process the appropriate paperwork in accordance with Charter LEA procedures.


- **Step 8: Annual Observational Review**

The goal for any student with special needs is to encourage, promote, and maximize independence. Periodic observations and review of data may be required to assess the effectiveness of this additional support and to monitor the duration of services. **The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of the temporary intensive supports provided to the student. The *Observational Review to Determine Continued Need for SCIA (D/M 157L)* TISA Annual Review Fading Plan (D/M 157K) should be used to review and determine the current needs of the student. ~~is used if direct observation of the student is required. The IEP team should identify the next scheduled observation date, often within six months and no later than the next annual IEP review, to continually monitor the effectiveness of SCIA provided to the student.~~**


Section F: Training

It is critical that all staff receive appropriate training on the student's health issues, curriculum modifications, the student's instructional environment, behavioral interventions, using and fading prompts, data collection and reporting, etc.

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DESERT/MOUNTAIN SPECIAL EDUCATION LOCAL PLAN AREA DESERT/MOUNTAIN CHARTER SPECIAL EDUCATION LOCAL PLAN AREA 17800 HIGHWAY 18 • APPLE VALLEY, CA 92307 (760) 552-6700 • (760) 242-5363 FAX			
SCIA Checklist			
STUDENT INFORMATION			
Student Name:		Date of Birth:	Age:
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:		Program/Placement:	
General Education Teacher:		Contact Phone:	
Special Education Teacher:		Contact Phone:	
SCIA Case Manager/Coordinator:		Contact Phone:	
DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.			
		Initial	Date
STEP 1: Make Referral			
<input type="checkbox"/>	Complete SCIA Rubric (D/M 157C & D)		
<input type="checkbox"/>	Complete Review of IEP Goals (D/M 157E)		
<input type="checkbox"/>	Complete Review of BIP (D/M 157F)		
<input type="checkbox"/>	Review other records, as appropriate		
<input type="checkbox"/>	Complete Referral for SCIA (D/M 157B)		
<input type="checkbox"/>	Send Packet to district Director of Special Education		
STEP 2: Complete Assessment			
<input type="checkbox"/>	Complete Assessment Plan (D/M 66)		
<input type="checkbox"/>	Obtain written parent permission to assess and provide parents with a copy of the Procedural Safeguards (D/M 77)		
STEP 3: Complete Interviews			
<input type="checkbox"/>	Complete Parent Interview (D/M 157G)		
<input type="checkbox"/>	Complete Teacher Interview (D/M 157H)		
<input type="checkbox"/>	Complete Student Interview (D/M 157I)		
STEP 4: Complete Evaluation			
<input type="checkbox"/>	Complete Observational Evaluation for SCIA (D/M 157J)		
<input type="checkbox"/>	Complete Assessments		
STEP 5: Develop Evaluation Report			
<input type="checkbox"/>	Develop SCIA Evaluation Report (D/M 157K)		
STEP 6: Review Evaluation at IEP Meeting			
<input type="checkbox"/>	Hold IEP meeting (within 60 days of receipt of consent)		
<input type="checkbox"/>	SCIA Not Recommended - process ends as per IEP		
<input type="checkbox"/>	SCIA Recommended - develop IEP goals to be supported by SCIA		
STEP 7: Request / Assign SCIA			
<input type="checkbox"/>	Request/Assign SCIA (LEA Personnel Forms)		
STEP 8: Observational Review			
<input type="checkbox"/>	Observational Review to Determine Continued Need for SCIA (D/M 157L)		
	will be completed by		
	Name/Title	Date	

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Referral for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
<p>DIRECTIONS: Please complete the following information. Submit the Referral for SCIA and the following forms: SCIA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.</p>		
Reason for referral:		
Areas of student need based on SCIA Rubric (D/M 157C and D):		
Concerns identified on Review of IEP Goals (D/M 157E):		
Concerns identified on Review of BIP (D/M 157F):		
Previous interventions and results: <i>(including frequency, duration, and location)</i>		
Other unique needs:		
This referral is made at the request of the: <input type="checkbox"/> Teacher <input type="checkbox"/> Case Manager <input type="checkbox"/> Parent/Guardian <input type="checkbox"/> Other:		
Individual Requesting Referral:	Date:	
Site Administrator/Designee:	Date:	

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SCIA Student Needs for Additional Support Rubric

STUDENT INFORMATION


Student Name: _____ Date of Birth: _____ Age: _____
 Disability: _____ Program Placement: _____ Teacher: _____
 Review Date: _____

Health/Personal Care Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
<p>0 General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care.</p> <p><input type="checkbox"/></p>	<p>Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends.</p> <p><input type="checkbox"/></p>	<p>Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts.</p> <p><input type="checkbox"/></p>	<p>Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers.</p> <p><input type="checkbox"/></p>
<p>1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities.</p> <p><input type="checkbox"/></p>	<p>Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited.</p> <p><input type="checkbox"/></p>	<p>Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning.</p> <p><input type="checkbox"/></p>	<p>Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately.</p> <p><input type="checkbox"/></p>
<p>2 Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, outdoors, zippers, etc. Occasional toileting accidents.</p> <p><input type="checkbox"/></p>	<p>Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation.</p> <p><input type="checkbox"/></p>	<p>Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions.</p> <p><input type="checkbox"/></p>	<p>Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation.</p> <p><input type="checkbox"/></p>
<p>3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (staircase, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems almost daily. Defiant and/or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADD/ADHD or other behaviors.</p> <p><input type="checkbox"/></p>	<p>Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team.</p> <p><input type="checkbox"/></p>	<p>Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers.</p> <p><input type="checkbox"/></p>
<p>4 Specialized health care procedure requiring care by specially trained employee (G tube, tracheostomy, catheterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Requires two-person lift. Direct 1:1 assistance 45 or more minutes daily.</p> <p><input type="checkbox"/></p>	<p>Serious behavioral problems with potential for injury to self and others, runs away, aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors.</p> <p><input type="checkbox"/></p>	<p>Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group.</p> <p><input type="checkbox"/></p>	<p>Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times.</p> <p><input type="checkbox"/></p>


* Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance.

If monthly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.


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Summary of SCIA Rubric		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
Parent/Guardian:	Contact Phone:	
DIRECTIONS: Please mark the boxes that best describes the health/personal care, behavior, instruction, and program supports for the student.		
HEALTH / PERSONAL CARE		
<input type="checkbox"/> Specialized Health Plan	<input type="checkbox"/> G-Tube	<input type="checkbox"/> Medications
<input type="checkbox"/> Diaper Changing	<input type="checkbox"/> Feeding Full Support	<input type="checkbox"/> Seizures Weekly
<input type="checkbox"/> Other:	<input type="checkbox"/> Suctioning	<input type="checkbox"/> Food Preparation
<input type="checkbox"/> Lifting / Transfers		
BEHAVIOR		
<input type="checkbox"/> Behavior Plan in Place	<input type="checkbox"/> Physically Aggressive Weekly	<input type="checkbox"/> Non-compliant in Class
<input type="checkbox"/> Runs Away Weekly	<input type="checkbox"/> ADHD Medicated	<input type="checkbox"/> Mental Health Client
<input type="checkbox"/> Other:		
INSTRUCTION		
<input type="checkbox"/> Discrete Trial / ABA	<input type="checkbox"/> Physical Prompts 80% +	<input type="checkbox"/> Verbal Prompts 80% +
<input type="checkbox"/> Assistive Technology	<input type="checkbox"/> PECS	<input type="checkbox"/> Signing 80% +
<input type="checkbox"/> Other:		
INCLUSION / MAINSTREAM		
<input type="checkbox"/> Direct Adult Instruction	<input type="checkbox"/> Physical Support/Positioning	<input type="checkbox"/> Safety Supervision 80% +
<input type="checkbox"/> Other:	<input type="checkbox"/> Close Visual Supervision 80% +	
Describe <u>each</u> area of intensive need marked above and indicate if there is an IEP goal/objective written to address the area. Use additional paper if needed to describe all of the needs.		
Describe interventions used to support referred student in <u>each</u> of the areas marked above. Provide data that documents the prior success or failure of interventions and attach. School day description and assistance needed.		


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SCIA Review of IEP Goals				
STUDENT INFORMATION				
Student Name:		Date of Birth:	Age:	
Disability:		Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	
School Site:		Program/Placement:		
General Education Teacher:		Contact Phone:		
Special Education Teacher:		Contact Phone:		
SCIA Case Manager/Coordinator:		Contact Phone:		
* PROGRESS CODE		** LEVELS OF ASSISTANCE		
1 = No Progress	2 = 1 - 50% Met	P = Physical Prompt	M = Modeling	
3 = 51 - 99% Met	4 = Goal Met	V = Verbal Cue	I = Independent	
AREA	Measurable Goal	Progress Code *	Assistance Level: **	Comments (Including frequency, duration, location of assistance requested)
ACADEMIC				
MOTOR				
COMMUNICATION				
SELF-HELP				
SOCIAL / EMOTIONAL AND BEHAVIOR				
PRE-VOCATIONAL				
OTHER				


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SCIA Review of BIP		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
Behavior Case Manager:	Contact Phone:	
<p>DIRECTIONS: The following information to be completed by the school site staff. Initial and date as items are completed.</p>		
What are the targeted behaviors in the Behavioral Intervention Plan (BIP)?		
[Empty text box for targeted behaviors]		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	The request for SCIA is related to the identified targeted behaviors in the BIP.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	All implementers have a copy of the plan.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	The BIP is being fully implemented.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Behavior support for the plan is adequate.
The student is making progress in the targeted behaviors. Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavior, frequency and quality of social interactions).		
[Empty text box for supporting evidence]		
Actions:		
<input type="checkbox"/>	BIP is appropriate, and no modifications are needed	
<input type="checkbox"/>	Revise BIP	
<input type="checkbox"/>	Develop BIP	
<input type="checkbox"/>	Additional staff training needed. Describe:	
<input type="checkbox"/>	Other:	
Comments:		
[Empty text box for comments]		


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SCIA Parent Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does your child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does your child respond to?		
What skills would you like your child to develop to be more independent?		
Is there anything else you would like us to consider?		


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SCIA Teacher Interview		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Interviewee Name:	Interviewed By:	
What does the child's typical school day look like?		
What's working? When is he/she successful?		
What are areas of difficulty or concern?		
What staff supports are provided?		
What natural supports from other students and/or other school programs does the child respond to?		
What skills would you like the child to develop to be more independent?		
Is there anything else you would like us to consider?		

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SCIA Student Interview		
STUDENT INFORMATION		
Student/Interviewee Name:		Date of Birth: Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:		Contact Phone:
Special Education Teacher:		Contact Phone:
SCIA Case Manager/Coordinator:		Contact Phone:
Interviewed By:		
What does your typical school day look like? █		
What do you like about school? When are you successful? █		
When do you have problems during your school day? █		
How do school staff members help you during the day? █		
Who else helps you in school? █		
What programs do you participate in that help you? █		
What are some things you would like to learn to help you to be more independent? █		
Is there anything else you would like us to know about you? █		

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Observational Evaluation for SCIA		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Observation Setting:	Observed By: (Name/Title)	
A. Classroom: Please review the visual and the physical structure of the classroom, curriculum design, data collection, and planning.		
1. Is the individual student/classroom schedule visually posted? <input type="checkbox"/> Yes <input type="checkbox"/> No		
2. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain)		
3. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
4. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe)		
5. Indicate the level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other:		
Describe:		
6. Indicate the student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other:		
Describe:		
Comments:		

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Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
B. Curriculum and Instructional Planning: Check the curricular domains included in the student's program.	
1. Is the transition between activities quick and smooth? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explain) _____	
2. Is the room organized with work areas defined and materials readily available for instruction? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Do students follow the established classroom procedures and routines? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
4. Indicate level of prompt needed for the student to follow the schedule: <input type="checkbox"/> Independent <input type="checkbox"/> Physical Prompt <input type="checkbox"/> Indirect Verbal or Gesture Prompt <input type="checkbox"/> Direct Verbal Prompt <input type="checkbox"/> Other: _____ Describe: _____	
5. Student's use of the schedule: <input type="checkbox"/> Student Carries Schedule <input type="checkbox"/> Schedule Not Used At All <input type="checkbox"/> Teacher Carries and Shows the Schedule <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Student Goes to Schedule Board <input type="checkbox"/> Other: _____ Describe: _____	
Comments: _____	
C. Current Data Systems and Collection of Data	
1. Has data been collected on student performance? <input type="checkbox"/> Yes <input type="checkbox"/> No	
2. How often is data collected? <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Bi-weekly <input type="checkbox"/> Monthly	
3. How is data summarized? <input type="checkbox"/> Graphed <input type="checkbox"/> Written Narrative <input type="checkbox"/> Other: _____	
4. What evidence is there that accommodations and/or modifications are being used? (Describe) _____	

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Observational Evaluation for SCIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
D. Behavior and Safety	
1. Describe the behavior management system in the classroom, including positive re-enforces and consequences. Is it appropriate for the student or does it need to be modified? _____	
2. Are specific positive behavior supports utilized for the student? <input type="checkbox"/> Yes <input type="checkbox"/> No (Describe) _____	
3. Is there appropriate safety equipment in place? <input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Are appropriate safety and medical procedures being used? <input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does it appear appropriate training has been provided? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Comments: _____	
E. Student Behavior In Independent Activities	
1. Describe the student's interaction with peers. _____	
2. Describe the student's interaction with non-classroom staff in a less structured environment. _____	
3. What activities does the student choose during break? _____	
4. What problems are evident? _____	

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Observational Evaluation for SCLIA	
Student Name: _____	Date of Birth: _____
Comments: _____	
F. Describe the school day and assistance now provided. Include natural supports such as peers, school staff, volunteers, etc.	

G. How is existing assistance utilized?	


H. Can current conditions be modified to meet the student's goals and objectives and/or personal care needs?	

I. What other types of assistance is needed? Why?	


J. Are there any other issues that need to be addressed?	

Comments: _____	

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SCIA Evaluation Report		
STUDENT INFORMATION		
Student Name:	Date of Birth:	Age:
Disability:	Grade:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site:	Program/Placement:	
General Education Teacher:	Contact Phone:	
Special Education Teacher:	Contact Phone:	
SCIA Case Manager/Coordinator:	Contact Phone:	
Psychologist:	Contact Phone:	
Evaluation Report Prepared By:		Date Completed:
1. Background Information and Educational Setting: <i>(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)</i>		
2. Assessment Procedures: <i>(Include information regarding the administration of tests in the primary language of the student by qualified personnel, the validity of the evaluation, and the validity of tests for the purposes in which they were used.)</i>		
3. Summary of Interviews and Observations: <i>(Summarize results of the parent, teacher, and student interviews, include information regarding relevant behavior noted during the observation of the student.)</i>		
4. Assessment Results: <i>(Summary the results of standardized and/or curriculum-based testing.)</i>		
5. Recommendations: <i>(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the regular education classroom with the current level of support.)</i>		

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Observational Review to Determine Continued Need for SCIA	
STUDENT INFORMATION	
Student Name:	Date of Birth:
Disability:	Grade:
School Site:	Program/Placement:
General Education Teacher:	Contact Phone:
Special Education Teacher:	Contact Phone:
Observation Setting:	Observer's Name/Title:
Start Time:	End Time:
	Previous Observation Date:
Name(s) and positions of SCIA provider(s):	
Current status per teacher, support staff, and student:	
Description of current SCIA provided: <i>(time, setting, specific tasks)</i>	
Observation of student behavior:	
Description of results of efforts to increase student independence and/or progress on goal(s):	
Comments:	



Revised Desert/Mountain SELPA Forms for Governance

Form	Proposed Revision(s)	Rev. Date
D/M 151	Section 1: <ul style="list-style-type: none"> • Updated to remove the reference to student’s primary disability being ED (Emotional Disturbance) in order to qualify for residential placement assessment. For information purposes, lines were added to note the student’s primary and secondary disabilities. • A checkbox was added with the IDEA citation requiring residential placement as a requirement for any student with a disability if such placement is necessary to provide the student with FAPE (Title 34 C.F.R. § 300.104) 	10/18/19
D/M 154	Page 3: <ul style="list-style-type: none"> • Section 4 was added to the form. <ul style="list-style-type: none"> ○ 4.a. through 4.h. • SLD Exclusionary Factors was added. • The IEP Team conclusion was added. 	11/8/19
D/M 157	<ul style="list-style-type: none"> • Special Circumstance Instructional Assistance (SCIA) was replaced by Temporary Intensive Supports Assessment (TISA) • Forms D/M 157A through 157K and Appendices A through D revised or created 	10/18/19
D/M 175	<ul style="list-style-type: none"> • Newly created form for compliance with Education Code § 56445(a), which requires appropriate reassessment of a student transitioning from preschool to kindergarten, or kindergarten to first grade 	10/18/19



Residential Placement Assessment Referral

STUDENT INFORMATION

Referral Date: _____ New Referral Transfer Placement SELPA: _____
Student Name: _____ Date of Birth: _____ Grade: _____
LEA of Residence: _____ LEA of Attendance: _____
School Site: _____ Teacher Name: _____
School Contact: _____ School Phone: _____
Parent/Guardian: _____
Home Phone: _____ Work Phone: _____ Other Phone: _____
Street Address: _____ City: _____ State: _____ Zip Code: _____
Mailing Address: _____ City: _____ State: _____ Zip Code: _____
Educational Rights Held By: Parent Foster Parent Guardian Surrogate Parent Other: _____
Primary Language of Parent/Guardian: _____ Written Oral
Primary Language of Student: _____ Written Oral

SECTION 1: SPECIAL EDUCATION QUALIFICATIONS

- The student has, or will have prior to making the referral, an IEP qualifying him/her for special education services.
The primary disability on student's IEP is: _____ The secondary disability on student's IEP is: _____
- The IEP specifically initiates a referral for an assessment for possible residential placement.
- Placement in a public or private residential program is necessary to provide special education and related services to student with a disability pursuant to the Individuals with Disabilities Education Act (IDEA). (Title 34 C.F.R. § 300.104)**

SECTION 2: STUDENT QUALIFICATIONS

Please note that student qualifications must be evidenced in the contents of the referral packet (i.e., in the IEP narrative or assessments).

Describe the student's emotional or behavioral characteristics for which the referral is being made: _____

List the educational staff who has observed the behaviors (name and position): _____

Describe how the behaviors have impeded the student from benefiting from educational services: _____

Describe the frequency, intensity, and severity of the behaviors: _____

The student does not qualify for an assessment for residential placement if the answer is yes to any of the following:

- The behaviors can be described solely as a social maladjustment as demonstrated by deliberate non-compliance with accepted social rules, a demonstrated ability to control unacceptable behavior, and the absence of a treatable mental disorder.
- The behaviors are solely a temporary adjustment problem that can be resolved with less than three months of school counseling.
- The student's functioning, including cognitive functioning, is not at a level sufficient to enable the student to benefit from mental health services.

Additional information that indicates student qualifications have been met: _____



Specific Learning Disability (SLD)

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Gender: Male Female
 School Site: _____ Teacher Name: _____
 District of Attendance: _____ District of Residence: _____
 Parent/Guardian: _____
 Home Phone: _____ Work Phone: _____ Other Phone: _____
 Street Address: _____ City: _____ State: _____ Zip Code: _____
 Mailing Address: _____ City: _____ State: _____ Zip Code: _____

STATEMENT OF ELIGIBILITY DETERMINATION (REQUIRED BY 34 C.F.R. § 300.311)

Indicate whether or not a specific learning disability exists and state the sources of information considered in making the determination of SLD eligibility.
 Yes No (*explain*)

State the relevant behavior, if any, noted during the observation of the student and the relationship of that behavior to the student's academic functioning:

Date of observation: _____ Individual conducting observation: _____

List the educationally relevant medical findings, if any:

SLD RATIONALE (CHECK THE APPROPRIATE METHOD)

1. Response to Intervention (RTI) Method (*Complete items a through h below*)

The assessment team has documented a disorder in the following

- a. area(s):
- | | | | |
|--|--|--|--|
| <input type="checkbox"/> Attention | <input type="checkbox"/> Visual Processing | <input type="checkbox"/> Phonological Processing | <input type="checkbox"/> Auditory Processing |
| <input type="checkbox"/> Sensory Motor | <input type="checkbox"/> Cognitive (<i>including association, conceptualization, and expression</i>) | | |
- b. The student does not achieve adequately for the student's age-level or meet State-approved grade-level standards in one or more of the following areas when provided with age-appropriate learning experiences and instruction: (*Please check each area as applicable*)
- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Reading Comprehension |
| <input type="checkbox"/> Basic Reading Skills | <input type="checkbox"/> Math Calculation | <input type="checkbox"/> Math Problem Solving | <input type="checkbox"/> Reading Fluency Skills |
- c. The student does not make sufficient progress to meet age-level or State-approved grade-level standards in one or more of the areas identified above when using a process based on the student's response to scientific, research-based intervention.
- d. The identified deficit in rate of learning or achievement or both is not primarily the result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- e. As part of, or prior to a referral for special education and related services, the student did not make adequate progress within an appropriate period of time in which:
- | |
|--|
| <input type="checkbox"/> The student was provided appropriate instruction in general education settings delivered by qualified personnel; AND |
| <input type="checkbox"/> The student's parents were provided with data-based documentation of repeated assessments of achievements at reasonable intervals, reflecting formal assessment of the student's progress during instruction. |
- f. Refer to the multi-disciplinary report dated _____ for additional information. This report documents the assessment team conclusions. If the report does not reflect the conclusions of a team member, the team member must submit a separate statement presenting his/her conclusions.
- g. The parent has been notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided.

Specific Learning Disability (SLD)

Student Name: _____ **Date of Birth:** _____

h. List the strategies for increasing the student's rate of learning:

2. Severe Discrepancy Method (Complete items a through e below)

- a. The assessment team has documented a disorder in the following area(s):
- Attention Visual Processing Phonological Processing Auditory Processing
- Sensory Motor Cognitive (including association, conceptualization, and expression)
- b. The IEP team finds that a severe discrepancy exists between cognitive ability and achievement in the following area(s):
- Oral Expression Written Expression Listening Comprehension Reading Comprehension
- Basic Reading Skills Math Calculation Math Problem Solving Reading Fluency Skills
- c. The documented discrepancy cannot be corrected through other regular or categorical services offered through the general instructional program.
- d. The discrepancy is not primarily a result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.
- e. Refer to the multi-disciplinary report dated _____ for additional information. This report documents the assessment team conclusions. If the report does not reflect the conclusions of a team member, the team member must submit a separate statement presenting his/her conclusions.

3. Severe Discrepancy Alternative Means (Complete items a through f below)

- a. The IEP team determined that standardized tests are invalid, and the discrepancy shall be measured by alternative means, as specified in the assessment plan dated _____. Documentation of a severe discrepancy is included in a multi-disciplinary report dated _____
- b. The assessment team has documented a disorder in the following area(s):
- Attention Visual Processing Phonological Processing Auditory Processing
- Sensory Motor Cognitive (including association, conceptualization, and expression)
- c. The IEP team finds that a severe discrepancy exists between cognitive ability and achievement in the following area(s):
- Oral Expression Written Expression Listening Comprehension Reading Comprehension
- Basic Reading Skills Math Calculation Math Problem Solving Reading Fluency Skills
- d. The IEP team determined that standardized tests do not reveal a severe discrepancy. A severe discrepancy has been documented by alternative means, as summarized in the multi-disciplinary report dated _____. This report documents the assessment team conclusions. If the report does not reflect the conclusion of a team member, the team member must submit a separate statement presenting his/her conclusions.
- e. The documented discrepancy cannot be corrected through other regular or categorical services offered within the general instructional program.
- f. The discrepancy is not primarily a result of visual, hearing or motor impairment; intellectual disability; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency.

4. Pattern of Strengths and Weaknesses (PSW) (Complete items a through h below)

- a. Has the student achieved adequately to meet grade level standards in one or more of the following areas, when provided with differentiated instruction and intervention(s) appropriate for the student's age and/or grade level. Yes No
- Reading Comprehension Reading Fluency Basic Reading Skills Mathematics Reasoning/Problem Solving
- Oral Expression Written Expression Listening Comprehension Mathematics Calculation

b. Norm-referenced academic assessments indicating academic achievement deficit(s):

Academic Achievement Deficit Area	Test / Subtest	Standard Score	Percentile Rank

If the standardized academic testing scores do not substantiate an achievement deficit, explain the evidence that supports the team's rationale that an academic deficit exists.

- c. The academic achievement deficit(s) found above are substantiated by a minimum of three of the following academic data sources:
- Grade level assessments Grades Work Samples Progress Monitoring Progress towards goals (triennials) N/A

Specific Learning Disability (SLD)

Student Name: _____ **Date of Birth:** _____

- d. The academic deficit(s) found above are substantiated by observations of the student. Yes No N/A
- e. The student demonstrates a pattern of cognitive strengths and weakness(es) relative to the student’s age or grade. Yes No
- f. Psychological processing measures (including rating scales) indicating an otherwise typical cognitive ability profile:

Processing Area	Test / Subtest	Standard Score / T-score	Percentile Rank

- g. Psychological processing measures (including rating scales) indicating processing weakness(es):

Processing Area	Test / Subtest	Standard Score / T-score	Percentile Rank

- h. Research supports a link between the academic achievement deficit(s) and the processing weakness(es). Yes No N/A

If the research within does not indicate a link between the academic achievement deficits and the processing weakness(es), but the team still believes the student is eligible under the classification of SLD, please explain the team’s rationale for linking the processing weakness(es) and academic deficits.

SLD EXCLUSIONARY FACTORS

Applies to all methods. If any of the following are checked “Yes”, the student may not be identified as having a specific learning disability:

- Lack of progress is due primarily to limited school experience or poor school attendance. Yes No
- Lack of progress is due primarily to environmental or cultural differences or economic factors. Yes No
- Lack of progress is due primarily to intellectual disabilities or emotional disturbance. Yes No
- Lack of progress is due primarily to a visual, hearing, or motor disability. Yes No
- Lack of progress is due primarily to limited English proficiency. Yes No
- Lack of progress can be corrected through other regular or categorical services offered within the regular instructional program. Yes No
- Lack of progress is due to a lack of appropriate instruction. Yes No

The IEP Team concludes that the student meets the eligibility requirements for Special Education under the classification of Specific Learning Disability. Yes No

THE FOLLOWING INDIVIDUALS CERTIFY THAT THE ABOVE DETERMINATION OF ELIGIBILITY FOR SLD REFLECTS THE MEMBER’S CONCLUSION:

LEA Representative _____	Date _____	Speech-Language Pathologist _____	Date _____
Special Education Teacher _____	Date _____	Psychologist _____	Date _____
General Education Teacher _____	Date _____	Parent/Guardian/Surrogate _____	Date _____
Nurse _____	Date _____	Other/Title _____	Date _____

ATTACHED IS A SEPARATE STATEMENT PRESENTING A DISSENTING MEMBER’S CONCLUSION AS TO WHY HIS/HER ASSESSMENT DIFFERS FROM THE ABOVE REPORT.

34 CFR 300.311(b) - Specific documentation for the eligibility determination. Each group member must certify in writing whether the report reflects the member’s conclusion. If it does not reflect the member’s conclusion, the group member must submit a separate statement presenting the member’s conclusion.

CA Ed Code § 56327(b). The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all of the following...(b) The basis for making the determination.



Referral for Temporary Intensive Supports Assessment (TISA)

STUDENT INFORMATION

Student Name: _____	Date of Birth: _____	Age: _____
Disability: _____	Grade: _____	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
School Site: _____	Program/Placement: _____	
General Education Teacher: _____	Contact Phone: _____	
Special Education Teacher: _____	Contact Phone: _____	
Case Manager/Coordinator: _____	Contact Phone: _____	

DIRECTIONS: Please complete the following information. Submit the Referral for TISA and the following forms: TISA Rubric (D/M 157C and D), Review of IEP Goals (D/M 157E), and Review of Behavioral Intervention Plan (BIP) (D/M 157F) to the special education office.

Behavior

- Non-compliant behaviors in class
- Non-compliant behaviors on campus
- Self-injurious
- Eloping
- Intense sensory needs
- Severe physical aggression
- Substantial attentional problems
- Significant disruptive behaviors
- Non-compliant behavior on bus
- Other: _____
- Comments: _____

Health

- Specialized physical health care plan
- G-tube feeding
- Medication
- Suction
- Food preparation
- Toileting assistance
- Feeding – full support
- Seizures
- Other: _____
- Comments: _____

Mobility

- Lifting/transfers
- Physical support/positioning
- Toileting assistance
- Mainstreaming needs
- Other: _____
- Comments: _____

Instructional/Mainstreaming

- AAC supports
- Significant need for verbal/physical prompts
- Severe attentional problems
- Significant transitional time needs
- Mainstreaming
- Other: _____
- Comments: _____

This referral is made at the request of the:

- Teacher Case Manager Parent/Guardian Other: _____

Individual Requesting Referral: _____ Date: _____

Site Administrator/Designee: _____ Date: _____



Student Needs for Additional Support Rubric

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Age: _____ Review Date: _____
 Disability: _____ Program/Placement: _____ Teacher: _____

Health/Personal Care/Mobility Rating	Behavior Rating	Instruction Rating	Inclusion/Mainstreaming Rating
0 General good health. No specialized health care procedure, medications taken, or time for health care. Independently maintains all "age appropriate" personal care. Is able to navigate environment without any excessive delays. Can transition from and within classrooms requiring few modifications. <input type="checkbox"/>	Follows adult directions without frequent prompts or close supervision. Handles change and redirection. Usually gets along with peers and adults. Seeks out friends. <input type="checkbox"/>	Participates fully in whole class instruction. Stays on task during typical instruction activity. Follows direction with few to no additional prompts. <input type="checkbox"/>	Participates in some core curriculum within general education class and requires few modifications. Can find classroom. Usually socializes well with peers. <input type="checkbox"/>
1 Mild or occasional health concerns. Allergies or other chronic health conditions. No specialized health care procedures. Medication administration takes less than 10 minutes. Needs reminders to complete "age appropriate" personal care activities. Can independently navigate from one location to another. Minimal assistance to transition from and within classrooms <input type="checkbox"/>	Follows adult direction but occasionally requires additional encouragement and prompts. Occasional difficulty with peers or adults. Does not always seek out friends but plays if invited. <input type="checkbox"/>	Participates in groups at instructional level but may require additional prompts, cues or reinforcement. Requires reminders to stay on task, follow directions, and to remain engaged in learning. <input type="checkbox"/>	Participates with modifications and accommodations. Needs occasional reminders of room and schedule. Requires some additional support to finish work and be responsible. Needs some social cueing to interact with peers appropriately. <input type="checkbox"/>
2 Chronic health issues, generic specialized health care procedure. Takes medication. Health care intervention for 10-15 minutes daily (diet, blood sugar, medication). Requires reminders and additional prompts or limited hands-on assistance for washing hands, using bathroom, wiping mouth, shoes, buttons, zippers, etc. Occasional toileting accidents. Requires limited assistance to mobilize from one location to another. Requires limited assistance with mobility in order to care for self. <input type="checkbox"/>	Has problems following directions and behaving appropriately. Can be managed adequately with a classroom behavioral management plan, but unable to experience much success without behavioral intervention plan implementation. <input type="checkbox"/>	Cannot always participate in whole class instruction. Requires smaller groups and frequent verbal prompts, cues, or reinforcement. On task about 50% of the time with support. Requires more verbal prompts to follow directions. <input type="checkbox"/>	Participates with visual supervision and occasional verbal prompts. Requires visual shadowing to get to class. Needs modifications and accommodations to benefit from class activities. Regular socialization may require adult facilitation. <input type="checkbox"/>
3 Very specialized health care procedure and medication. Limited mobility. Physical limitations requiring assistance (stander, walker, gait trainer, or wheelchair). Special food prep or feeding. Health related interventions 15-45 minutes daily. Frequent physical prompts and direction assistance for personal care. Food prep required regularly. Requires toilet schedule, training, direct help, and diapering. <input type="checkbox"/>	Serious behavioral problems almost daily. Defiant and /or prone to physical aggression. Requires a Behavioral Intervention Plan (BIP) and behavioral goals and objectives on the IEP. Requires close visual supervision to implement BIP. Medication for ADHD or other behaviors. <input type="checkbox"/>	Difficult to participate in a large group. Requires low student staff ratio, close adult proximity and prompts including physical assistance to stay on task. Primarily complies only with 1:1 directions and monitoring. Cognitive abilities and skills likely require modifications not typical for class as a whole. Needs additional support(s) as determined by the IEP team. <input type="checkbox"/>	Participation may require additional staff for direct instructional and behavioral support. Requires direct supervision going to and from class. Always requires modifications and accommodations for class work. Requires adult to facilitate social interaction with peers. <input type="checkbox"/>
4 Specialized health care procedure requiring care by specially trained employee (G tube, tracheotomy, cauterization). Takes medication, requires positioning or bracing multiple times daily. Health related interventions 45 minutes daily. Direct assistance with most personal care. Direct 1:1 assistance 45 or more minutes daily. Requires two-person lift. Requires direct supervision going to & from class. <input type="checkbox"/>	Serious behavioral problems with potential for injury to self and others, runs away, aggressive on a daily basis. Functional Behavioral Analysis (FBA) has been completed and the student has a well-developed BIP, which must be implemented to allow the student to safely attend school. Staff has been trained in the management of assaultive behaviors. <input type="checkbox"/>	Cannot participate in a group without constant 1:1 support. Requires constant verbal and physical prompting to stay on task and follow directions. Regularly requires specific 1:1 instructional strategies to benefit from the IEP. Cognitive abilities and skills require significant accommodations and modifications not typical for the class group. <input type="checkbox"/>	Always requires 1:1 staff in close proximity for direct instruction, safety, mobility, or behavior monitoring. Requires 1:1 assistance to go to and from class 80% of the time. Requires adult to facilitate social interaction with peers and remain in close proximity at all times. <input type="checkbox"/>

***Attach a copy of documentation indicating frequency and duration over a period of time to determine further consideration of special circumstance instructional assistance.
 If mostly ratings of 3's and 4's, in two or more areas, continue with needs assessment process.**

Student Name: _____ DOB: _____ Date: _____

Temporary Intensive Supports Assessment (TISA) Review of IEP Goals

TISA Case Manager/Coordinator: _____ Contact Phone: _____

DIRECTIONS: Attach IEP goals and latest progress of goals. The following information is to be completed by the school site staff. Initial and date where indicated as items are completed.

Date	Initial	Yes	No	
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	All goals are developmentally appropriate for student
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	All goals are current
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	All goals are clear and measurable
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	The goals address needs for which a TISA is needed (behavior, academic, independence, self-help, etc.)

Is the student making progress in the obtainment of goals? Yes No

Describe progress and indicate supporting evidence (e.g., grades, rate of work completion, etc.)

Level of assistance student requires to perform/achieve goals?

- Physical prompt:** _____

- Modeling:** _____

- Verbal cue:** _____

- Independent:** _____

Student Name: _____ DOB: _____ Date: _____

Temporary Intensive Supports Assessment (TISA) Review of Behavioral Intervention Plan

DIRECTIONS: Attach BIP. The following information to be completed by the school site staff. Initial and date as items are completed.

Does the student have a Behavioral Intervention Plan (BIP)? Yes Level 1 Level 2
 No If no, refer to ACTIONS Section

Date	Initial			
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	The request for TISA is related to the identified targeted behaviors in the BIP.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Does the BIP address the behavioral identified on the initial concern checklist?
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	All interventions are developmentally appropriate for the student.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	BIP is written with enough clarity and detail for any new staff to understand and implement.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	All implementers have a copy of the plan.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	The BIP is being fully implemented.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	All implementers understand and/or have training in the strategies contained in the plan.
_____	_____	<input type="checkbox"/> Yes	<input type="checkbox"/> No	Behavioral support for the plan is adequate.

Is the student making progress in the targeted behaviors? Indicate supporting evidence (e.g., grades, rate of homework completion, duration of on-task behavioral, frequency and quality of social interactions).

ACTIONS:

- Develop BIP
- BIP is appropriate, and no modifications are needed
- Revise BIP
- Behavioral Plan is based on a Functional Behavioral Analysis (FBA)
 Yes No In process Need to initiate if function of behavioral is unknown

Additional staff training needed:

Describe:

Other: Describe:

Comments:

Student Name: _____ DOB: _____ Date: _____

Temporary Intensive Supports (TISA) Parent Interview

Interviewee Name: _____ Interviewed By: _____

What are the educational concerns you have for your child?

What needs does your child have?

What recent changes have occurred in your child (health, medication, family status, etc.)?

What supports does your child receive outside of school? Frequency? How long?

What skills would you like your child to develop to be more independent?

Is there anything else you would like us to consider?

Student Name: _____ DOB: _____ Date: _____

Temporary Intensive Supports (TISA) Teacher Interview

Interviewee Name: _____ Interviewed By: _____

What supports/programs are working?

When is the student successful?

What are the areas of difficulty or concern?

What staff and classroom supports are provided?

What skills would you like the student to develop to be more independent?

Is there anything else you would like us to consider?

Student Name: _____ DOB: _____ Date: _____

Temporary Intensive Supports (TISA) Student Interview

Interviewed By: _____ Title: _____

What do you like about school?

When are you successful?

When do you have problems during your school day?

How do school staff members help you during the day?

Who else helps you in school?

What are some things you would like to learn to help you to be more independent?

Is there anything else you would like us to know about you?

Temporary Intensive Supports (TISA) Student Observation Worksheet

DIRECTIONS: The individual conducting the observation should complete the domains that are applicable based on the referral. *It is recommended that the student be observed on **several occasions** at different times during the instructional day. **Quantifiable data** will be collected whenever possible as a way of establishing a baseline for the apparent need for additional intensive supports. Such data will be critical as a fading plan is designed later in the process. See Appendix A*

Instruction/Inclusion Domain

Is there an individual student schedule? Yes No

Student uses the following format for individualized schedule:

Object Picture Icon Photograph Word

Student's ability to follow the schedule:

Independent With indirect verbal or gestural prompts With direct verbal prompts With physical prompts Inconsistent

Student's use of the schedule:

Student carries schedule Student goes to schedule board Student carries transition cards Teacher carries and shows the schedule

Room is arranged with structure to correlate with tasks on schedule (check all that apply):

Area for one-to-one work Area for group work Area for independent work Area for leisure Not applicable

What curricular accommodations/modifications are being used for this student? (*Describe*):

What is the student's engagement in classroom activities? (*Describe*):

Check the curricular domains included in the student's program:

Communication Domestic skills Self-care Social skills
 Academics Pre-vocational/vocational Recreation/leisure Motor skills/mobility
 Other: _____

Describe, using **quantifiable data**, the student level of support needed to participate, remain on task, complete assignments (*i.e., frequency of reinforcement, prompting level, redirection*):

List equipment or device used/available that may relate to the need for assistance (*may be low incidence equipment or assistive technology devices*).

Describe at what level of independence the student is able to navigate the school campus.

Student Name: _____ Date of Birth: _____

Behavior Domain

Are there problem behaviors interfering with learning of self or others? Yes No

Brief description of problem behavior:

Where does the behavior(s) typically occur?

When do the behaviors occur?

Frequency: _____ Duration: _____ Intensity: _____

What activities can the student do without assistance? (*time of day, group, transitions, etc.*)

Describe the school day and assistance now provided and natural supports such as peers, school staff, volunteers, etc.

Is the classroom behavior system appropriate for the student? (*developmentally appropriate, engagement, effectiveness, etc.*)

Describe, using **quantifiable data**, the student's interaction with peers:

Describe, using **quantifiable data**, the student's interaction with staff in structured and non-structured environments:

Are there any adjustments that need to be made to help the student be successful?

Are there significant medical needs/concerns observed that could affect behavior?

Student Name: _____ Date of Birth: _____

Health Domain

Does that student have an existing health care plan? Yes (Is so, attach) No In process Need to initiate

Indicate which health/personal care the student requires:

Health/Personal Care	Frequency/Duration	Time of Day Support is Needed	Existing Support Available	Level of Support	Training Needed
G-tube feeding					
Medication					
Suctioning					
Food preparation					
Toileting assistance					
Diapering					
Feeding – full support					
Seizures					
Lifting/transfers					
Other:					

Are appropriate safety and medical procedures being used? Yes No

Comment:

What activities can the student do without assistance? (*time of day, group, transitions, etc.*)

Describe the school day and assistance now provided and natural supports such as peers, school staff, volunteers, etc.

Specify the student-teacher ratio:

Number of students requiring assistance in:

Health: _____ Personal Care: _____ Behavior: _____ Instruction: _____ Inclusion: _____

Can current conditions be modified to meet the student's goals and/or objectives and/or personal care needs? Yes No

Comment:

Student Name: _____ Date of Birth: _____

Mobility Domain

Does the student have an existing health care plan? Yes (If so, attach) No In process Need to initiate

Indicate which mobility/personal care the student requires:

Needs	Frequency/Duration	Time of Day Support is Needed	Existing Support Available	Level of Support	Training Needed
Lifting					
Transfer					
Physical Support/Positioning					
Toileting assistance					
Diapering					
Feeding – full support					
Bracing					

Use of mobility equipment (*Specify*):

Other:

Are there appropriate safety equipment(s) in place? Yes No

Comment:

What level of support is needed for the student to transition (*from one class to another, or from one activity to another, or mainstream*)?

What activities can the student do without assistance? (*time of day, group, transitions, etc.*)

Describe the school day and assistance now provided. Specify and include the student-teacher ratio, and natural supports such as peers, school staff, volunteers, etc.

Can current conditions be modified to meet the student's goals and/or objectives and/or personal care needs?

First Observation Date: _____ Time: _____
Completed by: _____ Title: _____

Second Observation Date: _____ Time: _____
Completed by: _____ Title: _____



Temporary Intensive Supports (TISA) Evaluation Report

Student Name: _____ DOB: _____ Date Completed: _____

Evaluation Report Prepared By: _____

1. **Reason for Referral:** *(Review of Behavioral Intervention Plan, disciplinary information, academic progress, and progress on IEP goals.)*

2. **Background Information and Educational Setting:** *(Summarize previous interventions and outcomes, include information regarding educationally relevant health, developmental, and medical findings; and include the results of any independent educational evaluations.)*

3. **Summary of Interviews:** *(Summarize results of the parent, teacher, and student interviews)*

4. **Summary of Observations:** *(Include quantifiable data collected during observations, include information regarding relevant behavior noted during the observation of the student.)*

5. **Results and Recommendations:** *(Include information regarding the need for specialized services, materials, and equipment and indicate if the student's needs can be met in the current setting with the current level of support; recommend goals for apparent need(s) observed.)*

Temporary Intensive Supports Assessment (TISA) Initial Plan

DIRECTIONS: When Temporary Intensive Support Assistance is determined by the IEP team to be necessary for a student, the IEP team should develop an independence and fading plan in order to promote the student’s independence and to avoid potential harmful effects, such as dependency. This form should be completed by the IEP team with input from all members, including parents.

IDENTIFIED NEEDS

Time/Subject Area	Support Needed (ratio, equipment, materials, etc.)	Does support require additional staff? <i>(Please check)</i>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

INDEPENDENCE GOAL (TO BE ADDED TO IEP GOALS)

Comment

Present Level of Independence (Baseline)	
Independence Goal <i>(to reduce and/or eliminate Temporary Intensive Support Assistance)</i>	

FADING PLAN (See Appendix B)

MAY NOT BE APPLICABLE FOR STUDENTS WITH MOBILITY OR HEALTH NEEDS

Comment

Person(s) Responsible

<p>1. Procedure: <i>What will be taught so the student learns the replacement behavior/skills? (Task analysis of skill development. What does the teacher or staff do to get the student to perform the behavior?)</i></p>		
<p style="padding-left: 20px;">a. Level of Support: <i>Description of how and who support changes as student independence increases. Prompting type; frequency; proximity of personnel; role of teacher/paraprofessional.</i></p>		
<p>2. Progress Monitoring Method: <i>Who, how often, and how will the data be collected (If using a documentation sheet, please attach.)</i></p>		
<p style="padding-left: 20px;">a. Evaluation: <i>How will the data be evaluated to determine if intervention is working?</i></p>		
<p style="padding-left: 20px;">b. Measurement: <i>What are the criteria for fading and description of the level of TISA support?</i></p>		
<p>3. Maintenance: <i>What are the adaptations/accommodations that will be used to promote and sustain independence?</i></p>		

Temporary Intensive Supports (TISA) Annual Review Fading Plan

DIRECTIONS: When Temporary Intensive Support Assistance is determined by the IEP team to be necessary for a student, the IEP team should develop an independence and fading plan in order to promote the student’s independence and to avoid potential harmful effects, such as dependency. This form should be completed by the IEP team with input from all members, including parents.

INDEPENDENCE PLAN DISCUSSION

Team Discussion Questions	Comment
In what setting(s) and/or time of day is the highest level of assistance needed?	
What tasks/activity needs the highest level of assistance?	
What are the expectations and instructional demands on the student that requires intensive support?	
What natural student-teacher ratio supports are available?	
What environmental cues are currently available in the natural environment?	
Are there any schedule changes available to support independence?	
What is the prompting hierarchy needed for student to increase independence?	
Has assistive technology and/or equipment been considered to support independence?	
Has any staff and/or student training been considered to support independence?	
What are the next steps needed for the next level of independence?	
Other things for team to consider:	

	Student’s Independence Strengths What can student already do independently? <i>Consider setting, instruction, curriculum, activities, social interaction, and participation</i>	Student’s Independence Concerns What are the student’s areas of struggle/need?
Health/Personal Care/Mobility		
Communication		
Behavior		
Academic/Instruction (Task Initiation & Output)		
Social/Inclusion		

IDENTIFIED NEEDS

Time/Subject Area	Support Needed (ratio, equipment, materials, etc.)	Does support require additional staff? <i>(Please check)</i>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

INDEPENDENCE GOAL (TO BE ADDED TO IEP GOALS)

Comment	
Present Level of Independence (Baseline)	
Independence Goal <i>(to reduce and/or eliminate Temporary Intensive Support Assistance)</i>	

**FADING PLAN (See Appendix B)
MAY NOT BE APPLICABLE FOR STUDENTS WITH MOBILITY OR HEALTH NEEDS**

	Comment	Person(s) Responsible
1. Procedure: <i>What will be taught so the student learns the replacement behavior/skills? (Task analysis of skill development. What does the teacher or staff do to get the student to perform the behavior?)</i>		
a. Level of Support: <i>Description of how and who support changes as student independence increases. Prompting type; frequency; proximity of personnel; role of teacher/paraprofessional.</i>		
2. Progress Monitoring Method: <i>Who, how often, and how will the data be collected (If using a documentation sheet, please attach.)</i>		
a. Evaluation: <i>How will the data be evaluated to determine if intervention is working?</i>		
b. Measurement: <i>What are the criteria for fading and description of the level of TISA support?</i>		
3. Maintenance: <i>What are the adaptations/accommodations that will be used to promote and sustain independence?</i>		

Appendix A Temporary Intensive Supports (TISA) Evidence-Based Classroom Practices Observation Checklist

DIRECTIONS: To be used by the administrator, psychologist, or TISA case manager to examine a student’s current environment and supports. To be used prior to requesting help for a student not making progress on IEP goals or if more student support in an area is needed. *(Not to be used for student with medical/health needs).*

STRATEGIES

	Physical Design	Comments
<input type="checkbox"/>	Layout of the classroom is such that facilitates typical instructional activities (e.g., small group, whole group, learning center)	
<input type="checkbox"/>	Furniture is arranged to allow for smooth teacher and student movement	
<input type="checkbox"/>	Instructional materials are neat, orderly, and ready for use	
<input type="checkbox"/>	Posted materials that support critical learning content and learning strategies (e.g., word walls, steps for writing process, math formulas)	
<input type="checkbox"/>	Teacher demonstrates organization and how to use classroom areas	

	Routines	Comments
<input type="checkbox"/>	Evidence of predictable patterns and activities	
<input type="checkbox"/>	Evidence that routines and procedures are taught directly	
<input type="checkbox"/>	Students are recognized when they successfully follow classroom routines and procedures	
<input type="checkbox"/>	Students are encouraged to use self-management skills	
<input type="checkbox"/>	Evidence of student-guided schedules and routines	

	Expectations	Comments
<input type="checkbox"/>	Evidence of 3-5 school-wide expectations adopted in the classroom	
<input type="checkbox"/>	Expectations are observable, measurable, positively stated, understandable, and always applicable	
<input type="checkbox"/>	Expectations are taught using examples and non-examples and with opportunities to practice and receive feedback	
<input type="checkbox"/>	Evidence of student involvement in defining the 3-5 school-wide expectations within the classroom routines	
<input type="checkbox"/>	Students are committed to supporting the expectations	
<input type="checkbox"/>	Teacher manages classroom proactively and calmly	

Student Name: _____ Date of Birth: _____

Supervision		Comments
<input type="checkbox"/>	Teacher engages in active supervision which includes all the following: <ul style="list-style-type: none"> <input type="checkbox"/> Scanning: visual sweep of entire space <input type="checkbox"/> Moving: continuous movement, proximity <input type="checkbox"/> Interacting: verbal communication in a respectful manner, pre-corrections, non-contingent attention, specific verbal feedback 	

Opportunity		Comments
<input type="checkbox"/>	Instruction includes high rates of opportunities to respond, which includes at least one of the following during the observation: <ul style="list-style-type: none"> <input type="checkbox"/> Individual or small group questioning <input type="checkbox"/> Choral responding <input type="checkbox"/> Nonverbal responding 	

Academic Rigor		Comments
<input type="checkbox"/>	Instruction is engaging	
<input type="checkbox"/>	Instruction is differentiated to support all types of learners	
<input type="checkbox"/>	Visual supports are used as appropriate	
<input type="checkbox"/>	Manipulatives are used to support learning	
<input type="checkbox"/>	Communication systems/strategies with non-verbal students are used, as necessary	

Social/Emotional Supports		Comments
<input type="checkbox"/>	Teacher models identification of feelings	
<input type="checkbox"/>	Self-talk strategies are taught and practiced	
<input type="checkbox"/>	Relaxation techniques are employed	
<input type="checkbox"/>	Role-play social interactions	
<input type="checkbox"/>	Emotional cards are used when appropriate	
<input type="checkbox"/>	Praise and encouragement are provided	

Sensory Supports		Comments
<input type="checkbox"/>	Observed used in the classroom/or by student: <ul style="list-style-type: none"> <input type="checkbox"/> Stretchy kick bands for chairs <input type="checkbox"/> Vestibular cushions <input type="checkbox"/> Headphones <input type="checkbox"/> Music <input type="checkbox"/> Partitions/corrals (individual or for an area) <input type="checkbox"/> Flexible seating <input type="checkbox"/> Sensory tactile tables <input type="checkbox"/> Weighted vest <input type="checkbox"/> Compression shirts <input type="checkbox"/> Other: _____ 	

Completed by: _____ Title: _____

Appendix B

Temporary Intensive Supports (TISA)

Terms and Definitions of Fading

Prompt Hierarchy: Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy.

Natural Cue

Behavior independently occurs because of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance.

Example: John stands up to sing when he sees his peers stand up.

Gestural (Nonverbal) Prompt

Physical gestures that may include pointing, beckoning, pantomiming, or shaking one's head to indicate approval or disapproval.

Example: Mrs. Brown points to the yellow square to signal time for yellow reading group. Mr. Jones holds up two fingers to signal "quiet now."

Indirect Verbal Prompt

The instructor uses words to imply that some behaviors need to occur.

Example: Mr. Sanchez says, "Children, what should you be doing?" Students understand it is time to quiet down and open their books.

Modeling

Performing the desired behavior to encourage the initiation of the behavior by the individual.

Example: Ms. Nguyen sits up tall in her seat with her hands folded on top of the desk as students come to a reading group. She waits until they copy her behavior.

Symbolic (Pictorial or Written Prompt)

Symbols (pictures or words) are presented to guide the behavior. Often a sequence of pictures or a list of words is used, combined with a gestural prompt of pointing to the symbol of the desired behavior for that moment in time.

Example: Devon has 4 pictures of how to solve multi-digit addition which he uses in sequence to solve math problems. When he appears confused, his teacher gesturally redirects him to the correct picture.

Direct Verbal Prompt

The instructor explicitly states the behavior that needs to occur.

Example: "Boys and girls, please stand up now."

Minimal Physical Prompt

Slight physical contact that guides the individual towards the behavior.

*Example: When Katie does not open the door when verbally told to do so, Ms. Hernandez lightly touches her elbow. *Note: depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.*

Partial Physical Prompt

The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance to the individual to complete the behavior independently.

Example: When Katie does not open the door after being lightly touched on the elbow, Ms. Hernandez gently nudges her arm upward until the knob is touched and then releases contact.

Full Physical Prompt

The instructor physically guides the individual through the entire behavior.

Example: Amy's teacher physically positions her fingers on the pencil and guides Amy's hand as she writes her name.

Appendix C Temporary Intensive Supports (TISA) Checklist to Support Independence

DIRECTIONS: For the IEP team to discuss with the family in the IEP to ensure team is working toward student's increasing independence.

	Student has a measurable independence goal in the IEP with a proposed potential date to have the support faded out
	IEP informs the family of concerns of having extra adult support such as: prompt dependency, learned helplessness, decrease in independence and self-efficacy, social isolation, and social stigma
	IEP team discusses what Natural Supports will be utilized FIRST before using extra adult support (peers, teacher, visuals, rules and routines, task analysis, classroom structure, CHAMPS, etc.)
	IEP team tells family WHY the extra support is needed (to support behavior plan, academic on task, social facilitation, safety, medical reasons)
	IEP team describes exactly WHEN the support is needed and NOT needed (during math, PE, reading, writing, social, etc.)
	IEP team describes exactly WHAT the support will look like (will the paraprofessional roam around, sit next to the student, take small groups, use non-verbal gesture, point to and use visuals, or verbally prompt)
	IEP team discusses HOW they will support increasing the student's independence (through goals, visuals, teaching independence, gestures, task analysis, self-monitoring, peer support, and/or other evidenced-based practices)
	IEP team discusses ON-going progress monitoring , data collection, areas to teach independence, and gradual fading back of extra adult support
	IEP team discusses the student's progress on independence goal in all future IEP's or as needed

Appendix D Temporary Intensive Supports (TISA) Independence/Fading Resources

Area of Need	Criteria
Social – Emotional/Behavioral	Able to independently review his daily schedule/checklist and expectations first thing in the morning and prior to each transition
Social – Emotional/Behavioral	Able to independently follow classroom procedures to transition between activities with the class
Social – Emotional/Behavioral	Able to initiate a task with 2 or fewer prompts
Social – Emotional/Behavioral	Able to eliminate incidents of socially inappropriate interactions with peers
Social – Emotional/Behavioral	Able to independently use a sensory tool or strategy and return to task within 5 minutes
Social – Emotional/Behavioral	Able to attend lectures and discussions using eye contact, head nodding, hand raising, and/or verbal participation with 2 or fewer prompts
Social – Emotional/Behavioral	Independently demonstrate school-wide expected behaviors in common areas (playground, cafeteria, lunch line, restrooms, etc.)

Sample Specific Annual Goals and Objectives to Address Achieving Criteria for Independence

- Independently review daily schedule/checklist of expectations first thing in the morning and prior to each transition 80% of the time over 2 consecutive weeks as measured by teacher recorded data.
- Independently follow classroom procedures to transition between activities with the class 80% of the time over 2 consecutive weeks as measured by teacher recorded data.
- Initiate a task with 2 or fewer prompts in 80% of opportunities over 2 consecutive weeks as measured by teacher recorded data. Eliminate incidents of socially inappropriate physical interaction with peers in 90% of opportunities for a trimester as measured by teacher recorded data.
- Independently use a sensory tool or strategy and return to task within 5 minutes in 80% of opportunities over 2 consecutive weeks as measured by teacher recorded data.
- Attend to lectures and discussions using eye contact, head nodding, hand raising, and/or verbal participation with 2 or fewer prompts in 80% of opportunities over 2 consecutive weeks as measured by teacher recorded data.
- Independently demonstrate school-wide expected behaviors in common areas (playground, cafeteria, lunch line, restrooms) in 90% of opportunities for a trimester as measured by teacher recorded data.

Environmental/Teaching Strategies to Support Independence and Fading of Intensive Supports

Environmental Strategies	Teaching Strategies
Paraprofessionals and teachers should be reminded of the prompt hierarchy described below to avoid over- prompting. The least intrusive prompts possible will be utilized based on each individual situation.	Teach student how to independently utilize and review his schedule or checklist.
It is recommended that various individuals work with student over time so that he/she does not become over-accustomed to the support/style of any one individual. This will increase student’s flexibility and further develop independence.	Teach student to independently self-monitor his/her need for sensory breaks.
Utilize checklists whenever possible to ensure that student gains independence in task completion.	Utilize role playing a practice to teach student how to respect personal space and to conduct self on the school campus.
Identify effective reinforcers and provide positive reinforcement for independent work and appropriate social behaviors.	Teach student cause/ effect (decision making) strategies to help him learn to take ownership of choices.
Allow access to sensory breaks and tools when requested appropriately.	Teach student appropriate ways to request assistance.
Prime student prior to all transitions of expectations, plans, and materials needed.	
When redirecting student, provide the expected/replacement behaviors instead of negative behavior being displayed.	



Preschool Matriculation Assessment Determination Form

(To be completed prior to transitioning an individual with exceptional needs from preschool to TK, kindergarten, or first grade.)

E.C. § 56445(a). Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade, an appropriate reassessment of the individual shall be conducted to determine if the individual is still in need of special education and services.

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____
 Current School Site: _____ LEA of Attendance: _____ LEA of Residence: _____
 Parent/Guardian/Surrogate contacted on: (Date) _____
Method of Contact: Phone Conference IEP Meeting Other Meeting Written Conference

As part of determining the need for reassessment the LEA has completed all of the following steps:

1. Existing assessment data has been reviewed, including assessments provided by the parents
2. Current classroom-based assessments have been reviewed
3. Teacher and related service provider(s) observations have been reviewed
4. Parent/Guardian input has been reviewed and considered
5. The IEP Team has considered the child's English language proficiency and linguistic needs.

Based upon a review of the information referenced above, the LEA, in collaboration with parent, has determined that Yes No **additional assessment is needed.**

If "YES," it is recommended that assessment be completed in the following areas (D/M 66 must be completed): (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Academic/Pre-Academic Achievement | <input type="checkbox"/> Augmentative/Alternative Communication and/or Assistive Technology |
| <input type="checkbox"/> Observation/Interviews | <input type="checkbox"/> Cognitive/Intellectual Development and Learning Ability |
| <input type="checkbox"/> Self-Help/Adaptive | <input type="checkbox"/> Health/Developmental/Medical |
| <input type="checkbox"/> Perceptual/Motor Development | <input type="checkbox"/> Speech/Language/Communication Development |
| <input type="checkbox"/> Social/Emotional/Behavioral Development | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Vision and Hearing: (Check all that apply below) | |
| <input type="checkbox"/> Vision and Hearing assessment (screening) dated _____ to be used for this evaluation period (within one year) | |
| <input type="checkbox"/> Parent to provide privately-obtained Vision or Hearing assessment | |
| <input type="checkbox"/> Parent declined Vision and Hearing screening by the LEA | |
| <input type="checkbox"/> Alternate means of assessment: (If using alternative means of assessment, explain why and what will be utilized for the assessment.) _____ | |

Additional assessment data is needed to determine:

1. Whether the student has a particular category of disability and/or continues to meet the eligibility criteria as a child with a disability
2. The present level of performance of the student and the student's educational needs
3. Whether the student continues to need special education and related services
4. Whether any additions or modifications to special education and related services are needed to enable the student to meet the annual goals included in the student's IEP and to participate, as appropriate, in the general curriculum

If "NO," state reason(s) it was determined that further assessment data was not needed:

NOTE: PARENTS MAY REQUEST FULL ASSESSMENT TO DETERMINE ELIGIBILITY/INELIGIBILITY FOR SERVICES AT ANY TIME, OR MAY AGREE TO FOCUSED DATA COLLECTION IN SPECIFIC AREAS.

- I have been advised of and given a copy of the Special Education Procedural Safeguards/Parent Rights
 I agree and understand that assessment is needed in the areas marked above (Assessment Plan is required, form D/M 66)
 I agree and understand that no new assessment is needed

_____ Parent/Guardian/Surrogate	_____ Date	_____ Parent/Guardian/Surrogate	_____ Date
_____ LEA Representative	_____ Date	_____ Student	_____ Date
_____ Special Education Teacher	_____ Date	_____ General Education Teacher	_____ Date
_____ School Psychologist	_____ Date	_____ Speech-Language Pathologist	_____ Date
_____ Other/Title	_____ Date	_____ Other/Title	_____ Date

**Desert/Mountain Special Education
Local Plan Area (SELPA) and
Desert/Mountain Charter SELPA**

**COMPLIANCE
MONITORING
GUIDE**

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INTRODUCTION

The purpose of the Desert/Mountain SELPA and Desert/Mountain Charter SELPA Compliance Guide is to assist our district and charter school members gain a better understanding of special education compliance, as well as provide strategies to assist in maintaining accountability and compliance. In addition to this guide the Desert/Mountain SELPA provides a myriad of trainings and one-on-one assistance to support our members in working towards and maintaining compliance.

Federal and state laws require the California Department of Education (CDE) to monitor implementation of categorical programs operated by local educational agencies (LEAs). LEAs are responsible for creating and maintaining programs which meet minimal fiscal programmatic requirements.

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that funding is used as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person or electronically.

To further assist in the compliance process, there are Focused Monitoring and Technical Assistance (FMTA) Consultants. The FMTA consultants are assigned geographically and by quality assurance activity to align with the eleven California County Superintendents Educational Services Association (CCSESA) regions.

The FMTAs are responsible for coordinating all monitoring and technical assistance activities for LEAs and Special Education Local Plan Areas (SELPAs) in their assigned counties, providing information, and facilitating access to technical assistance related to program monitoring and program implementation.

OVERVIEW OF CALIFORNIA'S SYSTEM OF SUPPORT

The goal for support at all levels is to assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. This means that the outcomes for this work include improvement on Dashboard indicators from year to year and on progress monitoring on interim measurements that LEAs collect locally and throughout the year.

The statute describes using the California School Dashboard as a tool to determine whether LEAs need additional assistance:

- **Support for all LEAs and Schools (Level 1):** Various state and local agencies provide an array of resources and voluntary assistance that all LEAs may use to improve student performance.
- **Differentiated Assistance (Level 2):** County offices of education must offer differentiated assistance to school districts if any group meets the criteria for two or more Local Control Funding Formula (LCFF) priorities (52071(b), 5207.5 (b)).
- **Intensive Intervention (Level 3):** As the accountability system moves forward, the Superintendent of Public Instruction, with approval of the State Board of Education, may intervene in a school district if three or more student groups (for all the student groups if there are less than three) met the criteria for two or more LCFF priorities in three out of four consecutive school years (EC 52072, 52072.5).
- Charter school authorizers must offer differentiated assistance to a charter school and may refer the charter school to the California Collaborative for Educational Excellence, if three or more student groups (or all the student groups if there are less than three student groups) met the criteria for one or more state or school priority identified in the charter for three out of four consecutive school years (EC 47607.3).

INDIVIDUALS WITH DISABILITIES ACT 2004 (IDEA)

The Individuals with Disabilities Education Act (IDEA) made many changes in how state educational agencies (SEAs) and local education agencies (LEAs) must now address disproportionality in special education. In the area of disproportionality, SEAs are required to do the following:

- California Annual Performance Reports, which are a series of reports by the California Department of Special Education Division (SED) that disseminate educational data to improve the quality of education for all students, with an emphasis on students with disabilities.
- The Annual Performance Report (APR) describes the state's progress or slippage in meeting the measurable and rigorous targets established in the State Performance Plan (SPP); and any revisions to the State's targets, improvement activities or resources in the SPP and justifications for the revisions.
- The Annual Performance Report is located on the GRADS 360 Web application maintained by the Office of Special Education Programs.
- Monitor compliance by examining various data sets.
- Provide for the review and revision (if appropriate) of policies, procedures, and practices used in identification or placement of children with disabilities in LEAs.
- Identify LEAs with significant disproportionate representation and require them to use 15 percent of IDEA Part B funds for coordinated early intervening services.
- Require LEAs who are identified as significantly disproportionate to report on: (1) the number of students receiving CEIS every year for which the LEA uses IDEA funds for CEIS; and (2) the number of students who received early intervening services, and who subsequently receive special education and related services within two years after receiving CEIS.

EVERY STUDENT SUCCEEDS ACT (ESSA)

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

For example, today, high school graduation rates are at all-time highs. Dropout rates are at historic lows and more students are going to college than ever before. These achievements provide a firm foundation for further work to expand educational opportunity and improve student outcomes under ESSA.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation's children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB's prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers.

ESSA Highlights

ESSA includes provisions that will help to ensure success for students and schools. Below are just a few. The law:

- Advances equity by upholding critical protections for America's students who are disadvantaged and have high needs.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.

- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

DATA IDENTIFIED NON-COMPLIANT (DINC)

Background

The Office of Special Education Programs (OSEP) of the U.S. Department of Education requires that states must examine data it receives through its data collections to determine if the data demonstrates noncompliance with the requirements of the Individuals with Disabilities Education Act (IDEA). If noncompliance is identified, the state must make a finding of noncompliance and require the local educational agency (LEA) to make corrections using federally-specified procedures.

In order to carry out these requirements, the California Department of Education (CDE) Special Education Division (SED) reviews and analyzes student-level data submitted to monitor compliance with state and federal requirements. Specifically, the data is analyzed in relationship to three compliance indicators from the California State Performance Plan (SPP):

- **Indicator 11 (Eligibility Evaluation):** One hundred percent of children were evaluated within 60 days of receiving parental consent for initial evaluation.
- **Indicator 12 (Part C to B Transition):** One hundred percent of children referred by Part C prior to age three, who are found eligible for Part B, have an Individualized Education Program (IEP) developed and implemented by their third birthdays.
- **Indicator 13 (Secondary Transition Goals/Services):** One hundred percent of youth aged 16 and above have an IEP that includes the eight required measurable elements of secondary transition planning.

In addition, data is analyzed for compliance with the state and federal timeframe requirements for:

- Annual IEP meeting (once a year) - **Overdue Annuals (without delay reason results in DINC)**
- Triennial re-evaluation to determine the student's continued eligibility (every three years) - **Overdue Triennials (without delay reason results in DINC)**

Corrective actions for each of the noncompliant indicator findings is specified below:

Corrective Actions Table	
	Student Non-Compliant Finding Corrective Action
60 Day	If the IEP has not yet been completed, the LEA must convene the IEP team to develop the IEP and update the student data record. If the IEP was late, but has been completed, the LEA must update the student data record.
Part C to B	If the IEP has not yet been completed, the LEA must convene the IEP team to ensure that the student transitioning from early intervention services under Part C has an IEP developed and implemented, updating the student data record. If the IEP was late, but has been completed, the LEA must update the student data record.
IEP	For the student whose annual review was late and has still not been completed, the LEA must convene the IEP team to review and revise the IEP and update the student data record. If the IEP was late, but has been completed, the LEA must update the student data record.

DINC Notification Process:

The CDE notifies LEAs by submitting a list of students of noncompliance and in the specific areas. LEAs are then required to respond using the CDE Portal, informing the CDE that the IEP has been completed (Annuals/Triennials/Transition) or the LEA informs the CDE of their plan to maintain and monitor timelines to ensure IEP Compliance.

TIPS TO AVOID CORRECTION WITH DATA IDENTIFIED NONCOMPLIANT (DINC)

- Make sure that all students are evaluated within 60 days of the date that parents signed the consent.
- Monitor all students who were qualified for part C and are now eligible for part B, hold IEP's for these identified students prior to the child's third birthday.
- Know the students who will be turning 16 and ensure that in the prior IEP that there was a developed transition plan with measurable goals in preparation for their transition process.
- Consult the Desert/Mountain SELPA for any questions and assistance.
- Plan in advance.
- Should the LEA miss the required timeline, the LEA should reschedule the IEP meeting and utilize the CDE approved delay reasons:
 - Legal Proceedings
 - Parent Contacted, did not attend
 - School Emergency
 - Temporary School Closure
 - Timely IEP, Another IEP held after timely (eg. part 1, part 2-no show pending)
 - Transfer (late from another LEA, due immediately from another LEA)

DISPROPORTIONALITY (DISPRO)

“...the genesis of disproportionate representation is located beyond the borders of special education and requires a solid understanding of the intersection of culture, learning, disability, and the socio-historical constitution of educational processes and outcomes. Two issues are associated with the persistence of culturally and linguistically diverse overrepresentation in special education, namely the issues related to understanding the complexity of this problem and also difficulties associated with the use of research knowledge to address it. Ultimately, what is needed is the transformation and improvement of educational systems in culturally responsive ways.” -The EDGE Magazine

Disproportionality is the “overrepresentation” of a particular racial or ethnic group in one of four areas:

- Special education in general;
- Special education within a specific disability category;
- Disciplinary action, and;
- More restrictive educational environments

Disproportionality placement is determined by the following:

- Students with disabilities by race and ethnicity spending less than 40 percent of their academic time in general education.
- Students with disabilities by race and ethnicity in:
 - Separate Schools (only used if entire school is student with disabilities only)
 - Hospital or homebound
 - Residential facilities

The following are the critical values and beliefs used to support districts and select resources:

- All students are learners.

- Educators must provide all students effective opportunities to learn the California academic content standards based on the Common Core State Standards.
- Educators must be more responsive to race, gender, and national origin, in order to reduce disparities among and between groups in academic achievement.
- Effective educator practice is driven by an understanding of content knowledge, evidenced-based instructional practices, and a commitment to all students and their families.
- Effective educators require continuous professional growth.
- Local school districts and their communities are key stakeholders to engage in critical conversations about culturally-responsive educational systems.
- Disproportionality can no longer be viewed solely as a special education issue.
- Disproportionality is an outcome of policies, practices, and beliefs.
- Disproportionate representation is a complex phenomenon.

In order for LEAs to address disproportionality, the adoption of these critical values and beliefs should be embraced.

TIPS TO AVOID DISPROPORTIONALITY

First of all, it is important to be mindful that disproportionality becomes the early warning system to Significant Disproportionality.

- Understand Disproportionality and the ramifications of this status and address early
- Have systems in place to ensure Least Restrictive Environments
- Recognize who is being suspended by keeping track of race/ethnicity
- Have systems in place to ensure behavior interventions and supports
- Conduct teacher training (e.g. classroom management)
- Ensure a positive school culture
- Input reason(s) in the IEP for late annuals when a delay is beyond the LEAs control
- Input reason(s) in the IEP for late triennials when a delay is beyond the LEA's control
- The use of Multi-Tiered Systems of Support (MTSS)
- The use of Response to Intervention (RTI)
- Employ drop-out prevention efforts
- Implement culturally responsive practices
- Promote a just and equitable system that consistently increases access to opportunities for all students
- Participate in ongoing professional development through the Desert/Mountain SELPA

- Review reports from the electronic IEP system and/or student management system on an ongoing basis
- Upload all supporting documents to the electronic IEP system

SIGNIFICANT DISPROPORTIONALITY (SIG DIS)

Each year, under Title 34, Code of Federal Regulations, Section 300.646 of the Individuals with Disabilities Education Act (IDEA), the California Department of Education (CDE) is responsible for collecting and examining data to determine if **significant disproportionality** is occurring in local educational agencies (LEAs) in the state.

Significant disproportionality results when a LEA remains in disproportionate status for three years, without significant growth towards moving out of disproportionality.

Significant disproportionality is the determination that a LEA has significant overrepresentation based on race and ethnicity overall, by disability, by placement in a particular educational setting, or by disciplinary actions.

A LEA is considered to have significant disproportionality if it meets the following:

- Overrepresentation in one or more areas of disproportionality
- In the same area
- Within the same population
- For three consecutive years

When a LEA is identified as significantly disproportionate, the following requirements must ensue:

- LEAs are required to develop a CCEIS plan
- LEAs set-aside 15 percent of IDEA funds
- LEAs are required to submit Quarterly Progress Reports to the Desert/Mountain SELPA and then to CDE
- Must contract a minimum of 10 hours with a CDE Approved TA Facilitator, per indicator

New Significant Disproportionate Regulations

- Established a standard methodology states must use to determine whether significant disproportionality based on race and ethnicity is occurring in the state and in its LEAs.
- Clarified that states must address significant disproportionality in the incidences, duration, and type of disciplinary actions, including suspensions and expulsions, using the same statutory remedies required to address significant disproportionality in the identification and placement of children with disabilities.
- Clarified requirements for the review and revision of policies, practices, and procedures when significant disproportionality is found.
- Require that LEAs identify and address the factors contributing to significant disproportionality as part of Comprehensive Coordinated Early Intervening Services (CCEIS) and allow these services for children from age 3 through grade 12, with and without disabilities.

Determining Significant Disproportionality

In determining whether significant disproportionality exists in a state or LEA, the state must set a:

- (A) Reasonable risk ratio threshold;
- (B) Reasonable minimum cell size;
- (C) Reasonable minimum n-size; and
- (D) Standard for measuring reasonable progress (optional)

- Categories Identification (seven measures)
- Settings (two measures)
- Discipline (five measures)

Identification (seven measures)The identification of children ages 3 through 21 as children with the following impairments:

- (A) Intellectual disabilities;

- (B) Specific Learning disabilities;
- (C) Emotional Disturbance;
- (D) Speech Language impairment;
- (E) Other health impairments; and
- (F) Autism

Settings (two measures)

1. For children with disabilities ages six through twenty-one, inside a regular class less than 40 percent of the day
2. For children with disabilities ages six through twenty-one, inside separate schools and residential facilities, not including homebound, hospital settings, correctional facilities, or private schools

Discipline (five measures)

1. For children with disabilities ages three through twenty-one, out-of-school suspensions and expulsions of 10 days or fewer;
2. For children with disabilities ages three through twenty-one, out-of-school suspensions and expulsions for more than 10 days;
3. For children with disabilities ages three through twenty-one, in-school suspensions of 10 days or fewer;
4. For children with disabilities ages three through twenty-one, in-school suspensions of more than 10 days; and
5. For children with disabilities ages three through twenty-one, disciplinary removals in total, including in-school and out-of-school suspensions, expulsions, removals by school personnel to an interim alternative education setting, and removals by a hearing officer.

TIPS TO AVOID SIGNIFICANT DISPROPORTIONALITY

- Be proactive in addressing disproportionality
- Closely monitor disproportionality data at all sites
- Understand the timeline (three years) of being disproportionate leads to significant disproportionate status
- Develop a comprehensive action plan to address disproportionate data in a timely manner
- Examine suspension data regularly
- Adopt/utilize other means of correction to reduce suspensions
- Use multi-tiered systems of support (MTSS)
- Dropout prevention monitored by CALPADS
- Review reports from electronic IEP system and/or student management system on an ongoing basis
- Upload all supporting documents to the electronic IEP system

Coordinated Early Intervening Services Programmatic Improvement Process

As a result of a district being significant disproportionate, a requirement is that the Coordinated Early Intervening Process begins. The goal is then to get out of significant disproportionality with assistance that comes from what is referred to as the State's Performance Plan Technical Assistance Project.

The overall purpose of the project is to provide a system of technical assistance for local educational agencies (LEAs) working to address performance and compliance problems relating to disproportionality and significant disproportionality.

Once identified as significant disproportionate, CDE recommends that all LEAs contact State Performance Plan Technical Assistance Project (SPP-TAP) staff for

assistance with the Programmatic Improvement Process. More information can be found on the SPP-TAP Website.

This guidance is based upon the promising practices for improvement detailed in the national disproportionality literature and the federal guidance documents from the U.S. Department of Education (ED).

LEAs that have significant disproportionality engage in a process for systems change designed to provide LEAs and school improvement teams with the knowledge and technical expertise to develop a thorough understanding of problems, issues, and concerns in their schools, and what needs to be done to address disproportionality.

The completion of the Significantly Disproportionate- Comprehensive Coordinated Early Intervening Services (CD-CCEIS) Programmatic Improvement Process involves the following four phases and activities:

Phase One - Getting Started

Activity One: Identify and convene leadership team and stakeholder groups, including the Desert/Mountain SELPA

Activity Two: Contact the SPP-TAP Project at the Napa County Office of Education

Activity Three: Choose a facilitator

Activity Four: Gather relevant data

Phase Two - Data and Root Causes Analysis

Activity One: Complete a LEA initiative inventory

Activity Two: Complete a Programmatic Self-Assessment

Activity Three: Conduct reflective data analysis

Activity Four: Determine root cause(s) based on data

Phase Three - Plan for Improvement

Activity One: Select an area of focus

Activity Two: Develop a programmatic improvement action plan

Phase Four - Implementing, Evaluating, and Sustaining

Phase four of the Programmatic Improvement Process involves implementing, evaluating, and sustaining the changes initiated through the Programmatic Improvement Action Plan.

Activity One: Implement the Programmatic Improvement Action Plan

Activity Two: Evaluate its effectiveness

Activity Three: Build supports and plan for sustainability

PERFORMANCE INDICATOR REVIEW (PIR)

The Performance Indicator Review (PIR) is a component of the Annual Submission Process (ASP). The PIR is part of the Special Education Division's (SED) overall quality assurance process. It is designed to meet, along with other processes, the requirements of a system of general supervision required by Title 34, Code of Federal Regulations, Section 300.600.

PIR plans are required from LEAs when one or more performance indicators have not been met to a degree that monitoring activities are required. All LEAs participate in PIR selection. LEAs are required to develop a plan of correction to address the special education state indicators in order to achieve compliance.

Effective July 2019, the annual submission process requires that LEAs submit data through CALPADS; this data is monitored by CDE to determine if LEAs are compliant or in need of monitoring activities.

Annual Performance Report

The Annual Performance Report (APR) is driven by requirements of the ED and the Office of Special Education Programs (OSEP).

The APR consists of 17 indicators:

- Compliance (5)
- Performance (11)
- Both (1)

Targets for compliance indicators are set by OSEP at either 0 or 100 percent. Targets for performance indicators are set in collaboration with various stakeholder groups and have been re-benched for 2013-14 through 2019-20.

LEA Selection for Performance Indicator Review

- Indicator 1: Graduation Four-Year Rate
- Indicator 2: Dropout Four-Year Rate

- Indicator 3: Statewide Assessments
- Indicator 4: Suspension and Expulsion
- Indicator 5: Least Restrictive Environment
- Indicator 8: Parent Involvement
- Indicator 14: Post-School Outcomes
- Child Find (not fully active yet)*

CHILD FIND

Local educational agencies (LEAs) in California have an “affirmative, ongoing duty to identify, locate, and evaluate” all children and youth with disabilities, regardless of the severity of the disability. The mandate of the Individuals with Disabilities Act is called “Child Find” (34 CFR 300.111).

Child Find, while not fully active yet, will be one of the indicators for future Performance Indicator Reviews.

AT A GLANCE

- Child find is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services.
-
- Child find covers every child from birth through age 21.
 - The school must evaluate any child that it knows, or suspects may have a disability.

KEY TAKEAWAYS

- Every child from birth to age 21 is covered, including infants, toddlers, and children who are homeschooled or in private school.
-
- Child find does not require schools to agree to evaluate every child.
 - If a school refuses to evaluate a child, parents may challenge that decision.

PIR Selection/Calculations

Calculations are based on the Dashboard information. Calculations refer to the percentage of students enrolled in special education in an Local Education Agency (LEA). Statistical calculations are performed on LEAs (excluding outliers) and those found to be two standard deviations below the mean are identified (3.43%).

CDE looks at the data for LEAs to determine if they are selected based on not meeting established APR targets.

APR Targets Met	Dashboard
<ul style="list-style-type: none"> • Dropout Rate (Indicator 2) • Statewide Assessments Participation (Indicator 3) • Least Restrictive Environment (Indicator 5) • Parent Involvement (Indicator 8) • Post-School Outcomes (Indicator 14) 	<ul style="list-style-type: none"> • Graduation Rate (Indicator 1) • Statewide Assessments (Indicator 3) • Overall Discipline (Indicator 4)

PIR NOTIFICATION

LEAs and the Desert/Mountain SELPA are notified by letter in which CDE identifies unmet indicators. Additionally, the following are sent to LEAs:

- Plan requirements
- Data explanation
- Sample activities
- Forms to complete

A General Overview of PIR Activities

- LEA submits the signed Assurances Form to the Desert/Mountain SELPA

- LEA submits an Improvement Plan to the Desert/Mountain SELPA (only for LEAs who have unmet indicators)
- The Desert/Mountain SELPA reviews the plans for the required components
- The Desert/Mountain SELPA submits all plans to CDE via email

SELPA's Role in the PIR Process

In addition to the Desert/Mountain SELPA reviewing plans for the required components and submitting plans on behalf of districts, we also assume an active role in helping LEAs to understand the calculation of SPPIs and the implications of failure to meet the targets established for LEAs in California.

The Desert/Mountain SELPA assists LEAs in:

- Identifying and correcting noncompliant policies, procedures, and practices
- Identifying new strategies and activities that would contribute to a LEA's improvement
- Locating resources
- Collecting and reviewing all LEA plans to ensure that all required components are included
- Submitting LEAs' performance improvement plans to CDE

TIPS TO AVOID PERFORMANCE INDICATOR REVIEW (PIR)

- Implement practices and effective strategies for dropout reduction
- Utilize the California Career Resource Network (CALCRN)
- Ensure access and equity
- Support educators to identify and meet the needs of students with disabilities
- Support educators to identify and meet the needs of students with low literacy levels
- Support educators to identify and meet the needs of students with low math performance levels
- Implement practices and effective strategies for participation in statewide assessments
- Implement ongoing practices for students with disabilities who require modifications and/or accommodations

COMPREHENSIVE REVIEW (COMP REVIEW)

A Comprehensive Review (CR) occurs when an LEA is deemed non-compliant in several state indicators and improvement fails to change after multiple years. This is the most severe noncompliance status based on specific data, which requires assistance and substantial interventions.

The Special Education Indicators involved with comprehensive review, are as follows:

- Indicator 1: Graduation 4 – Year Rate**
- Indicator 2: Dropout 4 Year Rate (<11.72%)**
- Indicator 3: Statewide Assessment**
 % Participated (ELA>95%, Math>95%)
 ELA Proficiency
 Math Proficiency
- Indicator 4: Suspension/Expulsion**
 Overall (<2.76%)
 Race/Ethnic
- Indicator 5: LRE**
 Inside of regular class 80% or more of day (>51.2%)
 Inside of regular class less than 40% of day (<22.6%)
- Indicator 6: Preschool LRE**
 Regular Program (>43.8%)
 Separate (<32.4)
- Indicator 7: Preschool Assessments**
- Indicator 8: Parent Involvement**
- Indicator 9: Racial/Ethnic Disproportionality**
- Indicator 10: Disability Disproportionality (varies by disability)**
- Indicator 11: Eligibility Evaluation (100%)**
- Indicator 12: Part C to B Transition (100%) SELPA calculation**
- Indicator 13: Secondary Transition Goals/Services (100%)**
- Indicator 14: Post School**
 Higher Education (>56.3%)
 Higher Education or Competitively Employed (>76.4%)
 Any Post-Secondary Goals/Services (>85.0%)
- Indicator 15: Resolution Session**
- Indicator 16: Mediation**
- Indicator 17: State Systemic Improvement Plan**

Timely Corrections
Timely and Complete Reporting
Audit Findings

The purpose of a CR is as follows:

- To provide effective general supervision to LEAs in accordance with the obligations imposed on the California Department of Education (CDE) under the Individuals with Disabilities Act (IDEA), in accordance with the State Performance Plan (SPP), and as required by Title 34 Code of Federal Regulations Section 300.600.
- To ensure LEAs, county offices of education (COE), and Special Education Local Plan Areas (SELPA) are providing appropriate supervision and monitoring to special education programs and services.
- To provide information to the CDE regarding key compliance questions leading to positive results for students.

LEAs are selected for participation in a CR based on their performance relative to SPP targets and include compliance and performance indicators. Specifically, the selection is based on scale scores applied to a LEA's Annual Performance Review (APR) measures which are the same indicators at the LEA level as are used for the SPP.

A LEA's APR measures can be found at <http://www.cde.ca.gov/sp/se/leadatarpts.asp>. The scale works as follows:

4. The LEA met the target and the performance stayed the same or improved from the prior year
3. The LEA met the target and the performance did not stay the same or did not improve from the prior year
2. The LEA did not meet the target, but the performance stayed the same or improved from the prior year
1. The LEA did not meet the target and the performance did not stay the same and did not improve for the prior year

0. Unable to score the LEA due to the unavailability of data for the current or prior year

In addition, selection included non-indicator elements such as complaint noncompliance and timely submission of documents and data to the CDE. Scores for all elements were added together and the sum of scores are divided by the total number of valid indicators and elements. If a LEA's overall score was less than 70%, the LEA is selected for a CR.

As a part of the CDE's responsibility for supervision and monitoring of LEAs for compliance with the IDEA, the CR process may include any, or all, of the following monitoring activities:

1. Review of selected pupil records, individualized education programs (IEPs), infant records, and individualized family services plans (IFSPs) to determine educational benefit (school-age student records only), compliance, service provision, and accuracy of data reported to the CDE.
2. Interviews and follow-up discussions with parents or guardians, general and special education teachers, and other school personnel.
3. Interviews with LEA administrators regarding noncompliance identified in record reviews and through data analysis.
4. General parent/guardian input about special education programs and services collected from parent surveys. Parent training and information. Centers and Family Empowerment Centers serving families within the LEA's boundaries.
5. Review of local policies, procedures, and the SELPA for compliance with IDEA.
6. Fiscal review.

The parent input component of the CR uses three sources of parent input:

1. Input from the local parent training and information center.
2. Input from the local Community Advisory Committee.

3. Input from parents of students with an IEP in the LEA.

In order to facilitate gaining input from parents of current students with an IEP within the LEA, the CDE may request that the LEA provide a list of students' names and the mailing addresses of their parents or guardians by a specified date.

In order to facilitate parent input, the LEA may also choose to provide parents with the website of the parent survey at: www.seedsofpartnership.org/monitoringsurvey.

The CDE usually completes a review of a sample of student records using a desk audit process. This process requires the CDE's Special Education Division (SED) to remotely access the LEA-based documentation, including but not limited to:

- Student IEPs
- Assessment plans and reports
- Meetings and other notifications to parents

The CDE and LEA will coordinate the best way to gain electronic access to student records. The most practical way to permit electronic access to the LEA's computer-based IEP system (e.g., Special Education Information System), is for the LEA to authorize the CDE's SED to have temporary, read-only, student specific access to the LEA's electronic IEP system. This method eliminates the need to compile and physically transfer sensitive student information. Each LEA will need to provide instructions and any other information (e.g., username, password) for completing the evaluation. The LEA will work with the CDE to determine the duration for this review.

Results of the record reviews will be analyzed by the CDE to determine additional activities necessary for the CR process. LEA staff will be contacted to determine the schedule and details for any activities taking place at the LEA, including technical assistance. Activities that involve the CDE being on-site will require preplanning on the part of the LEA, specific information will be provided by the CDE consultant leading the CR team.

The CR team is comprised of CDE Consultants, CDE Field Colleagues, SELPA Directors, and COE Superintendents and/or staff. CR team members will partner with the LEA to complete the review activities, as determined appropriate by CDE.

PUPIL COUNT

Pupil Count is a tracking requirement of student data collection by the California Department of Education from all Local Education Agencies (LEAs). Pupil Count, depending on the time of year, will consist of a student demographic file, student services file, and transition file. These files are provided through the Desert/Mountain SELPA's electronic IEP system, WebIEP. Secured student information is sent electronically through the California Longitudinal Pupil CALPADS utility provided through WebIEP so that LEAs can provide the data on a bi-monthly basis. Pupil Count is used for various tracking purposes and compliance reviews.

The reporting process with LEAs is two-fold. Part of the student information will come from the LEA's Student Information System (SIS) and the other through the Electronic IEP System (WebIEP for Desert/Mountain and Desert/Mountain Charter SELPA). The new CALPADS student profile files consists of student enrollment information, demographic information, English language acquisition status, and student program. The CALPADS discipline file consists of student incidents, student incident results, and student offenses. CALPADS special education files consists of the special education program, student services, and post-school outcomes.

The data collection windows have changed starting with the 2019-20 school year. The Fall one window will be between October and December, the Fall two window will be between December and January, and end-of -year (EOY) will be between May and August. These windows are subject to change regarding exact dates, but LEAs will be notified by the CDE. Pupil count will now have a two-prong certification process with the first layer of certification being completed by the LEA and the second layer of certification being completed by the SELPA.

CALIFORNIA SCHOOL DASHBOARD

The California school dashboard is a powerful online tool to help local educational agencies (LEAs) identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both state and local measures.

California's accountability system is based on multiple measures that assess how LEAs and schools are meeting the needs of their students. Performance on these measures is reported on the California School Dashboard.

The dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

State measures apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state. Local measures apply for LEAs and charter schools and are based on data collected at the local level.

State and local measures are drawn from ten priority areas of the Local Control Funding Formula (LCFF).

The state measures are as follows:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- Academic Performance
- College/Career

California's new accountability and continuous improvement provides information about how LEAs and schools are meeting the needs of California's diverse population.



Blue



Green



Yellow

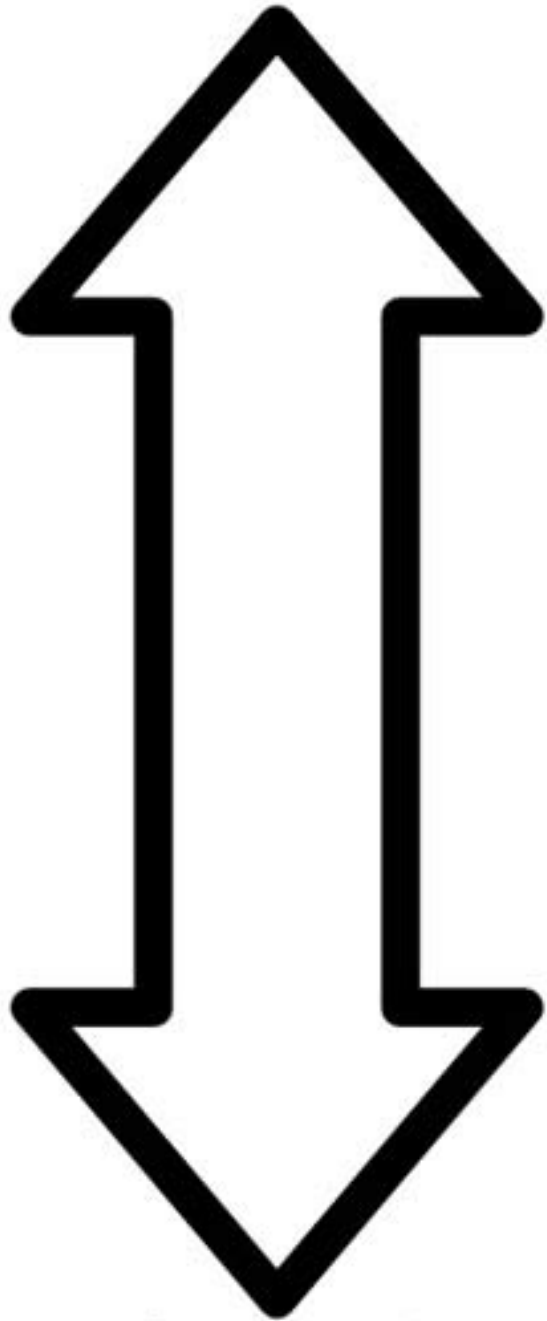


Orange



Red

Highest Performance



Lowest Performance

SCHOOL FUNDING

How are California schools funded? It is important to understand how school funding relates to the state's compliance mandates.

Most of the funding for K-12 education comes from the state. In 2018-19, California public schools received a total of \$97.2 billion in funding from three sources: the state (58%), property taxes and other local sources (32%), and the federal government (9%). These shares vary across school districts.

Some districts, known as "basic aid" or "excess tax" districts, fund their revenue limit entirely through property taxes and receive no general purpose state aid. They also retain any excess property taxes within their district.

Local Control Funding Formula (LCFF)

The LCFF, enacted through the 2013-14 state budget, is the new system for calculating funding for most public schools in California. Each district receives a base grant per student, plus additional supplemental and concentration grants targeted for students who are low income, foster youth, or English-Language Learners. All K-12 students in public schools are eligible for LCFF funds, with more targeted funding for students who are low income, in foster care, or English-Language Learners.

LCFF funds almost every service provided by public schools, including teacher salaries, classroom materials, and facilities. LCFF can also be used for school-based mental health programs and staff, including social workers, counselors, nurses, and psychologists.

School districts are currently receiving LCFF funds, which will increase through 2020. Districts must submit a three-year Local Control and Accountability Plan (LCAP) and annual LCAP updates to their County Office of Education. The LCAP must demonstrate how funds will be used to support targeted students in eight distinct state priorities. It is estimated that, after years of cuts, at full implementation, LCFF will bring school funding to at least 2007 levels.

LCAP PRIORITIES

Local Indicators

Eight Priorities

Priority 1: Basic Services and Conditions at Schools

State Indicator - N/A

Local Indicator - Text books availability, adequate facilities, and correctly assigned teachers

Priority 2: Implementation of State Academic Standards

State Indicator - N/A

Local Indicator - Annually report on progress in implementing the standards for all content areas

Priority 3: Parent Engagement

State Indicator - N/A

Local Indicator - Annually report progress toward seeking input from parents/guardians in decision making and promoting parental participation in programs

Priority 4: Student Achievement

State Indicator - Academic Performance - Grades 3-8 and Grade 11, English Learner Progress

Local Indicator - N/A

Priority 5: Student Engagement

State Indicators - Graduation Rate, Chronic Absenteeism

Local Indicators - N/A

Priority 6: School Climate

State Indicator - Suspension Rate

Local Indicator - Administer a climate survey every other year

Priority 7: Access to a Broad Course of Study

State Indicator - N/A

Local Indicator - Annually report progress on the extent students have access to, and are enrolled in, a broad course of study

Priority 8: Outcomes in a Broad Course of Study

State Indicator - College/Career

Local Indicators - N/A

KEY TERMS

Annual Performance Report (APR) – The APR describes the state’s slippage in meeting the measurable and rigorous targets established in the State Performance Plan (SPP); and any revisions to the state’s targets, improvement activities, or resources in the SPP and justifications for the revisions.

California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperable on July 1, 2013. The CAASPP system includes the Smarter Balanced summative assessments for English language arts/literacy and mathematics, the California Science Tests, the reading/language arts standards-based tests in Spanish, and the California Alternative Assessments.

California Collaborative for Educational Excellence (CCEE) - Established pursuant to California Education Code Section 52074, which states that “(t)he purpose of the California Collaborative for Educational Excellence is to advise and assist school districts, county superintendents of schools, and charter school districts in achieving the goals set forth in a local control and accountability plan.” The CCEE is a public agency that is governed by a five-member governing board composed of the State Superintendent of Public Instruction (or his or her designee), a county superintendent of schools appointed by the Senate Committee on Rules, a superintendent of a school district appointed by the Governor, and a teacher appointed by the Speaker of the Assembly.

California Dashboard - A website released in March 2017 that parents/guardians, educators, and the public can use to see how districts and schools are meeting the needs of California’s diverse student population based on the concise set of measures included in the new accountability system, including test scores, graduation rates, English learner progress, and suspension rates. Additionally, the Dashboard includes reporting and evaluation of local indicators. The Dashboard is part of California’s new school accountability system based on the Local Control Funding Formula, enacted in 2013. As provisioned in the California Education Code, the Dashboard will be used to support local educational agencies (LEAs) in identifying strengths, weaknesses, and areas for improvement; to assist in determining whether LEAs and schools are eligible for technical assistance; and to assist the state in determining whether LEAs and schools are eligible for more intensive support/intervention.

California Department of Education (CDE) – A governmental agency within California that oversees public education. Its headquarters are located in California’s capital city, Sacramento.

CaEDFacts – A compilation of statistics and information on a variety of issues concerning education in California.

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

Child Find – A legal requirement that schools find all children who have disabilities and who may be entitled to special education services. Child find covers every child from birth through age 21. The school must evaluate any child that it knows, or suspects may have a disability.

Disproportionality – The overrepresentation of a particular racial or ethnic group in a particular area.

Every Student Succeeds Act (ESSA) – On December 10, 2015, President Obama signed Every Student Succeeds Act (ESSA), reauthorizing the federal Elementary and Secondary Education Act (ESSA) and replacing the No Child Left Behind Act (NCLB), the 2001 reauthorization of ESSA.

Individualized Education Program (IEP) – a document that is developed for children in public school who are eligible for special education. The IEP is created through a team effort and reviewed periodically. This document is the foundation that directs instructional planning for students with exceptional needs.

Individuals with Disabilities Education Act (IDEA) – The Individuals with Disabilities Education Act is a four-part piece of American legislation that ensures students with disabilities are provided with Free Appropriate Public Education that is tailored to their individual needs. IDEA was previously known as the Education for All Handicapped Children Act from 1975 to 1990. In 1990, the United States Congress reauthorized EHA and changed the title to IDEA. Overall, the goal of IDEA is to provide children with disabilities the same opportunity for education as those students who do not have a disability.

Least Restrictive Environment (LRE) – In the U.S. the Individuals with Disabilities Education Act is a special education law that mandates regulations for

students with disabilities in order to protect their rights as students and the rights of their parents. Under this act, it is required that all students receive a Free and Appropriate Public Education, and that these students should be educated in the least restrictive environment. The least restrictive environment clause states that students with disabilities should be educated with students without disabilities to the maximum appropriate extent. If a student should require supplementary aids and services necessary to achieve educational goals while being placed in a classroom with students without disabilities, they should be provided as needed.

Local Control Funding Formula (LCFF) - California's school funding law is a way for schools to focus on student success. LCFF requires school districts to focus on eight key areas that help all students succeed.

Minimum cell size – the minimum number of children experiencing a particular outcome, to be used as the numerator when calculating either the risk for a particular racial or ethnic group or the risk for children in all other racial or ethnic groups.

Minimum n-size – the minimum number of children with disabilities enrolled in a LEA with respect to identification, and the minimum number of children with disabilities enrolled in a LEA with respect to placement and discipline, to be used as the denominator when calculating either the risk for children in all other racial or ethnic groups.

Significant Disproportionality – the determination that a school district (LEA) has significant over-representation based on race and ethnicity overall, by disability, by placement in a particular educational setting, or by disciplinary actions.

United States Department of Education (ED) – The United States Department of Education, also referred to as the ED for education department, is a cabinet-level department for the United States government. It began operating on May 4, 1980, having been created after the Department of Health, Education, and Welfare was split into the Department of Education and the Department of Health and Human Services by the Department of Education Organization Act, which President Jimmy Carter signed into law on October 17, 1979.

RESOURCES

California Dashboard

<https://www.caschooldashboard.org>

The California Assessment of Student Performance and Progress (CAASPP)

<https://www.cde.ca.gov/ta/tg/ca/>

The California Collaborative for Educational Excellence (CCEE)

<http://ccee-ca.org>

CalEDFacts

<https://www.cde.ca.gov/re/pn/fb/>

California State Board of Education (SBE)

<https://www.cde.ca.gov/be/>

Federal Program Monitoring

<https://www.cde.ca.gov/ta/cr/>

LCAP

<https://www.cde.ca.gov/re/lc/>

LCFF

<https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>

Performance Indicator Review

<https://www.cde.ca.gov/re/lc/>

DMSELPA Padlet

<https://padlet.com/jeyle1/DMSELPA>

APPENDICES

FMTA Consultant Assignments by Region

The Focused Monitoring and Technical Assistance (FMTA) Consultants are assigned geographically and by quality assurance activity to align with the eleven California County Superintendents Educational Services Association (CCSESA) regions.

The FMTAs are responsible for coordinating all monitoring and technical assistance activities for the local educational agencies and Special Education Local Plan Areas in their assigned counties, providing information, and facilitating access to technical assistance related to program monitoring and program implementation.

Regional Map



County Assigned Consultants

Comprehensive Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Heidi Brahms	HBrahms@cde.ca.gov	916-322-0373
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Bernd Reynolds	BReynolds@cde.ca.gov	916-445-0789
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Jim Durgin	JDurgin@cde.ca.gov	916-327-3537
3	El Dorado Charter	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
4	Alameda, Contra Costa, San Francisco, San Mateo, Solano	Barbara Gaskin	BGaskin@cde.ca.gov	916-327-3674
4	Marin, Napa	Jasmine Ayten	JAyten@cde.ca.gov	916-322-1849
5	Monterey, San Benito, Santa Clara, Santa Cruz	Peggy Hernandez	PHernandez@cde.ca.gov	916-323-2616

5	Monterey, San Benito, Santa Clara, Santa Cruz	Matt Wilkins	MWilkins@cde.ca.gov	916-445-4559
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Brad Lacy	BLacy@cde.ca.gov	916-327-4219
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	FMTA I	APasion@cde.ca.gov	916-324-8898
8	Kern, San Luis Obispo, Santa Barbara, Ventura	FMTA I	APasion@cde.ca.gov	916-324-8898
9	Orange	Sean Howland	SHowland@cde.ca.gov	916-445-4547
9	Imperial, San Diego	Aaron Christensen	AaChristensen@cde.ca.gov	916-319-0668
10	Inyo, Mono, Riverside, San Bernardino	Shirley Waegell	SWaegell@cde.ca.gov	916-327-3533
11	Los Angeles	Monica Pecarovich	MPecarovich@cde.ca.gov	916-327-3535
11	Los Angeles	Matt Wilkins	MWilkins@cde.ca.gov	916-445-4559

Disproportionality Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Libbey Durkee	LDurkee@cde.ca.gov	916-327-0863

2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Lisa Bojé	LBoje@cde.ca.gov	916-327- 3684
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Susan Olsen	SOlsen@cde.ca.gov	916-319- 0491
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Kishaun Thorntona	KThorntona@cde.ca.gov	916-445- 5727
5	Monterey, San Benito, Santa Clara, Santa Cruz	Libbey Durkee	LDurkee@cde.ca.gov	916-327- 0863
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Kishaun Thorntona	KThorntona@cde.ca.gov	916-445- 5727
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Susan Olsen	SOlsen@cde.ca.gov	916-319- 0491
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Nicole Garibaldi	NGaribaldi@cde.ca.gov	916-319- 0298
9	Imperial, Orange, San Diego	Nicole Garibaldi	NGaribaldi@cde.ca.gov	916-319- 0298
10	Inyo, Mono, Riverside, San Bernardino	Susan Olsen	SOlsen@cde.ca.gov	916-319- 0491
11	Los Angeles	Lisa Bojé	LBoje@cde.ca.gov	916-327- 3684

Performance Indicator Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Anthony Sotelo	ASotelo@cde.ca.gov	916-322-2235
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Anthony Sotelo	ASotelo@cde.ca.gov	916-322-2235
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Lynne Boone	LBoone@cde.ca.gov	916-327-3703
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Vincent Pastorino	VPastorino@cde.ca.gov	916-327-0839
5	Monterey, San Benito, Santa Clara, Santa Cruz	John Burch	JBurch@cde.ca.gov	916-327-0296
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	John Burch	JBurch@cde.ca.gov	916-327-0296
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Anthony Sotelo	ASotelo@cde.ca.gov	916-322-2235
8	Kern, San Luis Obispo, Santa Barbara, Ventura	John Burch	JBurch@cde.ca.gov	916-327-0296

9	Imperial, Orange, San Diego	Vincent Pastorino	VPastorino@cde.ca.gov	916-327- 0839
10	Inyo, Mono, Riverside, San Bernardino	Anthony Sotelo	ASotelo@cde.ca.gov	916-322- 2235
11	Los Angeles	Kristen Brown	KBrown@cde.ca.gov	916-445- 1064

Data Identified Noncompliance Review Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Shari Presnall	SPresnall@cde.ca.gov	916-445- 7474
5	Monterey, San Benito, Santa Clara, Santa Cruz	Shari Presnall	SPresnall@cde.ca.gov	916-445- 7474

6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Shari Presnall	SPresnall@cde.ca.gov	916-445- 7474
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
9	Imperial, Orange, San Diego	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409
10	Inyo, Mono, Riverside, San Bernardino	Richard Gifford	RGifford@cde.ca.gov	916-323- 9782
11	Los Angeles	Theresa Costa Johansen	TCostaJohansen@cde.ca.gov	916-323- 2409

Nonpublic Schools Consultants

CCSESA Region	Counties	Consultant(s)	Email	Telephone Number
1	Del Norte, Humboldt, Lake, Mendocino, Sonoma	Linda Ramos	LRamos@cde.ca.gov	916-327- 3656
2	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Linda Ramos	LRamos@cde.ca.gov	916-327- 3656

3	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Linda Ramos	LRamos@cde.ca.gov	916-327- 3656
4	Alameda, Contra Costa, Marin, Napa, San Francisco, San Mateo, Solano	Steve Perez	StPerez@cde.ca.gov	916-319- 0581
5	Monterey, San Benito, Santa Clara, Santa Cruz	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
6	Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Steve Perez	StPerez@cde.ca.gov	916-319- 0581
7	Fresno, Kings, Madera, Mariposa, Merced, Tulare	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
8	Kern, San Luis Obispo, Santa Barbara, Ventura	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
9	Imperial, Orange, San Diego	Michele Donahue	MDonahue@cde.ca.gov	916-319- 0769
9	Imperial, Orange, San Diego	Scharmela Edwards	SEdwards@cde.ca.gov	916-327- 3699
10	Inyo, Mono, Riverside, San Bernardino	Christine Krause	CKrause@cde.ca.gov	916-324- 4536
11	Los Angeles	Michele Donahue	MDonahue@cde.ca.gov	916-319- 0769

Other

Large Multi-Sites
(Sierra, Spectrum,
Point Quest)

Matthew Hill

MHill@cde.ca.gov

916-445-
5577

Administrators

Comprehensive Review:

Jack Brimhall, JBrimhall@cde.ca.gov, 916-445-9772

Lisa Stie, LStie@cde.ca.gov, 916-324-8898

Disproportionality Review:

James Johnson, JamJohns@cde.ca.gov, 916-327-6966

Performance Indicator Review:

Donna DeMartini, DDeMartini@cde.ca.gov, 916-445-4632

Data Identified Noncompliance Review:

Theresa Costa Johansen, TCostaJohansen@cde.ca.gov, 916-323-2409

Nonpublic Schools:

Tina Tranzor, TTranzor@cde.ca.gov, 916-327-0141

Questions: Special Education Division | 916-445-4613

Last Reviewed: Tuesday, July 30, 2019

B

Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) Worksheet 2019

This worksheet is to help the local educational agency (LEA) assemble information for the CCEIS Plan.

BACKGROUND INFORMATION

Local Education Agency (LEA) Name:

Special Education Local Plan Area (SELPA) Name:

Main Contact:

Telephone and Email:

CCEIS Period 2019 Significant Disproportionate Indicator(s) (check all-applicable) (Refer to the Fiscal Year 2019 Notification Letter)

- Discipline Race/Ethnicity _____
- Placement (LRE) Race/Ethnicity _____
- Indicator 9 Race/Ethnicity _____
- Indicator 10 Race/Ethnicity _____
Disability Category _____

2018-19 Disproportionality Indicator(s) (check all applicable) (Refer to the Fiscal Year 2019 Notification Letter)

- Discipline Race/Ethnicity _____
- Placement (LRE) Race/Ethnicity _____
- Indicator 9 Race/Ethnicity _____
- Indicator 10 Race/Ethnicity _____
Disability Category _____

Has your district been previously identified as significantly disproportionate?

yes no

If your district been previously identified as significantly disproportionate, list previous year(s) of identification (please include indicator(s) and race/ethnicity for each year):

DESCRIBE THE PLAN DEVELOPMENT ACTIVITIES FOR CCEIS

PHASE ONE: GETTING STARTED
Find instructions for this phase at
<https://spptap.org/phase-1-getting-started/>

Convene a Leadership Team and Stakeholder Group

*You may use the Leadership and Stakeholder Identification Worksheet for items 1.1 and 1.2.
(Available at <https://spptap.org/sd-ceis-guidance-documents-and-forms/>)*

1.1 Leadership Team: List members' names, emails, titles/roles, and responsibilities related to the CCEIS Plan.

Member Name	Email	Title/Role	CCEIS Plan Responsibilities

Do the members of this team have decision-making authority? What is the process for LEA approval of this CCEIS plan? Type answer here:

1.2 Stakeholder Group: List members' names, roles, and CCEIS related responsibilities.

Role	Member Name(s)	CCEIS Plan Responsibilities
<input type="checkbox"/> Cabinet Level Leader- General Education		
<input type="checkbox"/> Cabinet Level Leader- Special Education		
<input type="checkbox"/> Director of Curriculum (or Similar)		
<input type="checkbox"/> SELPA Director (or Designee)		
<input type="checkbox"/> Director of Assessment (or Similar)		

<input type="checkbox"/> Appropriate Grade Level General Education Teacher		
<input type="checkbox"/> Appropriate Grade Level Special Education Teacher		
<input type="checkbox"/> Bargaining Unit Representative		
<input type="checkbox"/> Community Member		
<input type="checkbox"/> Parent (diverse representation)		
<input type="checkbox"/> Superintendent (or Designee)		
<input type="checkbox"/> Principal or Site Level Administrator		
<input type="checkbox"/> Human Resources Administrator		
<input type="checkbox"/> Business Services Representative		
<input type="checkbox"/> Other:		

Note: Team composition requires a diverse group of parents and community members, including representatives of the identified racial/ethnic category.

Provide the dates the Stakeholder group met, and a summary of the work completed by the Stakeholder Group:

1.3 Contact the State Performance Plan Technical Assistance Project (SPP-TAP) at the Napa County Office of Education (NCOE) and CDE FMTA Consultant.

The LEA is committed to the following activities:

- Accessing information via the SPP-TAP Website
- Communicating with CDE FMTA Consultant
- Communicating with SPP-TAP staff
- Participating in virtual Community of Practice (CoP) meetings
- Attending a Regional Session
- Attending Webinars
- Spring CCEIS Workshops
- Fall CCEIS Workshops

1.4 Choose Technical Assistance (TA) Facilitator(s)

Name the TA Facilitator(s) and describe current and anticipated services. LEAs are required to contract for a minimum of 10 hours or TA Facilitation for each area of identification. You must supply a copy of the contract or MOU for each TA facilitator. If you are using a non-SPP-TAP TA facilitator you must obtain permission from the CDE FMTA Unit III and supply a copy of the TA facilitator's resume.

TA Facilitator Name	Current Services	Anticipated Services

- We have a contract or MOU with one or more of the SPP-TAP TA Facilitators.
- We are using a non-SPP-TAP TA Facilitator approved by our CDE FMTA Consultant.

1.5 Gather Relevant Data

List the relevant sources of data that are used to inform decision-making. Are there any additional data sources that would be beneficial but data was not available (e.g., Referral data by teacher, etc.)? *(See next two pages for samples of relevant data sources.)*

SAMPLE ROOT CAUSE ANALYSIS DATA SOURCES

Below are sample school and districtwide data sets CCEIS Leadership and Stakeholder Teams may wish to consider as part of the Root Cause Analysis process. This is not an exhaustive list; each LEA must determine the data to study based on its own areas of strength and need.

All data items must be gathered with and viewed through a cultural lens; therefore, they must be sorted by and analyzed with a focus on race, ethnicity, gender, and grade.

California Longitudinal Pupil Achievement (CALPADS) Data:

Academic

Attendance

Discipline

<https://www.cde.ca.gov/ds/sp/cl/>

California Department of Education California School Dashboard Data:

High School Graduation Rate

Academic Performance

English Learner Progress

Preparation for College/Career (CCI)

Chronic Absenteeism

<https://www.cde.ca.gov/ta/ac/cm/>

Specialized Programs Annual Performance Report Measures

Performance Indicators Related to Disproportionality (4b, 5, 9, 10)

Performance Indicators Not Directly Related to Disproportionality

<https://www.cde.ca.gov/sp/se/ds/leadatarpts.asp>

California Healthy Kids Survey Data

School Performance, Supports, and Engagements Data

School Supports and Connectedness by Race/Ethnicity

<http://chks.wested.org/about/>

Discipline Data

Office Referrals

Suspensions

Expulsions

Graduation, UC/CSU Preparation, Dropout, and Achievement Data

Honors and Advanced Placement Data

Dropouts by Age, Race, and Gender

<https://www.cde.ca.gov/ds/sd/sd/filesdropouts.asp>

Career and Technical Education (CTE) Inventories

English Learner Reclassification Data

Individual Student Transcripts and Courses of Study

Local Control Accountability Plan Areas of Focus

Positive Behavior Interventions and Supports Tiered Fidelity Index

Qualitative Results of Focus Group Discussions

Teachers

Students

Parents

Other

Relevant Local Assessment Data

Special Education Procedural Manual

Special Education Local Plan Area (SELPA) Local Plan

PHASE TWO: DATA AND ROOT CAUSE ANALYSIS
 Find instructions for this phase at
<https://spptap.org/phase-ii-data-and-root-cause-analysis/>

2.1 Complete a Local Educational Agency (LEA) Initiative Inventory

Enter your LEA initiatives that align or have some areas of integration with the efforts to address disproportionality.

You may wish to complete the Local Educational Agency (LEA) Initiative Inventory document (available at <https://spptap.org/sd-ceis-guidance-documents-and-forms/>) as you will need to upload that document to the CCEIS Portal.

Initiative and Funding Source	Relationship to LCAP and other Initiative Goals/Priorities	Target Group	Leaders and Responsible Staff	Educational Area(s): Curriculum and Instruction, Behavior, Family & Community Engagement, Climate, Social-Emotional Learning Other

2.2 Complete a Programmatic Self-Assessment

Identify programmatic self-assessment tool(s) used and describe process of completion.

Identify one or more of the approved Self-Assessment Tools used:

- Annotated Checklist for Addressing Racial Disproportionality
- Preventing DISPROPORTIONALITY by Strengthening District Policies and Procedures — An Assessment and Strategic Planning Process
- Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook

Identify other relevant Self-Assessment Tools used:

- Quality Standards for Inclusive Schools: Self-Assessment Instrument
- Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide
- Other: _____

Describe process of completion:

2.3 Complete Reflective Data Analysis

Describe the processes used to collect, analyze, and interpret data. Include data sources.

2.4 Determine Root Cause(s) Based on Data

Provide a *title* for the identified Root Cause of disproportionality and describe the Root Cause (including supporting data).

Root causes of disproportionality include an intersection between beliefs and practices.

Root Cause Title	Description of Root Cause with Supporting Data

PHASE THREE: PLAN FOR IMPROVEMENT
 Find instructions for this phase at
<https://spoptap.org/phase-iii-plan-for-improvement/>

3.1 Select Focus Area(s)

List selected areas of focus and describe their connection to the identified root cause(s).

Selected Focus Area	Connection Root Cause
<input type="checkbox"/> Achievement Gap: Opportunity and Access Gap	
<input type="checkbox"/> Culturally Responsive School Environments	
<input type="checkbox"/> Positive Behavior Supports	
<input type="checkbox"/> Culturally Responsive MTSS	
<input type="checkbox"/> Access to Achieving in the Least Restrictive Environment: Inclusive Practices	
<input type="checkbox"/> Other: _____	

3.2a Develop Programmatic Improvement Action Plan

Complete information below for each measurable outcome (cut and paste empty boxes for additional outcomes).

Describe how the budget allocation aligns with the Programmatic Improvement Action Plan. (See Section 3.2b.)

Measurable Outcome:

Indicator(s):

Root Cause(s):

Focus Area(s):

Target Population:

You may wish to duplicate the four shaded boxes below to add additional activities *for each measurable outcome*.

Activity:

Staff Responsible:

Timeline:

Data Sources/Methods for Evaluating Progress:

3.2b Complete Budget Forms

Step 1: Download the following documents from the CCEIS Portal.

- 2018 CCEIS Budget and Allowable Expenditure Forms One and Two
- 2018 CCEIS Target Student Population

Step 2: Complete both documents.

Step 3: Save each document with your district's name or initials in the file name.

Step 4: Upload documents (one at a time) to the CCEIS Portal.

PHASE FOUR: IMPLEMENTING, EVALUATING AND SUSTAINING
 Find instructions for this phase at
[HTTPS://SPPTAP.ORG/PHASE-IV-IMPLEMENTING-EVALUATING-AND-SUSTAINING/](https://spptap.org/phase-iv-implementing-evaluating-and-sustaining/)

4.1 Implement Programmatic Improvement Action Plan

List staff responsible for oversight of CCEIS activities (including submission of Progress Report and Quarterly Expenditure Reporting Forms).

Staff Name	Reports to Submit (Progress Reports, Budget Reports, or Both)	Email

4.2 Evaluate Effectiveness

Describe process for ongoing collection and analysis of data related to the measurable outcomes outlined in the Programmatic Improvement Action Plan. This includes tracking of target students, sharing data with stakeholders, and adapting the action plan based on data.

4.3 Build Supports and Sustainability

Describe the process for adding support for sustainability of CCEIS activities that demonstrate success in reducing disproportionality. Consider LCFF/LCAP, blended funding, grant writing, and other funding sources.

4.5 Complete and Submit SPP-TAP Feedback survey

List staff responsible for completing and submitting survey provided by SPP-TAP at the end of the CCEIS period.

Staff Name	Title	LEA/Agency	Email

CCEIS Plan Signature Form

The signature form must be filled out AFTER the CCEIS Plan has been completed. The form is available at <https://spptap.org/sd-ceis-guidance-documents-and-forms/>. *Note: Signatures are required from the LEA Superintendent, SELPA Director, and School Board Chairperson.*

Review

The person completing the CCEIS Plan in the portal will be asked to review the entire CCEIS Plan prior to submitting it to CDE for approval.

2019 BUDGET ALLOCATION

**Significant Disproportionality
Comprehensive Coordinated Early Intervening Services (CCEIS)**

Individuals with Disabilities Education Act of 2004, Part B Grant

Complete the required information for the identified local educational agency (LEA).

LEA Name :	County District Code:
LEA Contact Name:	LEA Contact Email:
SELPA Name:	SELPA Contact Email:

Provide the Fiscal Year 2018–19 allocation awarded for Resource Codes 3310 and 3315:

2018 Resource 3310 Allocation	2018 Resource 3315 Allocation
\$	\$

Provide the Fiscal Year 2019–20 allocation awarded for Resource Codes 3310 and 3315:

Provide the 2019 allocations the SELPA provided to the identified LEA for resource codes 3310 and 3315. The 15 percent set-aside for CCEIS expenditures will be determined from these two resource codes.

2019 Resource 3310 Allocation	2019 Resource 3315 Allocation
\$	\$

In the box below, indicate the 15 percent set aside for each of the Fiscal Year 2019–20 allocations the LEA was awarded for resource codes 3310 and 3315:

2019 CCEIS Resource 3312 3312 = 15% of 3310		2019 CCEIS Resource 3318 3318 = 15% of 3315		Total 2019 CCEIS Budget (3312 plus 3318)
\$	plus	\$	equals	\$

The above 15 percent set-aside amounts will be the 2019-20 CCEIS allocations for resource codes 3310 (CEIS Resource Code 3312) and 3315 (CEIS Resource 3318) and should be expended and reported accurately in quarterly CCEIS Progress and Expenditure Reports.

Please use the Total 2019 CCEIS Budget indicated above to complete the 2019 Allowable Costs Budget.

2019 Target Student Population

The Comprehensive Coordinated Early Intervening Services (CCEIS) are to be provided to a targeted population.

The purpose of this document is to assist the local educational agency (LEA) to define the target student population to receive CCEIS and estimate the number of students to receive such services.

Reporting on this activity requires the following:

- The definition of the target student population to receive the CCEIS and CCEIS expenses for 2019 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). Please refer specifically to Questions C-3-2 and C-3-3, pages 19 and 20, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-qa-2-23-17.pdf>.
- The estimated number of students expected to receive CCEIS during the 27-month period within which the local educational agency (LEA) must expend the 15 percent set aside of IDEA funding for CCEIS. The total estimated number of students for the entire 27-month period must be an unduplicated student count.

Targeted Student Population Reporting

The LEA must complete the following Targeted Student Population Reporting Charts based on current student data.

The estimated student numbers:

- Must be greater than zero
- Must represent the students expected to receive CCEIS services
- Cannot equal the number of all students

Directions: Complete the following Target Student Population Charts for the 2019 CCEIS Service Period. Please feel free to add additional pages as needed.

Students <u>Currently Not Identified</u> as Needing Special Education 2019 CCEIS Service Period: July 1, 2019 to September 30, 2021		
Report Periods	Description of Targeted Student Population	Number of Students <u>Currently Not Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2019 to 6/30/2020		
Second 12 months: 7/1/2020 to 6/30/2021		
Last 3 months: 7/1/2021 to 9/30/2021		
Total Target Students served during this 27 month period		

Students <u>Currently Identified</u> as Needing Special Education 2019 CCEIS Service Period: July 1, 2019 to September 30, 2021		
Time Periods	Description of Targeted Student Population	Number of Students <u>Currently Identified</u> as Needing Special Education Receiving CCEIS Initiatives
First 12 months: 7/1/2019 to 6/30/2020		
Second 12 months: 7/1/2020 to 6/30/2021		
Last 3 months: 7/1/2021 to 9/30/2021		
Total Target Students served during this 27 month period		

Please ensure to indicate the Total Target Students served on the Quarterly Progress Reports.

Please verify, scan, and submit electronically with the CCEIS Programmatic Improvement Plan to SigDisp@cde.ca.gov.

2019 ALLOWABLE COSTS BUDGET
Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS)
Individuals with Disabilities Education Act of 2004 (IDEA), Part B Grant

Complete the table below to reflect the **Total 2019 CCEIS Budget** as reported on the 2019 Budget Allocation. CCEIS expenses for 2019 must conform to the U.S. Office of Special Education Programs (OSEP) IDEA Part B Regulations Significant Disproportionality (Equity in IDEA). For detailed allowable CCEIS expenditures, please refer specifically to Questions C-3-1 through C-3-10, pages 19 through 24, on the U.S. Department of Education Web page at <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/significant-disproportionality-ga-2-23-17.pdf>.

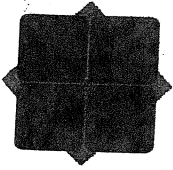
The 2019 CCEIS period is from July 1, 2019, through September 30, 2021. The local educational agency (LEA) must fully expend the CCEIS 15 percent set-aside by September 30, 2021.

2019 Budget Line Items	Brief Description of 2019 CCEIS Activities	Amount for each CCEIS Activity
1000–Certified Salaries		\$
2000–Classified Salaries		\$
3000–Employee Benefits		\$
4000–Materials and Supplies		\$
5000–Services and Other Operating Costs		\$
5100–Contract Services		\$
7300–Indirect Cost Rate (ICR) CDE-approved rate of ____ percent) Note: ICR cannot be used for Object Code 5100		\$
Total Amount for 2019 CCEIS Activities. The amount must equal the Total 2019 CCEIS Budget as indicated on the 2019 Budget Allocation Summary.		\$

The authorized agents validate the accuracy of the information reported:

LEA Superintendent (Print Name & Signature)	Date Signed: Contact Phone:
LEA Special Education Director (Print Name & Signature)	Date Signed: Contact Phone:
SELPA Director (Print Name & Signature)	Date Signed: Contact Phone:
SELPA/LEA Business Fiscal Officer (Print Name & Signature)	Date Signed: Contact Phone:

Please verify, sign, and email directly to the SigDisp@cde.ca.gov.



State Performance Plan Technical Assistance Project

SPP-TAP

Significant Disproportionality Comprehensive Coordinated Early Intervening Service Plan Forms (CCEIS)

District Name: Victor Valley Union High

Director Student Support/ Special Education Margaret Akinnusi
makinnusi@vvhhsd.org
Victor Valley Union High

10 Created 2018-11-28 16:00:39
Archived Records

Plan Year: 2018

Indicators

Indicators	Race / Ethnicity	Previously Identified as significantly disproportionate	previous year(s) of identification
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Indicator_4b Yes

Indicator_Placement Black or African American_4c

Indicator_9 Black or African American_9

Indicator_10 Black or African American_10 Emotional Disturbance

2018 Significant Disproportionate Indicator(s): Indicator 5b (In Regular Class less than 40%) - African American 2017 Significant Disproportionate Indicator(s): Indicator 5b (In Regular Class less than 40%) - African American Indicator 10 (Emotional Disturbance) - African American Indicator 4b (Disproportionate Discipline) - African American 2016 Significant Disproportionate Indicator(s) Indicator 4b (Disproportionate Discipline) - African American Indicator 5c (Separate Schools) - African American 2015 Significant Disproportionate Indicator(s) Indicator 5a (Least Restrictive Environment) - African American Indicator 5c (Separate Schools) - African American 2014 Significant Disproportionate Indicator(s) Indicator 5c (Separate Schools) - African American 2013 Significant Disproportionate Indicator(s) Indicator 5c (Separate Schools) - African American 2012 Significant Disproportionate Indicator(s) Indicator 10 (Emotional Disturbance) - African American 2011 Significant Disproportionate Indicator(s) Indicator 10 (Emotional Disturbance) - African American Indicator 5c (Separate Schools) - African American Indicator 4b (Disproportionate Discipline) - African American 2010 Significant Disproportionate Indicator(s) Indicator 10 (Emotional Disturbance) - African American 2009 Significant Disproportionate Indicator(s) Indicator 4b (Disproportionate Discipline) African American Indicator 5 (Separate Schools) - African American Indicator 10 (Emotional Disturbance) - African American

Phase 1: Getting Started

1.1 Leadership Team - Last Edit 01/04/2019 11:08 am

Team Member Name	Leadership Team Email	Role	Responsibilities with CCEIS
Dr. Ron Williams	Rwilliams@vvuhsd.org	Superintendent and/or Designee	Review and Approval of Plan and Implementation
Lauren Franciosse	LFranciosse@vvuhsd.org	Superintendent and/or Designee	Monitoring and Support Implementation. Communicates with cabinet and school sites
Margaret Akinnusi	Makinnusi@vvuhsd.org	Other Special Education Director	Manages leadership and Stakeholder teams, oversees CCEIS Plan development, data management.
Jon Eyler	jeyler@clsteam.net	Other SPP-TAP Facillitator	Actively participates in the CCEIS process to include: meets with Leadership Team; co-facilitates Stakeholder Group meetings; aggregates discipline data through SHAPE to identify school trends and students in need of intervention; and, provides access to Direction Survey, a formative school climate survey system.
Dr. Caryl Miller	carylm49@verizon.net	Other SPP_TAP Facillitator	Actively participates in the CCEIS process to include: meeting with Leadership Team; co-facilitates Stakeholder Group meetings; assists with completing the CCEIS Plan; and monitors the Plan for Improvement. Facilitates the Least Restrictive Environment (LRE) Committee. Assists in updating procedures and guidance documents as referenced in the Programmatic Improvement Action Plan.
Steve Atkeson	SAtkeson@vvuhsd.org	Other Director Bussiness Services Department	Review CCEIS funds and disbursement based on goal activities. Helps with expenditure reporting

Do the members of this team have decision-making authority? Yes

What is the process for LEA approval of this CCEIS Plan?

Yes, the Leadership Team is comprised of cabinet members with the authority to make decisions. The Leadership Team has the following responsibilities: makes recommendations for Stakeholder Group members representing a diverse range of participants; oversees completion, implementation, and monitoring of the CCEIS Plan; reviews decisions made by the Stakeholder, and in turn, present this information to the rest of the cabinet members for discussion and approval as appropriate. Leadership Team members attend Stakeholder Team meetings to allow

the opportunity to link discussions across both groups. A draft of the CCEIS Plan is presented to the Stakeholder Group for review and recommended changes to the Plan with simultaneous input from those Leadership Team members present during the Stakeholder Group discussions. The final version of the CCEIS Plan is presented to the School Board by Leadership Team members during a regular meeting session.

1.2 Stakeholder Group - Last Edit 01/04/2019 01:54 pm

Team Member Name	Stakeholder Role	Other	Responsibilities with CCEIS
Laurren Francoisse	Cabinet Level Leader - General Education		Assistant Superintendent of Educational Services: Supervises the CEIS Plan process. In addition to providing monitoring and support Implementation of plan.
Margaret Akinnusi	Cabinet Level Leader - Special Education		Manages leadership and stakeholder teams, oversees CEIS Plan activities and progress reporting.
Christine Foote	Director of Curriculum		Manages SIGDIS professional development: UDL, and SEL trainings, plus LCAP plan.
Peggy Dunn	Other	Selva Program Manager	Active role as an external agency related to Special Education, informs district of legal requirements and CCEIS submissions Informs team of legal requirements, CCEIS submissions.
Doug Kubacki	Appropriate Grade Level Special Education Teacher		Special Education Teacher at Lakeview Leadership Academy: Active role as administrative designee facilitation of Special Education services and discipline at the middle school sites.
Tanya Martin	Parent		Active role as a liaison between parents and school sites in implementation and facilitation of Parent Training which connects School, Parents, and the Community. In addition she brings parent insight during review of root causes.
Nancy Noyer	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Rama Bassham	Other	Psychologist	Active role in the CEIS process by providing support in SEL and PBIS input, consultation and support for at the school level.
Ebony Purcell	Principal or Site Level Administrator		Assisting with ensuring that CCEIS plan and programs such as PBIS is being implemented with fidelity at her school.

Carol Cronk	Other	Coordinator Math	Manages Professional Development in inclusion of special education teachers in math and other UDL related training.
Caryl Miller	Other	SPP-TAP Facilitators	Active role in the CEIS process through technical assistance provided on development of the CEIS Plan and Programmatic Improvement Action Plan, facilitation of the Stakeholder Group meetings, alignment of various improvement and accountability plans, and coordination with District Business Services and the SELPA.
Jon Eyer	Other	SPP-TAP Facilitators	Active role in the CEIS Plan process through data collection and analysis, root cause analysis, and implementation of the Programmatic Improvement Action Plan including progress monitoring.
Valerie Hatcher	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the her school site.
Carlos Cema	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the middle school level.
Joseph Inzunza	Other	Educational Psychologist	Active role in the CEIS process by providing support in SST input, consultation and support at the school level.
Laureen Beyer	Other	Coordinator English Language	Managing SigDis Professional Development, PBIS, Trauma Informed and Implicit Bias
Mike Lee	Principal or Site Level Administrator		Assist the principal at his school in playing active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Melda Gaskins	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Rafael Navarro	Principal or Site Level Administrator		Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.

Pam Larez	Other	School Nurse	Active role in implementation and facilitation student wellness and well-being, in addition to playing active role on as a member of the district SARIB team to improve student school attendance.
Anita Tucker	Other	Dean-LLA	Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.
Dr. Benisha Carr	Other	Dean of Students GEC	Active Role in Implementation & facilitation through development of the District Discipline Matrix and CWA data.
Kevan Loyd	Principal or Site Level Administrator		Active Role in Implementation & facilitation through development of the District Discipline Matrix and CWA data.
Pamela Davis	Director of Assessment		Active role in the CEIS process by providing support in SST input, consultation and support at the school level
Maura Balmaceda	Other	EL Coordinator	Assisting with Focus Group and Parent/Student Engagement Activities Implementation & facilitation through DELAC and Parent Engagement
Daniel Gervars	Other	AP CIMS	Assisting with Focus Group and Parent/Student Engagement Activities
M.Stoddard	Other	General Education Teacher	Active role in review of the CEIS Plan and implementation of applicable sections of the Programmatic Improvement Action Plan at the high school level.

Describe the work of this group:

Dates Leadership Team met and summary of Work completed: 10/31/18 : To establish CCEIS timeline and review the indicators VVUHSD was out for 12/15/18: Review CCEIS plan progress and New CEIS Plan Dates Stakeholder Group met and summary of Work completed: 7/9/12: Introductions of team members 9/5/18 & 9/6/18: Background Information, & purpose of group.Revision of CEIS Plan to align to a SMART goal format & prepare for following year's CCEIS plan. 11/5/18: Complete annotated checklist, determine focus groups & questions regarding CCEIS Plan, Root Causes,

Attach Agendas and Sign-in Sheets:

Leadership meeting 10-31-18.pdf 12-15-18 Stakeholder Mtg.pdf 11-5-18 Stakeholder Mtg.pdf Stakeholder Mtg 10-17-18.pdf

1.3 Technical Assistance - Last Edit 12/18/2018 03:58 pm

Technical Assistance Support

Accessing Information via the SPP-TAP Web site

Communicating with CDE FMTA Consultant

Communicating with SPP-TAP staff

Participating in virtual Community of Practice meetings

Attending a Regional Session

Attending the Equity Symposium: Disproportionality

Attending Webinars

1.4 Technical Assistance (TA) Facilitator(s) - Last Edit 01/09/2019 12:12 pm

District is working with a(n)

SPP-TAP TA Facilitator(s)

Name of TA

Delete

Dr. Jon Eyler

Dr. Caryl Miller

Contracts or MOUs for all TA Facilitators:

CLS Contracts.pdf

Resume(s) for non-SPP-TAP Facilitator(s) approved by CDE FMTA Consultant:

1.5 Relevent Data Gathered - Last Edit 12/06/2018 04:40 pm

Types of Data

Additional Data

The following set of data sources have been used and the periodic reports will be in continuous usage to analyze the data for improving practices and informed decision making.

California Special Education Management Information System (CASEMIS) December and June reports as applicable for special education enrollment by gender, primary disability, ethnicity, age, grade, discipline days, services, and percentage of time inside regular class.

Phase 2: Data & Root Cause Analysis

2.1. LEA Initiative Inventory - Last Edit 12/05/2018 02:33 pm

File Name

Download

LEA_Initiative_Inventory_1.pdf

Download

2.2. Programatic Self-Assessment - Last Edit 01/10/2019 04:25 pm

Tool 1	Tool 2	Tool 3	Tool 4	Tool 5	Other	Self Assessment Process
	Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook		Quality Standards for Inclusive Schools: Self Assessment Instrument	Addressing the Root Causes of Disparities in School Discipline: An Educator's Action Planning Guide		<p>A task force of leadership and diverse stakeholder groups was formed and was charged with developing an understanding of root causes and the conditions that resulted in the district's identification as significantly disproportionate. We examined the lack of achievement in the state standard, using reflective data analysis, in order to determine root causes and developing the Programmatic Improvement Action Plan.</p> <p>The Stakeholder Group was provided with series of self-assessment tools that included surveys (cultural proficiency, school climate and diversity, and Health Kids Survey), the California Department of Education Dash Board reporting, Fergus, E and Ahram, Racial/Ethnic Disproportionality in Special Education Data Analysis Workbook and Equity in Education Handbook, New York University (NYU), Supplemental Disproportionality Report (including compositions, recidivism, risk ratios, and trends by incident, disposition, grade, school, location, gender, age of entry in to special education and referral source disaggregated by race/ethnicity and disability) the discipline event study for the 2017-2018 school year and State CAASPP reporting. All of the data was reviewed</p>

by the Leadership Team and Stakeholder Group, through the guidance of our facilitator, for the purposes of in-depth discussion of how it translates to inequality practices and the majority of the students affected the most. In addition to the broad range of student-level data, the Stakeholder Group reviewed the LEA initiatives including Local Control and Accountability Plan (LCAP), Strategic Plan 2016-2020, the 2017-2020 Performance Indicator Review (PIR) data (for graduation rates, statewide assessments, and LRE general education participation), CDE Comprehensive Review exit summary, and the PBIS inventory assessment results, which encompasses a quarterly academic review as prescribed in the LCAP.

Members of the Leadership Team have attended Stakeholder Group meetings to jointly participate in reviewing the self-assessment data/results and ascertain root causes of disproportionality. Subgroups dialogue during the Stakeholder meetings to identify the contributors to trends/patterns. Then the Stakeholder Group collectively pinpointed those elements contributing to disproportionate effects.

The group identified trends by race/ethnicity, disability factors; and instructional settings. This information was summarized and analyzed during a follow up meeting to ascertain next steps and if any additional self-assessments needed to occur. Based on this reflective data analysis, the root causes and focus areas were validated by the team and an Improvement action plan was developed that included measurable outcomes, activities and programs to accomplish measurable outcomes including staff training and developments, we

identified staff that will be responsible, and timelines/methods for evaluating progress.

For monitoring and evaluation, there will be ongoing data collection and analysis on the action plans, the stakeholder and leadership groups will meet on a quarterly basis in order to continue or modify the actions set forth in the plan and to show fidelity. Stakeholders will be informed in a variety of settings. Principals will be updated at the district monthly meeting, as well as counselors. A series of LCAP Advisory group meetings are planned throughout the year and offer a forum for discussion on all of the aforementioned data sets. Special Education also holds monthly meetings that will allow stakeholders to be informed. Lastly, the district Strategic Planning team will also review and discuss the data to evaluate progress towards implementation. District holds a robust discussion within the scope of Strategic Planning and the LCAP to determine what is best serving the needs of our district and what needs to be adapted or changed moving forward. The discussion will expand to also consider the areas of disproportionality. Teachers union will play a big role in the distribution of teachers within the district and teachers with more seniority will be part of younger teacher mentoring.

Discipline Reports

Discipline Event Study identified patterns and explanations around disproportionate trends in discipline data. Discipline Referral Data were used as follows:

Percent of Total Enrollment by Race/Ethnicity

Comparison: Percent of Total Enrollment by Race/Ethnicity and Percent of Discipline Events

Comparison: Percent of Special Education Enrollment by Race/Ethnicity and Percent of Discipline Events
 Total Number and Percent of Discipline Events by Selected Race/Ethnicity
 Gender Composition
 Number of Discipline Events by School, Location, and Grade
 Number of Discipline Referrals per Day by Month
 Student Frequency of Discipline Events
 Incident Frequency of Discipline Events
 Consequences of Discipline Event

The Discipline Event Study calculations determined notable findings as outlined below.

Elevated compositions (discipline events) with African American students at 25.9% events with 18.1% enrollment: Hispanic at 63.2% events with 53.0% enrollment
 Elevated compositions (discipline events for SWDs) with Hispanic at 51.9% events with 43.4% enrollment
 Grade: the greatest number of discipline events occur in 9th and 10th grade
 Location: a large majority of discipline events occur in the classroom
 Incidents: the top discipline incidents are low level behaviors (i.e. defiance (2.25 %), truancy (8.4 %), and disruption (29 %), out of class without permission (21%))
 Consequences: top consequences are warning (18.8 %) Counseled (10.8 %) Saturday school (10.3 %), After School

Detention (12.2 %) and suspension (8.7 %)
 Recidivism (risk ratio): students most likely to have more than 11 events are: African American students

2.3. Reflective Data Analysis - Last Edit 01/10/2019 04:27 pm

Reflective Data Analysis

As WUHSD has been identified significantly disproportionality across several previous school years, a series of self-assessment tools were reviewed by the Leadership Team and Stakeholder Group, through the guidance of two SPP-TAP Technical Assistants. In the 2017-18 school year, the programmatic self-assessment listed below was chosen to understand patterns and explanations around disproportionate trends in identification by race, disability, placement, and gender.

Equity in Education – Addressing Racial/Ethnic Disproportionality in Special Education/Data Analysis Workbook, New York University (NYU) by Dr. Edward Fergus and Roey Ahram (“NYU Data Analysis Workbook”)

The *NYU Data Analysis Workbook* was generated by the Collaborative Learning Solutions (CLS).

It was a consensus of the Leadership Team on October 31, 2018 and the Stakeholder Group at its November 5, 2019 meeting that the data from the *NYU Data Analysis Workbook* was current and this information was supplemented by additional self-assessment tools.

A thorough and reflective analysis of the reports generated using the *NYU Data Analysis Workbook*, from December 1, 2016 data, Table A, CA Special Education Management Information System (CASEMIS), was conducted by an earlier Stakeholder Group meeting on November 5, 2018. The Group reviewed three main data calculations: classification rate; composition index; and, relative risk ratio.

The NYU Data Workbook calculations determined notable findings as outlined below.

Elevated Classification Rates above the district wide classification rate of 11.5% by Race/Ethnicity:

American Indian at 19.5%

African American at 22.5%

Elevated Classification Rates by Race/Ethnicity and Disability

Hispanic at 8.8%

Intellectual Disability at 11.62%

Specific Learning Disability at 53.78%

Autism at 11.06%

American Indian at 19.5%

Intellectual Disability at 26.67%

Other Health Impairment at 26.67%

Specific Learning Disability at 40.00%

African American at 22.5%

Specific Learning Disability at 53.73%

White at 11.9%

Intellectual Disability at 15.08%
 Other Health Impairment at 14.29%
 Specific Learning Disability at 42.46%
 Autism at 15.87%

Elevated Risk Ratios: Special Education Identification

American Indian at 1.69
 African American at 2.49

Elevated Risk Ratios by Major Disability Areas and Ethnicity

Intellectual Disability: American Indian (3.78); Pacific Islander (1.51); African American (1.94);
 Emotional Disturbance: African American (5.44)
 Other Health Impairment: American Indian (3.99); African American (3.12)
 Specific Learning Disability: African American (2.68)
 Multiple Disabilities: African American (4.66)
 Autism: White (1.99)

Notable Differences in Composition Rates of Gender by Race/Ethnicity

American Indian Male at 0.50% for SPED; 0.31% for Total Enrollment
 American Indian Female at 0.44% for SPED; 0.25% for Total Enrollment
 African American Male at 23.39% for SPED; 9.19% for Total Enrollment
 African American Female at 12.79% for SPED; 9.34% for Total Enrollment
 White Male at 10.53% for SPED; 7.78% for Total Enrollment

Supplemental Reports

Supplemental Reports generated from 2015-16 enrollment data were used in addition to the *NYU Data Analysis Workbook* with findings for ages 14-16 as listed below. These reports were generated by Collaborative Learning Solutions.

Percentage by Ages of Entry by Major Disability Areas

Emotional Disturbance (ED) at 10.6%
 Other Health Impairment (OHI) at 6.0%
 Specific Learning Disability (SLD) at 5.9%

Percentage by Ages of Entry by Ethnicity

Latino at 4.6%
 American Indian at 0.0%
 African American at 4.7%
 White at 6.7%

Referral Source by Disability from Parent

Emotional Disturbance at 80.0%
 Other Health Impairment at 46.7%
 Specific Learning Disability at 39.2%

Referral Source by Disability from Within School System (teacher, SST, district)

Emotional Disturbance: 0.0%
 Other Health Impairment: 40.0%
 Specific Learning Disability: 49.0%

Referral Source by Ethnicity

By Parent: Latino at 24.6%; American Indian at 38.5%; African American at 30.0%; White at 33.9%

Combined Teacher, SST, District: Latino at 64.5%; American Indian at 61.5%; African American at 57.9%; White at 59.5%

Least Restrictive Environment Calculator

On October 17, 2017, the Stakeholder Group reviewed reports prepared by Collaborative Learning Solutions (CLS), "Least Restrictive Environment (LRE) Calculator (Indicators 5A-5C)" by race/ethnicity, disability, and placement. Elevated risk ratios were reviewed by the Stakeholder Group identified as follows:

Indicator 5B: Risk ratio of: 1.7 for Asian; 2.0 for Intellectual Disability; and, 1.5 for Autism served inside regular class less than 40% of the day

Indicator 5C: Risk ratio of 2.4 for African American; 1.6 for Intellectual Disability; and, 6.6 for Emotional Disturbance served in Separate Schools, Residential Facilities, and Homebound/Hospital

Based on the findings from the referenced LRE Calculator information above, the Stakeholder Group requested that the *Quality Standards for Inclusive Schools Self-Assessment Instrument* (2017 Stetson & Associates) be distributed to district and school-site administrators, special and general education teachers, related service providers, counselors, psychologists, and Stakeholder Group members including parents and community representatives. The Stetson Instrument was converted into SurveyMonkey application by CLS, with permission from the Vice President of Operations from Stetson & Associates, Inc. There were 119 responses.

The Stakeholder Group reviewed and discussed the Improvement Legend for Three Phases: Initiation (requiring Considerable Improvement); Implementation (requiring Moderate Improvement); and, Advanced Phase (continue to Maintain Improvement). Procedural Safeguards: 77% In Place; 23% Not in Place

Instructional Excellence for Diverse Learners: 91% In Place; 9% Not in Place

Collaborative Partnerships: 63% In Place; 37% Not in Place

Responsive Staffing and Scheduling: 82% In Place; 18% Not in Place

Strong Parent Partnerships: 73% In Place; 27% Not in Place

Accountability for Results: 83% In Place; 17% Not in Place

Leadership for the Common Good: 80% In Place; 20% Not in Place

It was agreed to address numerous items in the "Initiation Phase." Two items in the Category 1 – "Procedural Safeguards" category and all of category 2 – "Collaborative Partnerships" were chosen by the Stakeholder Group.

Stetson Survey results were integrated into an adapted version of *Assessment of School Practices to Inclusive Education* (2017 Stetson & Associates), with permission from Stetson & Associates, Inc. This instrument was completed by members of the LRE Planning Team on September 5-6, 2018 and presented to the Stakeholder Group on December 4, 2018. The completed document includes: goals; action steps; person responsible; resources needed; timeframe; and, evidence of successful completion. Also, members of the LRE Planning Team were reviewed and revised based on the results of the SurveyMonkey as well as a current available staff.

Performance Indicator Review

In addition, the 2016-17 PIR Improvement Process data for graduation rates, statewide assessments, and LRE general education participation were reviewed and analyzed by the Stakeholder Group. In addition to the broad range of student-level data, the Stakeholder Group reviewed the LEA initiatives including Local Control and Accountability Plan (LCAP), Strategic Plan 2016-2020, the 2016-17 Performance Indicator Review (PIR)

data (for graduation rates, statewide assessments, and LRE general education participation), CDE Comprehensive Review exit summary, and the PBIS inventory assessment results which encompasses a quarterly academic review as prescribed in the LCAP. (2017-2020)

Members of the Leadership Team attended the November 5, 2018 Stakeholder Group meeting to jointly participate in reviewing the self-assessment data/results and ascertain root causes of disproportionality. Subgroups dialogue during the Stakeholder meetings to identify the contributors to trends/patterns. Then the Stakeholder Group collectively pinpointed those elements contributing to disproportionate effects.

Annual Performance Report Measure

Historical Review of District Level Special Education Annual Performance Report (APR) Measures at Stakeholder Group Meetings

October 5, 2016: Review and analysis of the 2013-14 and 2014-15 APR Measures

October 17, 2017: Review and analysis of the 2014-15 and 2015-16 APR Measures

November 5, 2018: Review and analysis of the 2015-16, and 2016-17 APR Measures

Stakeholder Group members focussed on those Indicators that have not been met across several years, which included: Indicator 1, 3, 4B, 5A-C, 10, and 14.

Specific Indicators listed below were discussed further by the Stakeholder Group.

Indicator 1 – Graduation Four Year Rate:	50.38 (Target: 74.84%)
Indicator 3 – Statewide Assessments	
English Language Arts (ELA) Participation Rate:	94.30% (Target 95.00%)
Math Participation Rate:	94.30% (Target 95.00%)
ELA Level 3 or 4 Achievement Rate:	8.90% (Target 13.90%)
Math Level 3 or 4 Achievement Rate:	3.18% (Target 11.60%)
Indicator 4B – Suspension and Expulsion by Race and Ethnicity	
African American	1.98%
Hispanic	0.71%

Indicator 5 – Least Restrictive Environment

- A. Inside regular class 80% or more of the day 28.76% (Target > 50.2%)
- B. Inside regular class less than 40% of the day 53.32% (Target < 23.6%)
- C. In separate schools, residential facilities,
or homebound/hospital placements 4.26% (Target < 4.2%)

Indicator 14 – Eligibility Post-school

- A. Higher Education 55.0% (Target 55.3%)
- B. Higher Ed or Competitively Employed 65.0% (Target 75.4%)

Culture, Climate and SEL

The district working with Collaborative Learning Solution (CLS) to rendered services described below:

Culture/Climate and CEIS Consultation: work with district leadership to establish a district structure for culture/climate tiered system of support (behavioral health and wellness) and provide guidance on the development and implementation of the CEIS plan.

School Site Coaching (Technical Assistance): coaching sessions with each school site team throughout the year. Consultant will (1) work with the team at each of school sites to implement the framework. (2) work with teams to analyze the data reports (school climate indicators such as attendance, connectedness, participation, discipline, wellness), (3) develop school wide plans which identify strategies in response to school climate data, and (4) help with the administration of a tiered system fidelity tool in April/May of each year.

Data Services: access to SHAPE to disaggregate school site discipline data for all school sites. This is a screening tool for identifying student in need of intervention and identifying school wide trends and caseload management. Access to Direction Survey, a formative school climate survey solution.

Professional Development: Training in the area of behavioral health, wellness, social-emotional learning, restorative practices, other means of correction. Topics to be finalized by district leadership.

FCMAT

The district entered into agreement with Fiscal Crisis and Management Assistance team (FCMAT) to review the district special education program (placement, staffing, continuum of special education and related services, LRE etc.) and other non-special education program (SST procedures). Out of this review were recommendation that the district is working through such as revamping the SST process, monthly meeting between special education and HR. etc.

On December 4, 2018, a meeting with Assistant Superintendent and Director of Curriculum to discuss current District initiatives that would support sustaining efforts of the CCEIS Plan. In addition, the California School Dashboard Local Indicators Priority 1 was finalized. Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities, Priority 2 - Implementation of State Academic Standards, Priority 3 - Parent Engagement, Priority 6 - School Climate. Currently priority 7 is being finalized

Thorough and thoughtful discussions with the Leadership Team and Stakeholder Group, with the assistance if two TA facilitators, resulted in the same conclusions about root causes as previous years, what is working, what is not working, and priority areas for improvement. Based on this reflective data analysis, the root causes and three focus areas were validated.

2.4. Root Causes - Last Edit 01/04/2019 03:06 pm

Root Cause	Supporting Data
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Inconsistent identification, assessment and re-assessment of students	Inconsistent identification, assessment, and re-assessment of students with behavior problems, specifically, inappropriate behaviors cited as a reason for placement in special education particularly African American students; The Leadership Team and Stakeholder Group at separate meetings used the Collaborative Learning Solutions' tracking worksheet to identify those areas of race/ethnicity and disability to determine trends. The following high-risk areas were clearly identified by both groups independently. 1. African American Overall (male) 2. Disability/Ethnicity: a.Latino: Speech and Language Impairment; b.African American:Emotional Disturbance, Other Health Impairment; Speech and Language Impairment; and, c. White:Other Health Impairment,and Autism. 3. Disability: Emotional Disturbance; Other Health Impairment; Autism. 4. Least Restrictive: Environment: Emotional Disturbance - Separate Settings.
Lack of Cultural Responsiveness	Lack of culturally responsive and consistent progressive behavior intervention system to address discipline in order to promote proactive practices and/or administer appropriate consequences. Disability: Emotional Disturbance; Other Health Impairment; Autism, African American males and Hispanic/Latino
Lack of interventions, supports and implementation	Lack of culturally responsive and consistent progressive behavior intervention system to address discipline in order to promote proactive practices and/or administer appropriate consequences; Least Restrictive Environment: Emotional Disturbance - Separate Settings.
Implicit Bias	Implicit bias is a major factor in pre-referral, assessment, identification, and placement decisions for African American and multi-ethnic students. Embedded stereotypes whether conscious or unconscious that result in excessive referral, assessment, identification and/or placement of African American Students and Multi-ethnic students.

Phase 3: Plan for Improvement

3.1 Areas of Focus - Last Edit 01/04/2019 03:15 pm

Root Cause	Areas of Focus	Connection between Root Cause and Area(s) of Focus
Inconsistent identification, assessment and re-assessment of students	Culturally Responsive PBIS Culturally Responsive School Environments Inclusive Practices	These four focus areas are closely connected to the identified root causes. Based on reflective discussion with the Leadership Team and Stakeholder Group, the root causes occurred in several categories to include: inconsistent identification and evaluation of special education students; inconsistent educational benefit in general education classes; lack of implementation of a consistent multi-tiered interventions; and solutions for academically and behaviorally struggling students; capacity of the district to provide continuum of services within the least restrictive environments for student's behavioral challenges and emotional disturbance; absence of responsive and clear positive behavior intervention systems; and racial disparities impact decision-making process (discipline referrals, special education assessments and eligibility.)

3.2 a Action Plan - Last Edit 01/10/2019 06:31 pm

Measureable Outcomes	Indicator(s)	Root Cause	Focus Area(s)	Target Population
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By June, 2019, in order to increase alignment and consistency with statewide targets for indicator 5, the average amount of time students receive special education services in least restrictive settings with typical peers will increase by 10% as measured by June and December 2019 CALPADS reports and disaggregated data from the SHAPE online system, through administration and analysis of the Quality Standards for Inclusive Schools Self-Assessment and through School Climate and SEL professional development activities organized by members of the CCEIS Leadership Team, Collaborative Learning Solutions staff, and site stakeholders.

Indicator_4b,
Indicator_Placement,
Indicator_10

Lack of interventions, supports and implementation

Culturally Responsive PBIS, Culturally Responsive School Environments, Inclusive Practices

•9th and 10th graders with specific higher rates of 4 or more office referrals for in class infractions
•9th and 10th grade students with lower grades (D's and F's)
•Students referred to School Attendance Review Boards (SARB)
•Students on behavior contracts

Activity

Staff Responsible

Timeline

Data Source/Methods for Evaluating Progress

<p>Contract with Collaborative Learning Solutions (CLS) to provide a series of "School Climate Transformation" and "Academic, Social, Emotional Learning (CASEL) professional development activities. (CEIS funds)</p>	<p>December 2019</p>	<p>Positive growth with engagement, connections, relations and safety with student, staff and the school community as measured through the Panorama survey of students and staff on SEL</p>	
<p>School Sites will evaluate and monitor the number of Special Education students placed in restrictive environments outside of the District to determine the necessity of those placements. General funds</p>	<p>Middle and High School Leadership Teams and Trainer of Trainers (Trained by Boys Town Consultants)</p>	<p>Ongoing</p>	<p>Special Education Department is collaborating with Middle and High School Leadership Teams in the reduction of the number of students placed outside of the District (Non Public Schools and County Programs) with regard to student's progress monitoring and implementation of programs that will support transitioning students back to district schools.</p>

Middle School Implementation of Boys Town Well Managed Schools, Training, Coaching and Monitoring to address cultural awareness in balancing the academic playing field for all students through consciousness decision-making regarding referrals, interventions strategies, behavior challenges and student needs.

**•Coordinator of Special Education
•School Leadership Teams
•Special Education Teachers
•District Staff designated by the Superintendent's Office.**

Fall 2019

Special Education Department is collaborating with Middle and High School Leadership Teams in the reduction of the number of students placed outside of the District (Non Public Schools and County Programs) with regard to student's progress monitoring and implementation of programs that will support transitioning students back to district schools.

Survey will be administered to students, staff and parents through Panorama Education Services that support student success through SEL. (LCAP and CEIS funds)

Special Education Director and Coordinator of English Language

Spring - Fall 2018-19

Through data analysis to where professional training if any is needed in order to continue to monitor student progress and overall well being.

Measureable Outcomes

Indicator(s)

Root Cause

Focus Area(s)

Target Population

By October, 2019, in order to increase alignment and consistency with statewide targets for indicator 4, the number of special education students suspended and removed from regular education settings will decrease by 5% (including removals from school and to interim placements) by implementing an applicable tiered response to problem behaviors, such as appropriate consequences and CEIS-funded interventions, as measured through engagement in decision making processes by Collaborative Learning Solutions, principals, and other site stakeholders.

Indicator_4b,
Indicator_9,
Indicator_10

Implicit Bias,
Inconsistent
identification,
assessment and
re-assessment
of students ,
Lack of Cultural
Responsiveness,
Lack of
interventions,
supports and
implementation

Inclusive
Practices

•9th and
10th
graders
with
specific
higher
rates of 4
or more
office
referrals
•Students
referred to
School
Attendance
Review
Boards
(SARB)
•Students
on
behavior
contracts

Activity	Staff Responsible	Timeline	Data Source/Methods for Evaluating Progress
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•Ongoing alignment of discipline practices with the revised District Discipline Matrix
•Cultural Awareness discussions during teacher/staff collaboration days
•Cultural Awareness seminar and Training on Microaggressions during the District Management Retreat two consecutive years (General Education funds)

•District Management
•District Management
•Educational Services Department

Ongoing

Evidence of District Management's review and updating their mission statement to align with the District Strategic Plan

Training for any staff member who has the capacity to make discipline referrals, and/ or decisions (including but not limited to administrators, office staff, teachers, direct support services providers, school security staff) on the use of the Discipline Progressive Matrix Administrators Guide for Proactive Intervention and Consistent Consequences Supported by Evidence-based Practices. (Special Education and General Education funds)

- CLS Staff
- Facilitator of Attendance and Discipline
- Dean of Alternative Education
- School Site

June 2019

CALPADS data showing 3% reduction in suspension and expulsion of all races/ethnicities represented proportionality by general and special education populations

Conduct monthly CWA meetings with discussion of discipline procedures/ process and review discipline data by school site. (LCAP funds)

Facilitator of Attendance and Discipline

Monthly

Agenda's, sign in sheets and Quarterly Reduction in discipline events by school sites

Measureable Outcomes

Indicator(s)

Root Cause

Focus Area(s)

Target Population

•The Student Success Team (SST) procedures will be consistently

Indicator_4b, Indicator_Placement

Lack of Cultural Responsiveness,

Culturally Responsive

9th and 10th

implemented with fidelity across all school sites resulting in the number of students referred for special education eligibility testing and/or services will decrease. •Focus Area: Access to, and Achieving in the Least Restrictive Environment •Focus Areas: Using a Multi-Tiered System of Supports SMART GOAL By May 2019, in order to increase alignment and consistency with statewide targets for Indicators 5 and 10, the number of students referred for special education assessment to determine eligibility for services will decrease by 3% by revising the SST procedures and related forms; ensuring SST form accessibility; implementing SST procedures with fidelity across all school sites; providing professional development on the SST procedures and forms to school-site administrators, counselors, general and special education teachers, and other pertinent stakeholders such as parents; documenting SST data, including post SST procedures; and by recording baseline data of the entry age of students receiving special education services and the number of those students who have gone through the SST process, as measured by CASEMIS and CALPADS data, as well as products and artifacts related to the established student success team (SST) procedures. •Lack of interventions, supports and implementation for students at Tier 1 and 2 levels that deliver universal design and culturally responsive instruction in the least restrictive environment •The Student Success Team (SST) procedures will be consistently implemented with fidelity across all school sites resulting in the number of students referred for special education eligibility testing

Lack of interventions, supports and implementation

PBIS, Culturally Responsive School Environments, Inclusive Practices

graders with specific higher rates of 4 or more office referrals

and/or services will decrease. •Focus Area: Access to, and Achieving in the Least Restrictive Environment

•Focus Areas: Using a Multi-Tiered System of Supports SMART GOAL

By May 2019, in order to increase alignment and consistency with statewide targets for Indicators 5 and 10, the number of students referred for special education assessment to determine eligibility for services will decrease by 3% by revising the SST procedures and related forms; ensuring SST form accessibility; implementing SST procedures with fidelity across all school sites; providing professional development on the SST procedures and forms to school-site administrators, counselors, general and special education teachers, and other pertinent stakeholders such as parents; documenting SST data, including post SST procedures; and by recording baseline data of the entry age of students receiving special education services and the number of those students who have gone through the SST process, as measured by CASEMIS and CALPADS data, as well as products and artifacts related to the established student success team (SST) procedures. •Lack of interventions, supports and implementation for students at Tier 1 and 2 levels that deliver universal design and culturally responsive instruction in the least restrictive environment By May 2019, in order to increase alignment and consistency with statewide targets for Indicators 5 and 10, the number of students referred for special education assessment to determine eligibility for services will decrease by 3% by revising the SST procedures and related forms; ensuring SST form accessibility; implementing SST

procedures with fidelity across all school sites; providing professional development on the SST procedures and forms to school-site administrators, counselors, general and special education teachers, and other pertinent stakeholders such as parents; documenting SST data, including post SST procedures; and by recording baseline data of the entry age of students receiving special education services and the number of those students who have gone through the SST process, as measured by CASEMIS and CALPADS data, as well as products and artifacts related to the established student success team (SST) procedures.

Activity	Staff Responsible	Timeline	Data Source/Methods for Evaluating Progress
<p>Revise the SST procedures and related forms to ensure accessibility, tracking and documentation; Counselors will keep a baseline database of the entry age of students receiving special education services and the number of those students going through the SST process</p>	<ul style="list-style-type: none"> •School Psychologists •School Counselors School Site Administrators 	<p>June 2019</p>	<ul style="list-style-type: none"> •The number of students referred for special education testing for eligibility and or services will decrease by 3% •Revised SST procedures and guidelines with accessibility, tracking, and documentation will be available on AERIES

•Provide professional development on the updated SST procedures and forms for school-site administrators, counselors, general and special education teachers, and other pertinent staff as well as parents as applicable •Post SST procedures and guidelines on the District website. (LCAP for all activities above)

•Director of Student Support Services
 •Coordinator of Special Education Services
 •Educational Services Administrators
 Technology Department

June 2019

•Documentation of SST Team participation in professional development (e.g., sign-in sheets, materials, participant evaluation surveys) will be available •SST procedures and related documents will be posted on the District website

Measureable Outcomes

Indicator(s)

Root Cause

Focus Area(s)

Target Population

By December 2018, in order to increase alignment and consistency with statewide targets for indicator 10, the number of students referred for special education eligibility testing and/or identified with ED due to behavioral/ discipline issues will be in alignment with proportionate risk ratios for special education identification as well as proportionate classification rate of disability and race/ethnicity through the following activities: (a) district participation in transition IEPs from feeder districts to address inclusive settings; (b) provide training on the ED eligibility process; (c) audit ED student files to determine level of intervention and prevention practices; (d) fidelity of Behavior Intervention Plans (BIP); and, (e) similarities and/or dissimilarities between eligibility and more restrictive placements as evidenced by review of: (i) baseline data; (ii) reduction in the number of students referred for special education eligibility testing and/or identified ED due to behavior/discipline issues; (iii) CASEMIS data findings; (iv) accountability system in place for feeder elementary school district ED students transitioning into VVUHSD; (v) number of feeder district ED students placed in NPS and other separate environments reduced from the previous year; and, (vi) findings from ED files audit and evidence of psychologists' input regarding those findings with identified strategies.

Indicator_10	Inconsistent identification, assessment and re-assessment of students	Culturally Responsive PBIS, Culturally Responsive School Environments, Inclusive Practices	•9th and 10th graders with specific higher rates of 4 or more office referrals. •Students referred to School Attendance Review Boards (SARB) •Students on behavior contracts.
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Activity	Staff Responsible	Timeline	Data Source/Methods for Evaluating Progress
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<p>•WUHSD will attend and participate in the Transition IEPs from the feeder districts to decrease placement of students matriculating out of the feeder district into Nonpublic School (NPS) •(NPS) placements and other restrictive, separate settings</p>	<p>SELPA Director or designee •Director and coordinator of Special Education •School Psychologists •Feeder Elementary School Special Education •Directors or designees</p>	<p>May - June 2019</p>	<p>•The number of feeder district ED students placed in NPS and other restrictive, separate settings will be reduced from the prior year •December 1 2019, CASEMIS Pupil Count •Web IEP (district online IEP platform) monitoring system</p>
<p>Audit of ED student files to determine lack of prevention practices for ED students needing social-emotional or counseling support, reasons for initial placements, fidelity of Behavior Intervention Plans (BIP), similarities and/or dissimilarities between eligibility and more restrictive placements •Share and discuss findings from the ED student file audit with psychologists. (LCAP and CCEIS funds for all activities above)</p>	<p>•Consultant with psychological educational expertise in social-emotional disturbance, Mental Health services and behavioral intervention •Special Education Administrators</p>	<p>May 2019</p>	<p>Findings from ED file audit and evidence of psychologists' input to those findings and identified strategies from the psychologists on how to address the higher number of African American students identified as ED</p>

•District wide implementation and integration of PBIS •Ongoing coaching and training provided to all schools LCAP funded

•PBIS Team Leader •Director of Special Education. •Site Administrators Psychologists OCI Teachers (OCI: On Campus Intervention and DM SELPA

Ongoing

•PBIS evaluative metrics and outcomes
• PBIS Tiered Fidelity (TIF) Inventory results •Discipline data - CALPADS and CWA records

Provision of PBIS materials and supplies to support implementation including character building; curricular materials for schools in early stages of training, and new staff training. (Combined CEIS and LCAP funds for all activities above)

PBIS Liaison staff

ongoing

Documentation of agendas, attendance sheets, training materials purchased, and completed workshop surveys by participants

3.2 b Budget Forms - Last Edit 12/19/2018 03:24 pm

File Name

Form 1.pdf

Form 2.pdf

Target Population.pdf

Phase 4: Implementing, Evaluating, & Sustaining Resource

4.1 Implement Action Plan - Last Edit 01/06/2019 05:52 pm

Staff Name	Email
Margaret Akinnusi	Makkinusi@VWUHSd.org
Francesca Copeland	FCopeland@VWUHSd.org
Dr. Laureen Beyer	Lbeyer@VWUHSd.org
Christine Foote	Cfoote@VWUHSd.org
Lauren Francoisse	LFrancoisse@vwuhsd.org

4.2 Evaluate Effectiveness - Last Edit 01/06/2019 06:19 pm

Effectiveness Evaluation

Ongoing data collection and analysis of data will be shared with Leadership Group and Stakeholder Team For PBIS - School-Wide Information System (SWIS), PBIS Tiered Fidelity (TIF) Inventory results; CALPADS discipline data; will be reviewed and monitored. Monthly behavior data reports. data collection, analysis, progress reports on site tiered system of support implementation and ready access of quality. Access to SHAPE to disaggregate school site discipline data for all school sites. Trauma Informed Approaches, and Culturally Responsiveness Practices will be analyzed quarterly.

Survey results and Panorama Survey.

For LRE - Use of AERIES data and SELPA CASEMIS reports for Indicators 5a-5c; monitoring of IEPs for % of time served in regular classes shared with special education department chairs for discussions; FCMAT recommendations for improvement.

District Dash Board information will be shared with the principals and administrators, cabinet members and stakeholder group by the Assistant Superintendent of Educational Services

The Action Plan will be monitored by the Stakeholder Group and adapted based on data analysis from the areas listed above.

4.3 Build Supports & Sustainability - Last Edit 01/06/2019 06:50 pm

Supports and Sustainability

I have reviewed this CCEIS Plan and deem it complete.

Name

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For technical problems, please contact Susan Stewart at slstewart@napacoe.org. For content questions, please contact Sharon Falk at sfalk@napacoe.org.



California Department of Education (CDE) DataQuest total enrollment by ethnicity

Specific CASEMIS reports for Federal program location of services by Separate School (450), Residential Facility (460), and Home Hospital (470).

Data sources from California Longitudinal Pupil Achievement Data System (CALPADS) including discipline removals for students with disabilities by: out of school suspensions, in school suspensions, and expulsions.

The use of AERIES an online/portal database, monitors attendance, behavior, demographics, and medical information. Staff members have different levels of view and input capacities based on their job responsibilities.

Panorama Survey, specifically monitors students, teachers and parents social emotional well being and of school climate.

California Accountability Model and School Dashboard, Five-by-Five Tables, Reports, and Measures for all available grade levels and target groups: Chronic Absenteeism; Suspension Rate; Graduation Rate; College/Career; English Language Arts; Mathematics; and Participation Rates.

Number of students by disability and ethnicity/race with behavior intervention plans (BIPs) and the different types of implementation strategies to support their behaviors and learning. Use AERIES intervention tab to track intervention.

Number of students by ethnicity/race disaggregated by disability and and without disabilities who received counseling services (e.g., family therapy, school-based individual or group counseling). Use AERIES intervention tab to track intervention

Discipline Events/Incidents reports by school site by gender, number of overall discipline events, discipline events by grade, discipline events by location, discipline events by risk ratios for disability and racial/ethnic group. The VVUHSD has contracted with Shape and Panorama Education (SEL, playbook and survey) for ongoing data analysis using the discipline data from AERIES to allow each school site to monitor trends monthly and identify students in need of intervention.

Annual Performance Report Measures (2014-15 through 2016-17)

Report , "Victor Valley Union High School District - Special Education Review (July 1, 2018) conducted by the Fiscal Crisis & Management Assistance Team

2016-17 California Healthy Kids Survey Main Reports for Staff and Students

2017 Performance Indicator Review and results of "drill down data activities" and for Graduation Rates, Statewide Assessments and, Least Restrictive Environment.

2017 District Coordinated Early Intervening Plan (CEIS)

2017-2020 District Local Control and Accountability Plan

Positive Behavioral Interventions and Supports (PBIS) Tiered Fidelity Index (TFI) by school sites

Focus Group Discussions from the Stakeholder Team meetings.

VVUHSD is predicated on data-driven decisions. In order to sustain and facilitate implementation of the Programmatic Improvement Action Plan, we will conduct a thorough analysis of our data in order to continue or modify the actions set forth in the plan and to show fidelity.

Data sets will include: test results of all incoming grade 7 and 9 students to identify at promise learners (March yearly), suspension and expulsion data will be monitored monthly, school site D and F grade monitoring quarterly, and reading intervention program data will be monitored quarterly.

The Panorama education Inc. will be administered annually. This will serve to inform the district as to the school climates respectively and provide insight into student perceptions of safety and well-being. VVUHSD will monitor the implementation of PBIS at all sites and ensures that appropriate professional development is provided as well as ongoing development of the red system of support through MTSS.

Both district middle schools will offer a reading intervention block beginning in 2017-18 and this will provide a baseline of data to monitor growth.

Stakeholders will be informed in a variety of settings. Principals will be updated at the district monthly meeting as well as counselors. A series of LCAP Advisory group meetings are planned throughout the year and offer a forum for discussion on all of the afore mentioned data sets. Special Education also holds monthly meetings that will allow stakeholders to be informed. Lastly, the district Strategic Planning team will also review and discuss the data to evaluate progress towards implementation.

VVUHSD employs a robust discussion within the scope of Strategic Planning and the LCAP to determine what is best serving the needs of our district and what needs to be adapted or changed moving forward. The discussion will expand to also consider the areas of disproportionality.

VVUHSD will successfully implement and sustain a multi-tiered system of student supports with fidelity in every school and will continue to develop student relationships. coaching sessions with each school site team throughout the year. Accelerate and maximize student academic and social-emotional outcomes through the application of database problem solving utilized by effective leadership at all levels of the educational system.

Inform the development, implementation, and ongoing evaluation of an integrated, aligned, and sustainable system of service delivery that prepares all students for post-secondary education and/or successful employment within our global society. access to SHAPE to disaggregate school site discipline data for all school sites. This is a screening tool for identifying student in need of intervention and identifying school wide trends and caseload management. Access to Direction Survey, a formative school climate survey solution

4.4 SPP-TAP Feedback Survey - Last Edit 01/06/2019 05:55 pm

Staff Name	Title	Email	LEA/Agency
Margaret Akinnusi	Director, Student Support Services / Special Education	makinnusi@vuhsd.org	Victor Valley Union High School District
Francesca Copeland	Coordinator, Special Education	FCopeland@VVUHSD.org	Victor Valley Union High School District

Local Educational Agency Initiative Inventory: Linking Initiatives

Victor Valley Union High School District

Step 1: Enter your district's current initiatives into the table below.

Initiative, Funding Source, and Intended Outcomes	Purpose and Relationship to Strategic Plan or Organizational Priorities	Target Group	Leaders and Responsible Staff	Educational Area(s): Curriculum and Instruction, Behavior Family and Community Engagement, Climate Social-Emotional Learning, Other
Performance Indicator Review (PIR) & Comprehensive Review Funding Source: Special Education	Quality Assurance and focus monitoring of Special Education programs As part of the continuous improvement cycle.	Students with Disabilities- Performance Indicators: SPPI 1 SPPI 3 SPPI 5	<i>District Special Education Staff</i> <i>PIR District Stakeholders</i>	All Discipline Graduation IEP Process School Climate Family and Community Engagement
Parent Engagement as defined in the LCAP Funding Source- General Funds	Provide opportunities to create partnerships among families, schools, and the community. This plan enables parents to be aware of educational expectations and become a full participant in their child's academic success. In addition	Parent & Students/District	School Staff / Administration/District Level Management/Parent Advisors/ ELD Coordinator	All Family and Community Engagement School Climate Student Achievement
Surveys: LCAP priorities survey in the areas of Student Engagement, Parent Involvement, and School Climate	Three different surveys (Students, parents, and staff) provide useful data; promotes teacher parent and student engagement, achievement and	Students Parents School Staff	District and Site Level Administrators in collaboration with The number of students suspended and removed from regular education settings will be reduced	School Climate and Safety Student Well-being Academic Motivation

Local Educational Agency Initiative Inventory: Linking Initiatives

	<p>where students can reach their full potential. Develop strategies to effectively prevent problem behavior with fidelity.</p>			
<p>Revision of LEA's Discipline Matrix and SST procedures Funding Source: General Funds</p>	<p>Establish district wide uniformity in policies and procedures, to increase student achievement and support student learning in a supportive environment.</p>	<p>Students Staff</p>	<p>Student Support Services School psychologist and Counselors</p>	<p>For all students Curriculum, SEL, Reviewing seat time for student struggling, and student engagement</p>
<p>Professional development and Instructional strategies:</p> <ul style="list-style-type: none"> • 18-19 Math & English 'Lesson Studies • NGSS Curriculum Planning • Common Formative Assessments 2.0 • Cengage MindTap • Kegan strategies • Quality Teaching of English Learners (QTEL) <p>Funding Source: General Funds</p>	<p>To ensure that all students learn in a supportive environment with highly qualified teachers, who are provided opportunities for meaningful professional learning, and who participate in a collaborative culture of continuous improvement for student achievement</p>	<p>Teaching Staff Students</p>	<p>Educational Service department All Teachers (General and Special Education)</p>	<p>Curriculum and Instruction</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

<p>Early Warning Intervention System General Funds</p>	<p>The tool calculates research based early warning indicators that are predictive of whether student's graduate or drop out of high school. The early warning indicators include course failures, grade point average (GPA), credit accumulation, and behavioral incidents.</p>	<p>Student</p>	<p>Educational Services Assistant Superintendent and Director of Curriculum.</p>	<p>Equity & Student Achievement Discipline / Behavior</p>
<p>Positive Behavior Intervention Supports (PBIS) as defined in the LCAP & facilitated through the Desert Mountain Special Education Local Plan Area (SELPA) Funding Sources: General Funds and CCEIS FUNDS</p>	<p>Provides school wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behavior to create positive school environments.</p>	<p>Student and School Community as listed in LCAP</p>	<p>Site PBIS Teams Desert Mountain SELPA District and Site Level Administrators Parent Liaisons</p>	<p>Behavior Climate Early Intervention Plan Student Achievement</p>
<p>Attention 2 Attendance Software Funding Source: General Funds</p>	<p>Data collected will assist in facilitating; 1- Mail letters to parents partly regarding attendance issues concerning students 2-Monitoring conferences held at site Administrators allowing A2A to send out letters. 3-Determining who is in need of a meeting or</p>	<p>Students at risk of habitual truancy, and failing due to lack of school attendance</p>	<p>District wide administration, monitored at school levels by administrators in charge of attendance.</p>	<p>Student Attendance, Equity & Student Achievement Discipline / Behavior</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

	<p>SARB referral 4-Provide district wide based absentee. Analysis reports for informed decisions regarding attendance that may lead to interventions and home visits. 5-The program is tied to the district's Aeries system.</p>			
<p>Ongoing revision of the District Strategic Plan 2016-2020 As defined in the Local Control and Accountability Plan (LCAP) Funding Source: General Education</p>	<p>The Strategic Plan sets the foundations for the districts policies and actions through 2020. Ensure equitable access and opportunity for all students to achieve by utilizing high quality instruction/early Intervention/prevention and behavior strategies.</p>	<p>District Stakeholders Students Community Members</p>	<p>District Stakeholders All District Staff Students Community Members</p>	<p>Student Achievement and engagement. Curriculum and Instruction. Family and Community Engagement, Equity fi all and school climate</p>
<p>Fiscal Crisis and Management Assistance Team (FCMAT) Funding Source, General and Special education funds</p>	<p>To review the district's special education program Review the district's implementation of student success teams, Response to Intervention, and Multi-Tiered System of Supports, and make recommendations for improvement</p>	<p>Special Education Department, Human Resources, Business Services Department and Educational Services Department</p>	<p>Assistant Supt of Ed Services Department Assistant Supt of HR, Director of Curriculum and LCAP, Director of Special education and Coordinator of Special Education.</p>	<p>Provide insight on sch climate, equity, and achievement for all students and service w fidelity</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

<p>Culture/Climate and CCEIS Consultation, School Site Coaching, professional Development and Data Services: Funding Source: CCEIS funds</p>	<p>Work with district leadership to establish a district structure for culture/climate tiered system of support (behavioral health and wellness) and provide guidance on the development and implementation of the CEIS plan. Coaching sessions with each school site team throughout the year</p>	<p>All students and staff members. PBIS team members</p>	<p>Director of Special Education in collaboration with Collaborative Learning Solution (CLS)</p>	<p>Climate, Social-Emotional Learning, & Equity.</p>
<p>Differentiated Assistance with San Bernardino County Superintendent of Schools</p>	<p>Build capacity to strengthen systems to support improved organizational learning and improve student outcomes. Promote a climate of candor, evidence and urgency toward positive action. Shift from compliance to capacity-building.</p>	<p>All students, staff members and parents.</p>	<p>San Bernardino County Superintendent of Schools educational leaders and Victor Valley Union High School District management team.</p>	<p>All student, Equity, School Climate and Culture, compliance. Family and Community Engagement</p>

Local Educational Agency Initiative Inventory: Linking Initiatives

- **Name the common areas:** The common areas among all the initiatives listed above deals with addressing in student achievement, equity, school climate and culture,
- **Identify processes for collaboration and integration of initiatives, including timelines**
All the initiatives are district wide that includes staff, students' parents and community members. Timelines are built in to each of the individual initiatives.
- **Describe any groups of students that do not appear**
All students are addressed in addition to all of the targeted students from our CCEIS plan in.
- **Identify areas that are more weighted than others**
Quality Assurance, equity, school climate, SEL and parent engagement,

Special Education State Indicators	DINC	PIR	DISPRO	SIG DIS	COMP REVIEW	LCAP Priority #	DASH-BOARD
<i>Indicator 1 - Graduation 4-Year Rate</i>		✓			✓	5	✓
<i>Indicator 2 - Dropout 4-Year Rate (<11.72%)</i>		✓			✓	5	
<i>Indicator 3 - Statewide Assessment</i>							
% Participated (ELA >95%, Math >95%)		✓			✓	7, 8	
ELA Proficiency		✓			✓	4	✓
Math Proficiency		✓			✓	4	✓
<i>Indicator 4 - Suspension/Expulsion</i>							
A. Overall (<2.76%)		✓			✓	6	✓
B. Race/Ethnic			✓	✓	✓	6	✓
<i>Indicator 5 - LRE</i>							
A. Inside of regular class 80% or more of day (>51.2%)		✓	✓	✓	✓	1, 7	✓
B. Inside of regular class less than 40% of day (<22.6%)		✓	✓	✓	✓	1, 7	✓
C. Separate Facility (<4.0%)		✓	✓	✓	✓	1, 2, 7	✓
<i>Indicator 6 - Preschool LRE</i>		✓					
A. Regular Program (>43.8%)		✓			✓	7	
B. Separate (<32.4%)		✓			✓	7	
<i>Indicator 7 - Preschool Assessments</i>						7	
<i>Indicator 8 - Parent Involvement (>92.0%)</i>		✓			✓	3	✓
<i>Indicator 9 - Racial/Ethnic Disproportionality</i>			✓	✓	✓	1, 2, 4, 7	✓
<i>Indicator 10 - Disability Disproportionality (varies by disability)</i>			✓	✓	✓	1, 2, 4, 7	
<i>Indicator 11 - Eligibility Evaluation (100%)</i>	✓				✓		
<i>Indicator 12 - Part C to B Transition (100%) SELPA calculation</i>	✓				✓		
<i>Indicator 13 - Secondary Transition Goals/Services (100%)</i>	✓				✓		
<i>Indicator 14 - Post School</i>							
A. Higher Education (>56.3%)		✓			✓	4	✓
B. Higher Education or Competitively Employed (>76.4%)		✓			✓	4	✓
C. Any Post-Secondary Education or Employed (>85.0%)		✓			✓		✓
<i>Indicator 15 - Resolution Session</i>					✓		
<i>Indicator 16 - Mediation</i>					✓		
<i>Indicator 17 - State Systemic Improvement Plan</i>							
Timely Corrections					✓		
Timely and Complete Reporting					✓		
Audit Findings					✓		
English Learners - CASEMIS						2	✓
FOSTER - CALPADS						10	✓
POVERTY - CALPADS						8	✓

KEY	LCAP Priorities	Dashboard Indicators
DINC: Data Identified Non-Compliance	Priority 1: Basic Services	High School Graduation Rate
PIR: Performance Indicator Report	Priority 2: Implementation of CCSS	Academic Performance
DISPRO: Disproportionate Representation	Priority 3: Parental Involvement	Suspension Rate
SIG DIS: Significant Disproportionality	Priority 4: Student Achievement	English Learner Progress
COMP REVIEW: Comprehensive Review	Priority 5: Student Engagement	Preparation for College/Career
LCAP Priority #: Local Control Accountability Plan Priority Number	Priority 6: School Climate	Chronic Absenteeism
DASHBOARD: Dashboard State and Local Indicators	Priority 7: Course Access	Basic Conditions
	Priority 8: Other Student Outcomes	Parental Involvement/Engagement
	Priority 9: Expelled Pupils (COE)	School Climate Surveys
	Priority 10: Foster Youth	Implementation of Academic Standards

STEERING COMMITTEE SCHEDULE OF MEETINGS 2019-20

- ~~August 22, 2019 (Thursday)~~
- ~~September 20, 2019~~
- ~~October 18, 2019~~
- November 8, 2019
- December 13, 2019
- January 17, 2020
- February 21, 2020
- March 20, 2020
- April 17, 2020
- May 15, 2020
- June 19, 2020

Meetings will be held at 8:30 a.m., at the Desert Mountain Educational Service Center, Apple Valley, CA.

CHARTER STEERING COMMITTEE SCHEDULE OF MEETINGS 2019-20

- ~~August 22, 2019~~
- ~~September 19, 2019~~
- ~~October 17, 2019~~
- November 7, 2019
- December 12, 2019
- January 16, 2020
- February 20, 2020
- March 19, 2020
- April 16, 2020
- May 14, 2020
- June 18, 2020

Meetings will be held at 1:00 p.m., at the Desert Mountain Educational Service Center, Apple Valley, CA.

**California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)**

**Desert / Mountain Charter SELPA Executive Council
2019-20 Meetings
Desert Mountain Educational Service Center
17800 Highway 18, Apple Valley, CA 92037
11:30 a.m.**

~~**October 23, 2019**~~

January 22, 2020

Proposed - January 16, 2020 at 10:00 am-12:00 pm

April 8, 2020

Proposed – April 16, 2020 at 10:00 am-12:00 pm

Memorandum of Agreement

This Memorandum of Agreement (hereafter referred to as MOA) is made and entered into on this 1st day of July 2019 by and between:

Local Education Agency (LEA) members of the Desert/Mountain Special Education Local Plan Area (SELPA) including Adelanto Elementary, Apple Valley Unified, Baker Valley Unified, Barstow Unified, Bear Valley Unified, Helendale, Hesperia Unified, Lucerne Valley Unified, Needles Unified, Oro Grande, Silver Valley Unified, Snowline Joint Unified, Trona Joint Unified, Victor Elementary, and Victor Valley Union High School; and

California Association of Health and Education Linked Professions (CAHELP)

1. PURPOSE & SCOPE

The purpose of this Memorandum of Agreement is to set forth the terms and conditions, scope of work and responsibilities of the parties associated with their collaboration with serving students with special needs.

Specifically, LEAs of residence agree to compensate the LEAs providing special education services to students by way of special education revenue transfer.

2. Member LEA RESPONSIBILITIES.

Member LEAs shall undertake the following activities under this MOA:

- Communicate with Special Education Directors regarding the provision of special education services to students living outside the LEA boundaries prior to the acceptance of a student's inter-district transfer request;
- Communicate with Special Education Directors regarding changes in service patterns when a student is served outside the LEA boundaries;
- Invite relevant LEA of residence staff to IEP meetings;
- Provide special education services as defined in the student's individual education plan;
- Maintain accurate and complete records;
- Enter and manage data in the SELPA's Management Information System (MIS);
- Collaborate with member LEAs to generate a fee-for-service for RSP services.

3. CAHELP RESPONSIBILITIES

CAHELP shall undertake the following activities under this MOA:

- Extract service data from MIS monthly and count special education services where the LEA of service and LEA of residence are not the same;
- Calculate revenue transfer monthly by applying one twelfth of the current published fee-for-service rate or LEA RSP rate where applicable;
- Distribute service report and revenue calculation to members monthly;
- Include revenue transfer in the special education revenue distribution report.

5. TERMS AND CONDITIONS

It is mutually understood and agreed by and between the parties that:

- Each party takes legal and financial responsibility for the actions of its respective employees, officers, agents, representatives and volunteers. Each party agrees to indemnify, defend and hold harmless the other to the fullest extent permitted by law from and against any and all demands, claims, actions, liabilities, losses, damages, and costs, including reasonable attorney's fees, arising out of or resulting from the indemnifying party's acts or omissions related to its participation under this Memorandum of Agreement, and each party shall bear the proportionate cost of any damages attributable to the fault of such party, its officers, agents, employees and independent contractors. It is the intention of the parties that, where fault is determined to have been contributory, principles of comparative fault will be applied.
- Each party, at its sole cost and expense, shall carry insurance or self-insure to cover its activities in connection with this MOA, and obtain, keep in force and maintain, insurance or equivalent programs of self-insurance, for general liability, workers compensation and business automobile liability adequate to cover its potential liabilities hereunder.
- This MOA may be amended from time to time by mutual agreement of the parties in a written modification signed by both parties.

FUNDING; COSTS.

- CAHELP to use current Desert/Mountain County Operated fee-for-services schedule for the following services:
 - SDC (CDS Code 330 and 331 SAI > 50%)
 - Related Services DIS (Excluding Low Incidence Itinerant)
 - TISA

- CAHELP to use the district's rate for CDS RSP (Code 330 SAI < 50%)
- CAHELP shall process revenue transfers by way of an adjustment to LEAs special education revenue.
- Fee-for-service schedule
- RSP

7. EFFECTIVE DATE AND SIGNATURE.

This MOA shall be effective July 1, 2019 through June 30, 2020 and will continue automatically for additional one-year terms unless a party chooses to discontinue the agreement. The party discontinuing the agreement must give CAHELP one-year notice. The parties indicate agreement with this MOA by their signatures below.

Member LEA Signatures

California Association of Health and Education Linked Professions

Jenae Holtz, President

Date

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

601 North E Street, San Bernardino, CA 92415-0020 • Ted Alejandre, County Superintendent

**SPEECH LANGUAGE PATHOLOGIST
(Itinerant)***\$10,000 Hiring Incentive * Tuition Reimbursement 70% - 100% * Reimbursement of Licensing and ASHA CCC Fees*

SALARY:	Placement on appropriate step of Teacher's Salary Schedule (22 Steps) <i>No maximum limit on years of service accepted</i> \$51,823.00 - \$110,683.00 Annually
HEALTH AND WELFARE:	Benefits Package (Medical, Vision, Dental & Life) <i>Employer pays annually up to (subject to change):</i> \$16,221.12 – Kaiser Permanente \$17,204.16 – Blue Shield
LENGTH OF SERVICE:	182 Days per year/7.25 Hrs per day
APPLICATION DEADLINE:	Until Filled
LOCATION:	Itinerant housed at Lucy Siegrist, Hesperia

POSITION DESCRIPTION

The Speech and Language Pathologist (SLP) provides individualized educationally-based speech and language therapy to students. The SLP is responsible for developing, implementing and relating the daily activities of the students to the core curriculum. Through continuous collaboration with a variety of individuals and groups, including parents, district and county personnel and various agencies, the SLP provides for the academic, social and emotional growth of each student by using a variety of instructional strategies. The SLP continually assesses student's progress to maximize their fullest potential. The SLP will identify and provide remedial services for students with impairments of language, speech and hearing. This position serves as a resource person to regular and special education teachers.

ESSENTIAL JOB FUNCTIONS

- Provides individualized speech and language therapy services to special education students;
- Develops daily therapy plans, including Individual Education Plans (IEPs);
- Interacts with parents, district and county personnel and public agencies;
- Assists students in age-appropriate activities and behaviors;
- Assists in the coordination of student's education program;
- Maintains accurate student reports and current records;
- Monitors student progress;
- Prepares various forms of correspondence (including parent notifications and administrative requests);
- Performs related duties as assigned.

JOB REQUIREMENTS

Experience conducting language, speech and hearing assessments and providing educational services;

Skill in diagnosing speech and language disorders and applying correct remediation techniques in a variety of delivery models, preparing and maintaining reports and records;

Knowledge of standardized speech and language assessment instruments, their administration and interpretation, language development and phonology, alternative methods of communication, assessment of non-verbal students;

Ability to maintain appropriate records, work and communicate effectively with students, parents and public agencies, maintain a flexible schedule, operate business machines and educational equipment; operate a motor vehicle, and travel to various locations;

Physical Abilities include some lifting, carrying, pushing and/or pulling; some climbing and balancing; some stooping, kneeling, crouching and/or crawling; hearing, speaking, observing and significant fine finger dexterity. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus. Generally, the job requires sitting, walking and standing and the ability to lift or move up to 40 pounds. Employee may be exposed to hostile or abusive individuals. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

MINIMUM QUALIFICATIONS

- Possession of a bachelor's degree earned from a regionally accredited college or university in Speech-Language Pathology, Communicative Disorder, or closely aligned field;
- Possession of a valid California Speech-Language Pathology Services Credential in Language, Speech and Hearing, **or** the ability to obtain a waiver for the Speech-Language Pathology Services Credential;
- Possession of a valid California Driver's License.

DESIRED QUALIFICATIONS

- Possession of a California Speech Language Pathologist license, or American Speech, Language and Hearing Association (ASHA) Certificate of Clinical Competency;
- Possession of a master's degree from an accredited college or university;
- Evidence of supervised experience working with individuals with communicative disorders;
- Successful experience in a California school district or County Schools Office, private agency or hospital.

NECESSARY MATERIALS FOR APPLICATION

- **Completed Ed-Join online application (incomplete applications will not be accepted);**
- **Current Resume;**
- **Proof of degree;**
- **Copy of a valid California Services Credential authorizing service as a Speech-Language Pathologist or proof of the ability to obtain the appropriate authorization;**
- **Copy of valid California Driver's License;**
- **One (1) current Letter of reference (dated and signed).**

Applicants must meet minimum qualifications and provide all necessary materials online by the deadline date for further consideration.

APPLICATION PROCESS: All applications must be submitted through Ed-Join. Go to the San Bernardino County Superintendent of Schools website at www.sbcss.k12.ca.us; click on Human Resources; scroll down then click on "[Click Here to Jump to the EDJOIN website](#)" and attach your online profile **to this job posting #**. If you are disabled and need reasonable accommodations to complete the application process, please contact Human Resources at 760 East Brier Drive, San Bernardino, CA 92408 • (909) 386-9561. This facility is handicapped accessible.

The County Superintendent of Schools recognizes that the County Superintendent of Schools Office has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations. The County Superintendent of Schools does not discriminate on actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, immigration status, ancestry, national origin, religion, colour, mental or physical disability, age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which the application was made.

State law requires all of our employees to be fingerprinted for the purpose of a confidential background investigation and prohibits the commencement of employment until the background investigation has been completed. Proof of freedom from active tuberculosis based upon an intra-dermal test must be furnished at time of employment. Public Law 99-603 (Immigration, Naturalization & Control Act of 1986) requires that all employees hired after November 6, 1986 provide proof of work eligibility. Therefore, if hired please be prepared to present appropriate documentation verifying identity and ability to work legally in the U.S. An Equal Opportunity Employer.

November 30, 2018

Job Posting #1104.00

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS

601 North E Street, San Bernardino, CA 92415-0020 • Ted Alejandre, County Superintendent

SPEECH & LANGUAGE PATHOLOGY ASSISTANT

SALARY: \$25.03 – \$31.00 Hourly
(Placement on appropriate step of salary schedule)

LENGTH OF SERVICE: 12 Months/197 Days/8.0 Hours per Day

APPLICATION DEADLINE: December 13, 2018 (4:00PM PST)

LOCATION: Frost Early Education Center, Etiwanda

POSITION DESCRIPTION

Under the direction of a Speech & Language Pathologist (SLP), the Speech & Language Pathology Assistant (SLPA) provides direct speech and language therapy services to students in classrooms at various school site locations. This position will assist the SLP on a day-to-day basis and will provide services to students as outlined in the treatment plans. This position will also assist with departmental operations such as scheduling appointments, record keeping, and preparing therapy materials and/or equipment for classroom use and therapy activities.

ESSENTIAL JOB FUNCTIONS

- Provides students with speech and language therapy;
- Follows and implements treatment plans;
- Documents and reports student progress;
- Assists SLP during assessments;
- Assists with the preparation of in-service training;
- Schedules student activities and therapy times;
- Maintains equipment and supplies;
- Maintains student records and files;
- Attends meetings;
- Reads SBCSS emails regularly to receive pertinent information;
- Performs related duties as required.

JOB REQUIREMENTS

Skill in the implementation of speech and language therapy plans; utilizing various assessment instruments;

Knowledge of strategies and tools used in the implementation of speech and language therapy plans;

Ability to communicate effectively in verbal, written and manual communication form, establish and maintain effective working relationships, meet established deadlines, work on a variety of tasks simultaneously, work independently, work at a variety of locations;

Physical Abilities include sitting for extended periods, talking/hearing, fine manual dexterity, near/far visual acuity/depth perception/color vision/field of vision.

MINIMUM QUALIFICATIONS

- Possession of a valid Speech & Language Pathology Assistant Certificate of Registration issued by the California Speech & Language Pathology and Audiology Board;
- Possession of a high school diploma (or its equivalent).

DESIRED QUALIFICATIONS

- One (1) year experience providing speech and language therapy in a clinical or educational setting;
- One year of full-time employment experience in a California school district or County Office of Education.

NECESSARY MATERIALS FOR APPLICATION

- Completed EDJOIN Online Application (*incomplete application will not be accepted*);
- Current Résumé;
- Copy of Valid Speech & Language Pathology Assistant Certificate issued by the California Speech & Language Pathology and Audiology Board;
- One (1) Current Letter of Recommendation (*signed & dated within last 3 years*).
- **All materials must be received online by stated deadline;**
- **Applicants must meet minimum qualifications and attach all necessary materials to online application to qualify as a candidate for interview.**

APPLICATION PROCESS: All applications must be submitted through Ed-Join. Go to the San Bernardino County Superintendent of Schools website at www.sbcss.k12.ca.us; click on Human Resources; scroll down then click on “Click Here” to access the EDJOIN website and attach your online profile ***to this job posting #***. If you are disabled and need reasonable accommodations to complete the application process, please contact Human Resources at 760 East Brier Drive, San Bernardino, CA 92408 • (909) 386-9561. This facility is handicapped accessible.

The County Superintendent of Schools recognizes that the County Superintendent of Schools Office has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations. The County Superintendent of Schools does not discriminate on actual or perceived sex, sexual orientation, gender, gender identity, gender expression, ethnic group identification, race, immigration status, ancestry, national origin, religion, color, mental or physical disability, age or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance or regulation, in its educational program(s) or employment. No person shall be denied employment solely because of any impairment which is unrelated to the ability to engage in activities involved in the position(s) or program for which the application was made.

State law requires all of our employees to be fingerprinted for the purpose of a confidential background investigation and prohibits the commencement of employment until the background investigation has been completed. Proof of freedom from active tuberculosis based upon an intra-dermal test must be furnished at time of employment. Public Law 99-603 (Immigration, Naturalization & Control Act of 1986) requires that all employees hired after November 6, 1986 provide proof of work eligibility. If hired, please be prepared to present appropriate documentation verifying identity and ability to work legally in the U.S.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING
September 27, 2019 -12:30 p.m.
Roy C. Hill Education Center, 601 North E Street, San Bernardino, California 92415

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GOVERNANCE COUNCIL MEMBERS PRESENT:

Adelanto SD – Amy Nguyen-Hernandez, Allegiance STEAM Academy – Sebastian Cогnetta, Apple Valley USD – Trenae Nelson, Baker Valley USD – Ronda Tremblay, Barstow USD – Jeff Malan, Helendale SD – Ross Swearingen, Hesperia USD – David Olney, Lucerne Valley USD - Peter Livingston, Needles USD – Mary McNeil, Oro Grande SD – Heather Griggs, SBCSS – Ted Alejandre, Silver Valley USD – Jesse Najera, Snowline USD – Ryan Holman, Trona JUSD – Keith Tomes, Victor Elementary SD – Jan Gonzales, and Victor Valley UHSD – Ron Williams.

CAHELP JPA STAFF PRESENT:

Jamie Adkins, and Jenae Holtz.

SAN BERNARDINO COUNTY SUPERINTENDENT OF SCHOOLS (SBCSS) STAFF PRESENT:

Rich Frederick, SBCSS-Desert/Mountain Operations, and Edward Jimenez, SBCSS Internal Business Services.

OTHERS PRESENT:

Tanya Taylor, Julia Lee Performing Arts Academy.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) Governance Council was called to order by Chairperson Jan Gonzales at 12:31 p.m. at the Roy C. Hill Education Center, San Bernardino.

2.0 PUBLIC PARTICIPATION

None.

3.0 ADOPTION OF THE AGENDA

3.1 **BE IT RESOLVED** that a motion was made by Ross Swearingen, seconded by Keith Tomes to approve the September 27, 2019 CAHELP JPA Governance Council Meeting Agenda be approved with the correction of Agenda Item 5.4 title to Real Estate Corporation. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

4.0 PRESENTATIONS

4.1 SBCSS D/M Operations Final 2018-19 LCFF Revenue Transfer

Edward Jimenez presented the final 2018-19 Local Control Funding Formula (LCFF) Revenue Transfer information which is the ADA generated for the district funded students and county operated programs. Edward stated the transfers occur twice per year; 50% following the P-1

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Certification and the final 50% after the P-2 Certification. The total transfer is \$7.1 million: \$3.4 million in the Spring and the final transfer is \$3.7 million.

4.2 SBCSS D/M Operations 2018-19 Fee-For-Service Year-End Actuals

Edward Jimenez presented the SBCSS D/M Operations Fiscal Year 2018-19 Fee-For-Service (FFS) Year-End Actuals. The overall revenue increased by \$505,977 due to higher than expected average daily attendance (ADA). The Preschool Local Entitlement reflects a decrease in budget to actuals in the amount of \$468,247 due largely to CDE realignment and the shift to resource 3310. Edward reported that the total expenditures show a decreased budget to actuals of \$1,045,475 due to realized savings, salary and benefits due to vacancies, lower negotiated health and welfare rates. The FFS service ending balance is \$2.6 million.

4.3 SBCSS D/M Operations 2018-19 Fee-for-Service Return

Edward Jimenez presented the SBCSS D/M Operations 2018-19 Fee-For-Service (FFS) Return. Edward reported the 2018-19 FFS ending balance of \$2.6 million less the 3% established reserve of \$1.5 million leaves a balance of \$1.1 million to return to districts. Edward concluded that the returns are done in proportionate share to what the district was billed.

4.4 Assembly Bill (AB) 2235 Implementation

Edward Jimenez presented on the implementation of Assembly Bill (AB) 2235 as explained at the April 17, 2019 CAHELP Governance Council Meeting. AB 2235 implements a county funds transfer process to the principal apportionment. The California Education Code as amended does the following:

1. Requires California Department of Education (CDE) to transfer funds from the school district of residence (DOR) to a county office of education (COE) for all district funded county programs by ADA.
2. Specifies the transfer amount shall be the rate equal to each district's local control funding formula base supplemental and concentration grant amount.
3. Allows the COE to transfer an alternative amount calculated at the rate agreed upon by the COE and the DOR.

Edward reported this information reflects the activity of External Services and the County Office of Finance subcommittees of California County Superintendents Educational Services Association (CCESA). CDE directed the COE to continue to report ADA for district funded county program students by the DOR. Each COE will be able to report an alternative rate for each grade. If the COE wishes to use an alternative rate, the COE may select certain types of ADA for transfer of funds using the alternative rate. In order for the CDE to transfer funds using the alternative rate,

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the DOR has to agree to the alternative rate. Edward said at a previous subcommittee meeting, many COEs expressed concerns that the across the board funds transfer through the principle apportionment would interfere with pre-existing local payment arrangements. Since the law allows for the alternative rate, COEs may report zero as the alternative rate which will result in zero funds transfer for the specified ADA category for the selected school district of residence. To SBCSS, this means using the alternative rate of zero allows to continue status quo at P-1 and P-2 respectively.

5.0 INFORMATION / ACTION

5.1 2019-20 Nonpublic, Nonsectarian School/Agency Services Master Contract (ACTION)

Jenae presented the CAHELP 2019-20 Nonpublic School/Agency (NPS/NPA) Services Master Contract. Jenae stated the Master Contract is reviewed annually by the State SELPA Administrator's Association, legal counsel for State SELPA, the Desert/Mountain SELPA and the Desert/Mountain Charter SELPA to ensure all legal requirements are satisfied in the contract.

Jenae stated language has been added outside of State SELPA language at request of special education directors regarding conflict of interest. There have been NPAs that assess the students then requiring the services that are not deemed appropriate through the assessment. The added language states a breach of contract occurs if the NPA promotes their services without evidence and data.

5.1.1 BE IT RESOLVED that a motion was made by Ron Williams, seconded by David Olney, to approve the 2019-20 CAHELP Master Contract and Individual Service Agreement for Nonpublic Schools and Nonpublic Agencies as presented. The motion carried on the following vote 15:0: Ayes: Members Alejandro, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

5.2 Desert/Mountain SELPA Policy & Procedures Chapters 5, 13 (ACTION)

Jenae Holtz presented the revisions to D/M SELPA Policies and Procedures Chapters 5 and 13. Policies and procedures governing the operation of special education programs within the Desert/Mountain SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Steering Committee. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to SELPA Policy and Procedures are annually submitted to the CAHELP Governance Council for consideration and approval.

Jenae said there have been changes to the audiology process. In working with Rich Frederick, it was decided that Desert/Mountain Operations (DMOPS) will now handle audiology due to Operations providing the direct service for students who are identified as hard of hearing or deaf.

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Jenae and Rich will continue to work together through the transition.

5.2.1 **BE IT RESOLVED** that a motion was made by Ron Williams, seconded by Amy Nguyen-Hernandez, to approve the Desert/Mountain SELPA Policy & Procedures Chapters 5 and 13 as presented. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

5.3 Desert/Mountain Charter SELPA Policy & Procedures Chapters 12, 15 (**ACTION**)

Jenae Holtz presented the revisions to D/M Charter SELPA Policies and Procedures Chapters 12 and 15. Policies and procedures governing the operation of special education programs within the Desert/Mountain Charter SELPA are developed, reviewed and revised throughout the year upon the recommendation of the Steering Committee. Policies and Procedures are modified as necessary in order to ensure that special education programs are operated in an efficient, effective and legally compliant manner. Suggested revisions to Charter SELPA Policy and Procedures are annually submitted to the CAHELP Governance Council for consideration and approval.

Jenae said the change of audiology being handled by DMOPS applies to the D/M Charter SELPA Policies and Procedures as well.

5.3.1 **BE IT RESOLVED** that a motion was made by David Olney, seconded by Ross Swearingen, to approve the Desert/Mountain Charter SELPA Policy & Procedures Chapters 12 and 15 as presented. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

5.4 Real Estate Corporation (**ACTION**)

Jenae Holtz reported that she and Jennifer Sutton, CAHELP Operations Officer spoke with an attorney regarding the creation of a real estate corporation. A real estate corporation will limit the liability of the individual CAHELP JPA members as the corporation would hold the liability and the insurance for all properties and buildings owned by CAHELP JPA. Jenae requested approval to move forward and finalize the corporation to cover the vacant Hesperia property and the Spirit River complex.

5.4.1 **BE IT RESOLVED** that a motion was made by Jesse Najera, seconded by Ryan Holman, to approve the CAHELP JPA Governance Council authorize and approve the finalization of documents with review from an attorney to create a Real Estate Corporation. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None,

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Abstentions: None.

5.5 Comparative Market Analysis for Hesperia Property (**ACTION**)

Jenae Holtz presented comparative market analysis for Hesperia property of Assessor's Parcel Number 0405-042-60 to approve the sale of the property. Jenae said the comparisons do vary and a realtor suggested listing it for \$1.4 million to \$1.7 million if council votes to sell the property. Jenae confirmed the property was purchased for \$1.5 million in January of 2018. She said the architectural plan to develop the property had a cost of \$60-80 million. This expense would require members to request their boards to put schools up as collateral. Jenae said with the purchase of the Spirit River complex, CAHELP is increasing the ability to borrow money in the future if that is the direction the governance council would like to move towards.

5.5.1 **BE IT RESOLVED** that a motion was made by Jeff Malan, seconded by Keith Tomes, to not approve the sale of Assessor's Parcel Number 0405-042-60 in Hesperia. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

5.6 Regional Facility Disposition (**ACTION**)

Jenae Holtz reported that Desert/Mountain SELPA has two D/M SELPA portable facilities located at Skyline North Elementary School and the one portable facility located at Central High School in the Barstow Unified School District and purchased through the Regional Facility Acquisition Process. Given the age of the facilities and the projected cost of relocation, Jenae recommended the transfer of ownership of the portable facilities to the Barstow Unified School District, to be sold with the district properties as a part of the district.

5.6.1 **BE IT RESOLVED** that a motion was made by David Olney, seconded by Ron Williams, to approve the D/M SELPA to transfer ownership of the D/M SELPA portable facilities located at Skyline North Elementary School and Central High School to the Barstow Unified School District, to be sold with the district properties as presented. The motion carried on the following vote 14:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: Malan.

5.7 Speech and Language Therapists (**ACTION**)

Jenae Holtz requested approval for the development of a Speech and Language itinerant services department based on a Fee-for-Service for the members of CAHELP JPA. Jenae said that during her visits with the superintendents, she is hearing there is a need for speech and language services. There is an occupational therapy and physical therapy department to support the districts however

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there is a lack of speech and language therapists. Jenae said the Speech and Language department would be based on a fee-for-service.

During a discussion among the members, they expressed their concerns about the impact it would have on the districts if their own speech and language therapists changed positions to work for CAHELP. The use of TinyEYE online therapy services was also mentioned as a resource.

Additional information was requested including salary ranges, the cost of contracting with a nonpublic agency, and possibly making the department specifically for the moderate to severe population.

5.7.1 **BE IT RESOLVED** that a motion was made by Amy Nguyen-Hernandez, seconded by Ron Williams, to table the development of a Speech and Language itinerant services department based on a Fee-for-Service for the members of the CAHELP JPA. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

5.8 Governance Council Meeting Dates, Times and Location (**ACTION**)

Jenae Holtz proposed a change of dates, times, and location for the November 15, 2019 and February 7, 2020 Governance Council Meetings. She said this change has been requested during her visits with superintendents. Jenae proposed the meetings be held at Desert Mountain Educational Service Center before the Superintendents' Lunch. She said the November 15, 2019 could be moved to November 22, 2019 and the February 7, 2020 meeting could be moved to January 31, 2020.

5.8.1 **BE IT RESOLVED** that a motion was made by Heather Griggs, seconded by Keith Tomes to approve the change the November 15, 2019 meeting to November 22, 2019 at 10:00a.m. to be held at the Desert Mountain Educational Services center and for the February 7, 2020 meeting to remain the same. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

6.0 CONSENT ITEMS

It is recommended that the Governance Council consider approving several Agenda items as a Consent list. Consent Items are routine in nature and can be enacted in one motion without further discussion. Consent items may be called up by any Council Member at the meeting for clarification, discussion, or change.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING
September 27, 2019 -12:30 p.m.
Roy C. Hill Education Center, 601 North E Street, San Bernardino, California 92415

MINUTES

- 6.1 **BE IT RESOLVED** that a motion was made by David Olney, seconded by Ryan Holman, to approve the following Consent Items as presented. The motion carried on the following vote 15:0: Ayes: Members Alejandro, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.
- 6.1.1 Approve the April 17, 2019 CAHELP JPA Governance Council Meeting Minutes.
- 6.1.2 Approve the 2020 Theraplay Annual Certified Therapist Membership Dues for Rosalina Becerra, Julie McNeil, and Janice Titherley in the amount of \$150.00.
- 6.1.3 Approve the the Association of Community Based Organizations (ACBO) 2019 Annual Membership for DMCC Director Linda Llamas in the amount of \$125.00.
- 6.1.4 Approve the 2019/2020 Crisis Prevention Institute (CPI) Annual Membership Recertification for Ned Broberg, Danielle Cote, Brian Follis, Bonnie Garcia, Renee Garcia, Blanca Medrano, Michael Norton, Sheila Parisian, and Linda Rodriguez in an amount not to exceed \$150.00 per individual membership.
- 6.1.5 Approve the 2019/2020 two-year International Critical Incident Stress Foundation (ICISF) memberships for Teah Barrow, and Belinda Jauregui in the amount of \$95.00 per individual membership.
- 6.1.6 Approve 2020 HealthCare Compliance Association membership for Sherilyn Wadsworth in the amount of \$325.00.
- 6.1.7 Approve Tools to Grow Software annual membership for Crystal Aden, Michael Brooksby, Marisa DiDonato, Patricia Gonzales, Tonia Kimber, Karen Lindquist, Jessica Marfia, Patricia Overduin, Janet Ray, Meghan Stevens, and Lisa Sutton in the amount of \$350.50.

7.0 CHIEF EXECUTIVE OFFICER AND STAFF REPORTS

7.1 CAHELP JPA Compliance Monitoring Guide (First Read)

Jenae Holtz presented the CAHELP JPA Compliance Monitoring Guide as a first read. The final version will be presented at the November meeting.

7.2 Compliance Update

MINUTES

Jenae Holtz presented information regarding special education compliance and expectations for the 2019-2020 school year. She reported the Performance Indicator Reviews (PIR) were due to CDE in July and CDE is starting to respond to the submissions.

Jenae said there have also been training opportunities regarding disproportionality, and equity and the data for our LEAs.

7.3 2019-20 Local Control and Accountability Plan (LCAP)

Jenae Holtz reported that a representative from the Desert/Mountain SELPA/Charter SELPA is required by the CDE to participate in each LEAs LCAP planning meetings. She said Jamie Adkins will be contacting the superintendents to request a schedule of LCAP meetings.

7.4 Local Plan Rewrite

Jenae Holtz reported there is a new law requiring all SELPAs to rewrite their Local Plan by June 30, 2020. The law also requires the Local Plans to include elements of each member LEA LCAP.

7.5 Authorizing Charter Schools

Jenae Holtz requested the superintendents to notify CAHELP JPA when considering authorizing a dependent charter school. CAHELP JPA is responsible as a SELPA for the students with disabilities and ensuring the data is appropriately tracked.

8.0 INFORMATION ITEMS

8.1 Resolution Support Services Summary

Jenae Holtz reported there have been twenty-two filings since July 1, 2019. That is the highest number to date and it is a statewide issue. She said the awards are becoming larger. Jenae said CAHELP JPA does have a funding model that helps with the process of resolution support service while other fees are paid by districts.

8.2 Professional Learning Summary

Jenae Holtz presented the Professional Learning Summary.

9.0 GOVERNANCE COUNCIL MEMBERS COMMENTS / REPORTS

None.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
GOVERNANCE COUNCIL MEETING
September 27, 2019 -12:30 p.m.
Roy C. Hill Education Center, 601 North E Street, San Bernardino, California 92415

MINUTES

10.0 CEO COMMENTS

Jenae Holtz reported that there is great concern about students in grades 1-3 with extreme behaviors that do not qualify for special education. Jenae learned that Dr. Nguyen-Hernandez has a middle school behavior program that is successful. Jenae suggested having a discussion about creating an intensive behavior program of 6-8 weeks for early elementary students, similar to Comprehensive Assessment Research and Evaluation (CARE) Clinic for preschool age children. Jenae said creating the program together with funding to stabilize the children and possibly get them in to counseling and returned to their district placement may have an impact on reducing students entering into special education and provide necessary coping skills for students to be successful. She will bring a proposal to the next meeting.

Ted Alejandre suggested including general education teachers in the proposal.

11.0 MATTERS BROUGHT BY CITIZENS

None.

12.0 ADJOURNMENT

Having no further business to discuss, a motion was made by Ron Williams, seconded by Ronda Tremblay to adjourn the meeting. The motion carried on the following vote 15:0: Ayes: Members Alejandre, Gonzales, Griggs, Holman, Livingston, Malan, McNeil, Najera, Nelson, Nguyen-Hernandez, Olney, Swearingen, Tomes, Tremblay, and Williams, Nays: None, Abstentions: None.

The next regular meeting of the CAHELP JPA Governance Council will be held on Friday, November 12, 2019, at 10:00 a.m., at the Desert Mountain Educational Service Center – 17800 Highway 18, Apple Valley, CA 92307.

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.



STATEMENT

Nonviolent Crisis Intervention® program
Prepare Training® program
Dementia Care Specialists

Date:	10/11/2019
Customer:	1412823

ADRIEN FAAMAUSILI
 DESERT MOUNTAIN SELPA
 17800 HWY 18
 RIVERSIDE CA 92307
 US

Currency ID: Z-US\$

Document No.	Date	Code	Description	Amount	Balance
IUS0151448	9/3/2019	SLS	IUS0151448	\$150.00	\$150.00

Z-US\$ Subtotal:	\$150.00
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Z-US\$ Summary:

<u>0-30</u>	<u>31-60</u>	<u>61-90</u>	<u>91-120</u>	<u>Over 120</u>
\$0.00	\$150.00	\$0.00	\$0.00	\$0.00

CAHELP JPA
 2019 OCT 21 PM 12: 34

A balance shown in (parentheses) indicates a credit balance.

Codes: SLS = Sales / Invoices FIN = Finance Charges CR = Credit Memos
 DR = Debit Memos PMT = Payments RTN = Returns

10850 W. Park Place, Suite 600 Milwaukee, WI 53224 USA
 Customer Service 1-800-558-8976 / Info@crisisprevention.com

- DRAFT -

REQUEST FOR PURCHASE ORDER APPROVAL

REQUISITION NUMBER

VENDOR NAME Tools to Grow, Inc.
 ADDRESS 4711 Winding Woods Lane
 CITY, STATE, ZIP CODE Hamburg, NY 47075
 TELEPHONE NUMBER 716-783-0663
 FAX NUMBER Email: www.toolstogrowot.com
 ATTN: _____

DATE 08/29/19
 ORIGINATOR Kathleen Peters/cg
 DELIVER TO Warehouse
 Desert/Mountain SELPA

ITEM NUMBER	QUANTITY	ARTICLE AND DESCRIPTION	UNIT PRICE	EXTENDED COST
	1	Membership/license for D/M SELPA occupational and physical therapy teams. This would allow the access of materials for use with students. A Level #2 membership is requested which covers 10-20 members from the OT/PT teams.	\$350.50	\$350.50
NOTES <u>Account #0297</u>			SUB-TOTAL	\$350.50
			SALES TAX	\$0.00
			SHIPPING	\$0.00
			TOTAL	\$350.50

	ACCOUNT NUMBER(S)	AMOUNT
LINE 1		

APPROVED BY Kathleen Peters

DATE 8/29/2019

GROUP MEMBERSHIP LEVELS

Tools to Grow® is pleased to present your group with five excellent Group Rate Packages depending on the number of members in your group:

LEVEL #1

5-9 MEMBERS
IN YOUR GROUP

\$35.⁵⁰
per member

LEVEL #2

10-20 MEMBERS
IN YOUR GROUP

\$350.⁵⁰
per group

LEVEL #3

21-50 MEMBERS
IN YOUR GROUP

\$600.⁵⁰
per group

LEVEL #4

51-100 MEMBERS
IN YOUR GROUP

\$800.⁵⁰
per group

LEVEL #5

101 + MEMBERS

CONTACT US
FOR MORE
INFORMATION!

TO SIGN UP:

STEP 1 - CONTACT US


- Email us at: info@toolstogrowot.com or by phone = 716-783-0663
- Please provide a list of the names of all members in your group

STEP 2 - PAYMENT

- We would accept this in one lump sum via purchase order, check, credit card, money order, or money transfer.

STEP 3 - ACTIVATION OF MEMBERSHIP

- Your group will utilize ONE email address and password (determined by your group)
- Your group will share this email address and password to log into account


VALID UNTIL 1/2019

6.1 Compliance Update
No materials, verbal report

6.2 Special Education Summit
No materials, verbal report

**Desert/Mountain SELPA
Due Process Summary
July 1, 2019 - November 8, 2019**

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	19/20	Total	D /W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	3.5	1	31.5	0	0	0	1	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	4	16.83	0	2	0	2	0
Baker USD	0	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	2	0	7.5	0	0	0	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	7	8	56.5	0	1	0	7	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	1.5	0	12.5	0	0	0	0	0
Needles USD	0	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	1	1	0	0	0	1	0
Silver Valley USD	0	0	1	0	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	8.5	3	33.5	0	2	0	1	0
Trona USD	0	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	4	26.49	0	0	0	4	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	8.5	3	43.46	0	2	0	1	0
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	1	1	12.33	0	0	0	1	0
CA Charter Academy	0	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	3	1	16.83	0	1	0	0	0
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	1	1.5	0	1	0	0	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
Health Sciences HS & MS	0	0	0	0	0	0	0	0	0	1	1	2	0	0	0	1	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	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	2	3	10	0	1	0	2	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	1	4	0	1	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	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	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	0	12	0	0	0	0	0
SELPA-WIDE TOTALS	8	15	17	18	33	29.96	33	40	34	42	32	301.9	0	11	0	21	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, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Snowline JUSD 2019061248	1. Free Appropriate Public Education a. Alternative Augmentative Communication (AAC) b. Occupational Therapy c. Functional Behavior Assessment (FBA) d. Missing IEP members e. Placement	06/28/19	07/22/19	08/28/19	08/16/19	10/01/19 – 10/03/19	Resolution on phone; no settlement reached; mediation held; settled 09/03/19; CLOSED
2. Apple Valley USD 2019070018	1. Free Appropriate Public Education a. Health Aide b. Late assessment	06/25/19	07/19/19				07/19/19 settled - CLOSED
3. Apple Valley USD 2019061059	1. Failure to assess a. Occupational Therapy b. Speech Language Pathology c. Adaptive Physical Education d. Alternative Augmentative Communication	06/28/19	Waived		08/12/19	08/20/19 – 08/22/19	Attorneys negotiating outside of resolution; settled 08/14/19; CLOSED
4. High Tech High 2019070209	1. Free Appropriate Public Education a. Placement b. Educationally Related Mental Health Services (ERMHS)	07/08/19	07/17/19				07/23/19 settled - CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
5. Hesperia USD Case #2019070638	1. Free Appropriate Public Education a. Speech Language Pathology b. Functional Behavior Assessment c. Goals d. Occupational Therapy	07/17/19	08/23/19		08/30/19	09/10/19 – 09/12/19	Settled at resolution 08/23/19; CLOSED
6. Health Sciences Case #2019070740	1. Failure to evaluate Functional Behavior Assessment (FBA), Speech and Language, and Educationally Related Mental Health Services (ERMHS)	07/18/19	07/31/19		08/30/19	09/10/19 – 09/12/19	Agreement reached 08/26/19; CLOSED
7. Victor Valley Union High School Dist Case #2019070699	1.Free Appropriate Public Education a. Lack of appropriate program b. Functional Behavior Assessment (FBA) c. Educationally Related Mental Health Services (ERMHS) d. Occupational Therapy e. Adapted Physical Education	07/17/19	08/16/19		08/30/19	09/10/19 – 09/12/19	Settled at resolution 08/16/19; CLOSED
8. Hesperia USD Case #2019070805	Failure to assess a. Functional Behavior Assessment (FBA)	07/22/19	08/06/19		08/30/19	09/10/19 – 09/12/19	Agreement reached; settled 08/12/19; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	<ul style="list-style-type: none"> b. Educationally Related Mental Health Services (ERMHS) c. Speech Language, pragmatics 						
9. Oro Grande SD Case #20190710076	1.Free Appropriate Public Education <ul style="list-style-type: none"> a. Functional Behavior Assessment (FBA) b. Educationally Related Mental Health Services (ERMHS) c. One-to-one aide d. Reading goals 	07/26/19	08/08/19		09/09/19	09/17/19 – 09/19/19	Settled 08/08/19 at resolution; CLOSED
10. Hesperia USD Case #2019071079	1.Free Appropriate Public Education <ul style="list-style-type: none"> a. Reading goals b. Writing goals c. Math goals 	07/26/19	Waived	10/08/19	11/25/19	12/03 – 12/05/19	Timeline violated; opposing attorney refused resolution; mediation scheduled; settlement agreement 09/30/19; CLOSED
11. Hesperia USD Case #2019071077	1. Child Find	07/26/19	08/12/19	10/07/19	11/04/19	11/19-11/21/19	No settlement at resolution; settled post-mediation; CLOSED 10/31/19

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
12. Hesperia USD Case #2019081039	1. Free and Appropriate Public Education (FAPE); Least Restrictive Environment (LRE) placement; 2. Meaningful participation 3. Assessments: Functional Behavior Assessment Occupational Therapy Speech Language Therapy 4. Goals for sensory processing	08/27/19	09/10/19		10/14/19	10/22-10/24/19	Settled at resolution; agreed to compensatory education, assess Speech Language Pathology, occupational therapy, provide Independent Educational Evaluation, Functional Behavior Assessment; CLOSED
13. Victor Elem SD Case #2019081037	1.Appropriate placement Non-public School (NPS)	08/27/19	09/17/19	10/29/19	12/30/19	01/07-01/19/20	Settled post resolution; CLOSED
14. Academy of Academic Excellence (AAE) Case #2019090154	1. Denial of Free and Appropriate Public Education (FAPE) 2. Programs and services a. occupational therapy b. psychoeducational	09/05/19	09/12/19		10/18/19	10/29-10/31/19	Ongoing negotiations; settlement agreement 10/03/19; CLOSED
15. Victor Elem SD Case #2019090045	1.Invalid manifestation determination 2. Behavior related to disability 3. Failed to assess: a. Autism b. Emotionally Disturbed c. Functional Behavior Assessment 4. Inadequate goals	09/04/19	Waived	09/17/19	09/25/19	10/29-10/31/19	Settled at mediation; agreed to expunge manifestation determination; provide Educationally-Related Mental Health Services (ERMHS); compensatory education; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
16. Apple Valley USD Case #2019081133	1. Denied accommodations for cheer tryouts 2. District policies, practice and training for special education accommodations related to sports 3. Student is devastated	08/28/19	09/11/19	11/04/19	11/18/19	12/03-12/05/19	Parent not interested in settling; had no attorney; declined counseling; wants placement on cheer squad; mediation pending;
17. High Tech High International Case #2019081213	1. Denied Free and Appropriate Public Education (FAPE) 2. Assess in all areas of suspected disability 3. Inadequate a. Goals b. Assessment	08/29/19	09/26/19		10/14/19	10/22-10/24/19	Settled post resolution 10/23/19; CLOSED
18. Hesperia USD Case #2019090587	1. Denied Free and Appropriate Public Education (FAPE) 2. Failed to assess Speech Language Pathology, occupational therapy; 3. Insufficient goals; 4. Lack of educational benefit 5. Failure to address bullying	09/16/19	10/01/19		10/25/19	11/05-11/07/19	Settled post resolution 10/22/19; CLOSED
19. Victor Elem SD & Desert/Mtn Operations Case #2019090521	1. Placement 2. Safety – travel distance	09/13/19	09/23/19		10/25/19	11/05-11/07/19	Settlement agreement 10/07/19; CLOSED
20. Apple Valley USD; SBCSS Case #2019090706	1. Denial of Free and Appropriate Public Education (FAPE) a. Least Restrictive Environment (LRE)/placement	09/18/19	10/01/19		11/04/19	11/13-11/14/19	Not settled at resolution; mediation to be scheduled;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	<ul style="list-style-type: none"> b. Appropriate goals c. Services and supports 2. Failure to convene Individualized Educational Plan (IEP) 3. Failure to assess/triennial 4. Safety 						
21. Hesperia USD & VVUHSD Case #2019090656	<ul style="list-style-type: none"> 1. Predetermined placement 2. Least Restrictive Environment (LRE) 3. Related services: <ul style="list-style-type: none"> a. Speech Language Pathology b. Occupational Therapy c. Adapted Physical Education 	09/18/19	10/02/19		11/01/19	11/13-11/14/19	Settled post resolution 10/22/19; CLOSED
22. Victor Elem SD Case #2019090711	<ul style="list-style-type: none"> 1. Placement 2. Negative impact on student 	09/17/19	09/27/19		11/04/19	11/13-11/14/19	Filed notice of insufficiency 09/27/19; parent declined all services offered; waiting for withdrawal; OAH vacated; CLOSED
23. Excelsior & VVUHSD Case #2019090942	<ul style="list-style-type: none"> 1. Failure to provide Free and Appropriate Public Education (FAPE) 2. Lack of progress 3. Change to certificate of completion 4. Independent Educational Evaluations (IEEs) <ul style="list-style-type: none"> a. PsychoEducational 	09/24/19	10/10/19		11/08/19	11/19-11/21/19	VVUHSD dismissed; settlement not reached at resolution;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	<ul style="list-style-type: none"> b. Functional Behavior Assessment (FBA) 5. Conduct assessment <ul style="list-style-type: none"> a. Educationally Related Mental Health Services (ERMHS) b. Special Circumstance Instructional Assistance (SCIA) c. Social skills 						
24. High Tech High Case #2019091119	Failure to provide Free and Appropriate Public Education (FAPE): <ul style="list-style-type: none"> 1. Timely Assessment <ul style="list-style-type: none"> a. mental health b. fine motor c. assistive technology 2. Parent participation <ul style="list-style-type: none"> a. mental health report 3. Lack of clear goals 4. Failing to implement speech language pathology 	09/30/19	10/16/19		11/08/19-11/21/19	11/19-11/21/19	Resolution held; no agreement;
25. High Tech High Case #2019100197	Parent participation No progress report Failure to provide Free and Appropriate Public Education (FAPE): <ul style="list-style-type: none"> 1. Unmeasurable goals 2. Placement 	10/02/19	10/16/19		11/18/19	11/26-11/27/19	Resolution held; no agreement;

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
26. Snowline JUSD Case #2019100701	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> a) One-to-one b) Social skills c) Mental health d) Vocational education 2. Psychoeducational assessment <ul style="list-style-type: none"> a) Independent educational evaluation (IEE) 	10/16/19	10/31/19		12/02/19	12/10-12/12/19	Resolution not held due to attorney not being available; Attempting to settle between lawyers;
27. Snowline JUSD Case #2019100697	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> a) Reading b) Social needs c) Behavior 2. Failure to assess <ul style="list-style-type: none"> a) Vocational b) Functional behavior assessment (FBA) c) Adaptive 3. Impeded parent participation 4. Deprived of educational benefit	10/16/19			12/02/19	12/10-12/12/19	Amended complaint pending;
28. Adelanto SD Case #2019100641	1. Denial of Free and Appropriate Public Education (FAPE) <ul style="list-style-type: none"> a) Comprehensive assessment b) Behavior needs c) Emotional needs 	10/16/19	10/28/19		12/09/19	12/17-12/19/19	Settlement agreement 10/31/19; CLOSED

**Desert/Mountain SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
29. Snowline JUSD Case #2019100620	Lack of educational benefit a) reading goals b) writing goals c) math goals	10/18/19	10/29/19		12/02/19	12/10- 12/12/19	Agreement reached; awaiting signatures;
30. Hesperia USD Case #2019100943	Denial of Free and Appropriate Public Education (FAPE) 1. Failure to provide appropriate program: a) academic b) behavioral 2. Failure to complete triennial review	10/23/19	11/18/19		12/09/19	12/17- 12/19/19	

Desert /Mountain SELPA
Legal Expense Summary
As of November 8, 2019

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	\$314,479.71
2019-2020	\$120,584.72

**Desert/Mountain Charter SELPA
Due Process Summary
July 1, 2019 - November 8, 2019**

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT										CASE ACTIVITY FOR CURRENT YEAR				
	13/14	14/15	15/16	16/17	17/18	18/19	19/20		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	0
Aveson Global Leadership Acad	N/A	N/A	2	1	5	1.5	1		10.5	0	1	0	0	0
Aveson School of Leaders	N/A	N/A	0	3	1	1.5	0		5.5	0	0	0	0	0
Ballington Acad for Arts & Sci	N/A	N/A	N/A	N/A	0	2	0		0	0	0	0	0	0
Desert Trails Prep Academy	0	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	0
Encore High School, Riverside	N/A	N/A	0	0	0	1	1		2	0	0	0	1	0
Julia Lee Performing Arts Acad	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0	0
LaVerne Elem Preparatory	0	0	0	0	0	0.5	0		0.5	0	0	0	0	0
Leonardo da Vinci Health Sci	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	0
Odyssey Charter School - South	N/A	N/A	N/A	N/A	N/A	0	0		0	0	0	0	0	0
Pasadena Rosebud Academy	N/A	N/A	N/A	N/A	N/A	1	0		1	0	0	0	0	0
Pathways to College	0	0	0	0	0	0	0		0	0	0	0	0	0
Taylison High Desert Academy	0	0	0	0	0	0	0		0	0	0	0	0	0
5														
SELPA-WIDE TOTALS	0	0	2	4	6	7.5	2		19.5	0	1	0	1	0

**Desert/Mountain Charter SELPA
Due Process Activity Summary
July 1, 2019 – November 8, 2019**

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
1. Encore HS Case No. 2019061207	1. Vision Therapy 2. Compensatory education local education agency (LEA): 1. Lack of parent consent to speech 2. Lack of parent consent to specialized academic instruction (SAI)	07/09/19	0	08/23/19			Settled; agreed to compensatory education at school site; agreed to provide Independent Educational Evaluation (IEE); agreed to omit speech from the Individualized Education Plan (IEP); CLOSED 8/23/19
2. Aveson Global Case No. 2019100871	1. Enrollment 2. NPS placement	10/23/19	10/28/19		11/22/19	12/03- 12/05/19	Insufficient filing. Case not opened.

Desert /Mountain Charter SELPA
Legal Expense Summary
As of November 8, 2019

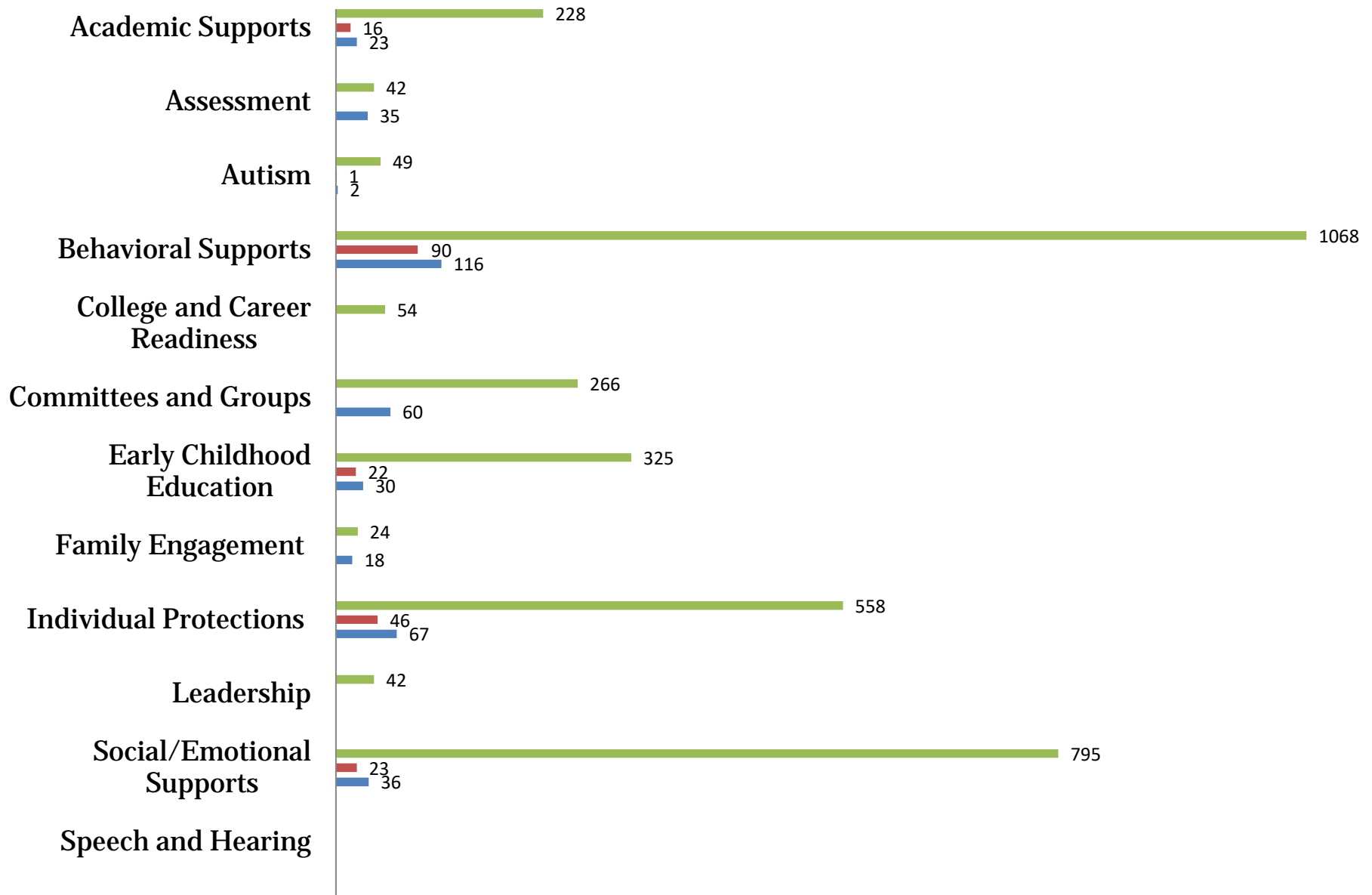
2000-2001	
2001-2002	
2002-2003	
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	
2008-2009	
2009-2010	
2010-2011	
2011-2012	
2012-2013	
2013-2014	
2014-2015	
2015-2016	\$ 7,378.00
2016-2017	\$ 33,886.61
2017-2018	\$ 70,994.67
2018-2019	\$ 113,834.81
2019-2020	\$ 13,190.00

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

OCTOBER 2019 - 585 PARTICIPANTS

3451 YEAR-TO-DATE PARTICIPANTS

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

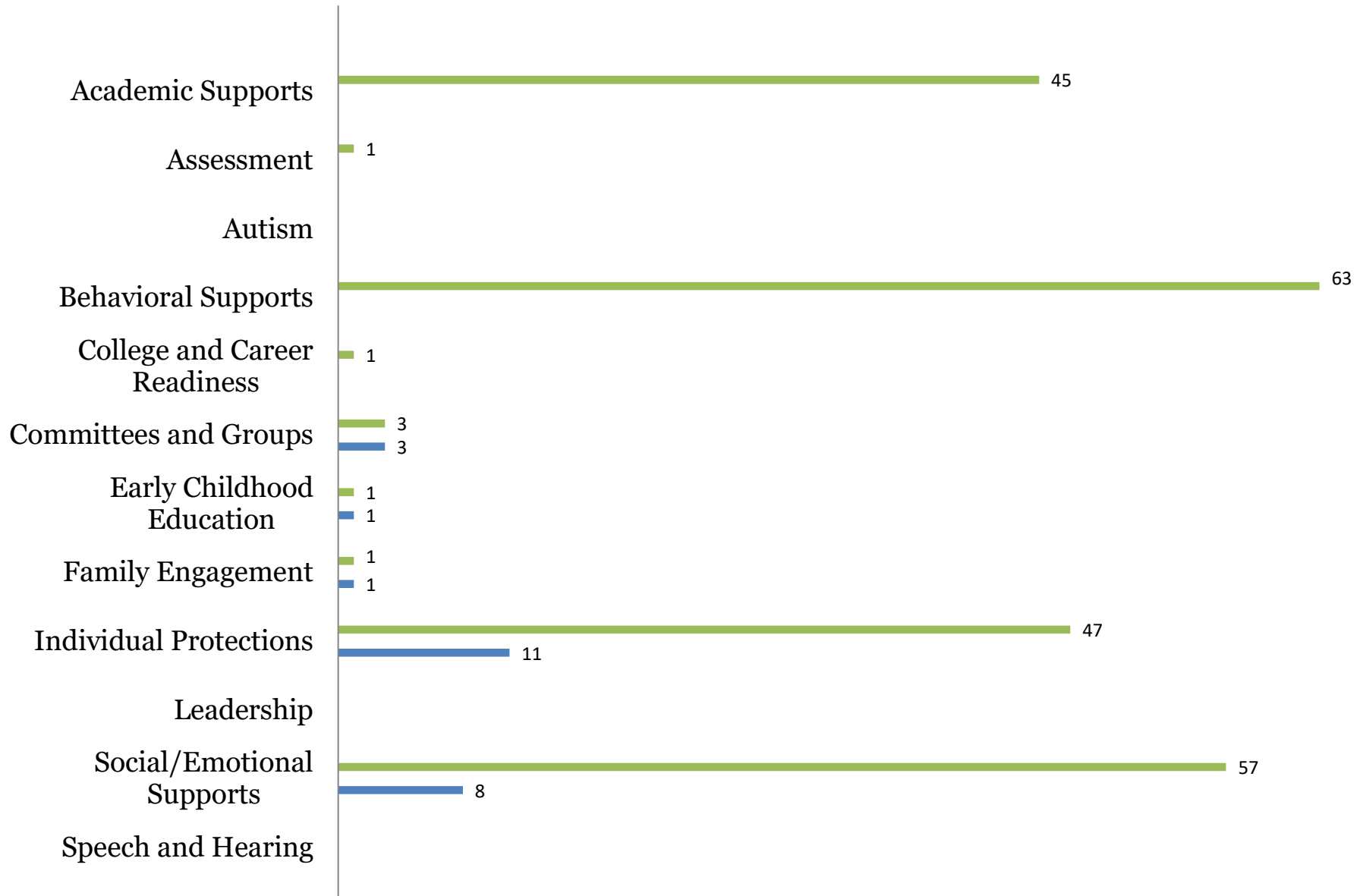


D/M CHARTER SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

OCTOBER 2019 - 24 PARTICIPANTS

219 YEAR-TO-DATE-PARTICIPANTS

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



CAHELP JPA Hesperia Property Maintenance Schedule

The Hesperia property owned by the CAHELP JPA has experienced dumping and debris being left on the property. The City of Hesperia has issued warnings and fines regarding the cleanup of the property. The proposed schedule below is comprised of local LEAs (with maintenance departments) who have been placed on the rotation schedule to clean the property on a monthly basis. The cleanup includes removing any items that have been “dumped” on the property, trash and weeds (with the exception of oil bushes). All members of the CAHELP JPA will contribute to the costs of the monthly clean-up. Each LEA will submit an invoice to the CAHELP JPA for reimbursement. Annual allocations to this fund will be divided among all LEAs from the Desert/Mountain SELPA and the Desert/Mountain Charter SELPA.

Adelanto Elementary School District	Week of January 14, 2019
Apple Valley Unified School District	Week of February 11, 2019
Barstow Unified School District	Week of March 11, 2019
Helendale School District	Week of April 8, 2019
Hesperia Unified School District	Week of May 13, 2019
Oro Grande School District	Week of June 11, 2019
Snowline Joint Unified School District	Week of July 15, 2019
Victor Elementary School District	Week of August 12, 2019
Victor Valley Union High School District	Week of September 9, 2019
Adelanto Elementary School District	Week of October 14, 2019
Apple Valley Unified School District	Week of November 18, 2019
Barstow Unified school District	Week of December 16, 2019
Helendale School District	Week of January 13, 2020
Hesperia Unified School District	Week of February 10, 2020
Oro Grande School District	Week of March 16, 2020
Snowline Joint Unified School District	Week of April 13, 2020
Victor Elementary School District	Week of May 18, 2020
Victor Valley Union High School District	Week of June 15, 2020