

Siskiyou County

SELPA

Special Education Local Plan Area

*Special Education
Procedural Handbook*

September 2020
revised

SISKIYOU COUNTY
Siskiyou County SELPA
609 South Gold Street
Yreka, CA 96097
(530) 842-8432

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PURPOSE AND SCOPE

The purpose of this Special Education Procedural Handbook is to serve as a guide for required procedures, as well as best practices within the realm of Special Education. With the exception of language mandated by federal and state laws and regulations, the contents of this handbook are procedures intended to assist districts in meeting the requirements of the law. It provides district personnel with clear and systematic procedures regarding student rights and responsibilities, in accordance with federal and state laws and regulations. It draws from the IDEIA 2004, Title V, the Education Code, and articulates with the Siskiyou County Local Plan for Special Education.

Students who are eligible for Special Education and related services are afforded a free and appropriate public education, designed to meet their needs in the least restrictive environment. Procedural safeguards are available for every student. Each district is responsible for ensuring that the above mission is accomplished in a timely, thoughtful and thorough manner.

The following pages include the Special Education guidelines, procedures, and forms used in the implementation of Special Education services in the Siskiyou County SELPA. This handbook is a flexible document that will be updated to stay current and may be adapted by districts to meet their specific needs.

OVERVIEW OF SPECIAL EDUCATION

Special Education is defined by law as “specially designed instruction, at no cost to the parents, to meet the unique needs of the child with a disability”.

In order to determine a student's eligibility for Special Education, a multi-disciplinary assessment is conducted. This assessment team determines if a student satisfies both parts of a two-part test.

First, the student must meet the definition of one or more of the categories of disabilities specified under the IDEIA 2004. Second, the student must be shown to be in need of Special Education and related services as a result of his or her disability or disabilities. In general, a student is identified to be in need of Special Education and related services if he or she is unable to function satisfactorily in the general education classroom, even with accommodations and modifications to the curriculum. Students whose educational needs are due primarily to limited English proficiency, a lack of instruction in reading or mathematics, temporary physical disabilities, social maladjustment, environmental, cultural, or economic factors, do not qualify as students with disabilities.

Upon determination of eligibility, the Individualized Education Program (IEP) team develops the IEP, which is a document that describes the student's current level of educational performance, a statement of annual goals aligned to the general education standards, a statement of the Special Education and related services the student will receive, and the extent to which he or she will participate in general education. The IEP is reviewed and modified at least annually.

With certain exceptions, at least every three years a reevaluation of the student is conducted to determine if he or she continues to be eligible for Special Education and related services. If determined by the IEP team and other qualified professionals that additional data is not needed to make the determination and the parent agrees, a reevaluation is not necessary. A student may be dismissed from Special Education and related services if the IEP team, based on an assessment, determines that the student no longer meets the eligibility criteria for Special Education.

Students with disabilities and their parents are afforded certain procedural safeguards designed to provide them with meaningful involvement in the educational program. It is in the best interest of students for districts and parents to resolve issues through open communication and the IEP process. The number one indicator for student success is a positive relationship between district and parent.

Parents may file a complaint if they believe that the school district has not complied with the laws and regulations governing Special Education. They may also request a mediation or a due process hearing in the event they disagree with the district's decisions regarding their child's educational program.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

SELPA DIRECTOR

- Ensure compliance with Special Education law
 - SELPA Plan for Siskiyou County
 - Keep current with state and federal law
 - Procedural Handbook for Siskiyou County
 - Keep current with state and federal law
 - Keep current with Siskiyou SELPA practices
 - Oversee Special Education State level compliance reviews
 - Monitor development and implementation of IEPs
 - Monitor Special Education compliance in SELPA

- Facilitate SELPA level meetings
 - Executive Council
 - SELPA Steering Committee
 - Community Advisory Committee

- Oversight of SELPA monies
 - SCOE budget
 - Allocation formula for district Special Education programs
 - Maintenance of Effort reporting
 - Excess Cost Reporting from Districts receiving Federal Monies
 - Table 8 report
 - Grants and special funding

- Management of Special Education Information System (SEIS)
 - Add/exit students
 - Eligibility
 - Data collection
 - News
 - Document Library

- CASEMIS Reporting
 - Unduplicated Pupil count, December 1
 - Personnel Data Report
 - End of Year CASEMIS report, June 30
 - Annual Budget and Services Report to CDE

- Stay current on Special Education
 - Legislation
 - Law

- Due Process Hearing decisions
- Credentialing

- Resolution IEP meetings
 - Conduct Due Process IEP Resolution meetings with parents

- Implement and monitor mental health as a related service in the SELPA
 - Referrals
 - IEP Content
 - Funding
 - Placement and management

- Special Education transportation
 - Assist with routing
 - IEP eligible

ROLES AND RESPONSIBILITIES
IN SPECIAL EDUCATION

DISTRICT SUPERINTENDENTS

- Attend monthly Special Education Local Plan (SELPA) meetings
 - Review and approve SELPA policy and administrative regulations
 - Review and approve SELPA Annual Budget and Services Plan
 - Participate in Executive Council on a monthly basis, if chosen as a representative
- Monitor district compliance to Maintenance of Effort (MOE)
 - Review MOE SELPA Policy
 - Actuals to Budget (SEMB) and Actuals to Actuals (SEMA) due in November
- Be familiar with the following SELPA documents:
 - SELPA Plan
 - Federal/State/Local Policy and administrative regulations
 - Procedural Manual
- SELPA office
 - Executive Assistant -842-8432
 - SELPA Director -842-8441

If you are also District Site Administrator, please refer to that section.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

DISTRICT SITE ADMINISTRATORS

- Inform parents of the need to file a written request for Special Education assessment when a verbal request is made. Assistance in completing this written notice will be provided to parents if necessary.
 - If a Student Success Team /Student Study Team meeting has not been held then request that the parents participate in this meeting prior to the completion of the *Assessment Plan*. At this meeting it may be determined that general education accommodations should be tried prior to completing *Referral for Special Education and Related Services*. If parents still want Special Education assessment, then proceed with the written Referral.
- Complete *Referral for Special Education and Related Services*, for initial assessments.
- Complete *Notice of Receipt of Referral for Special Education Assessment*, once you have received the signed referral from the parents. Then, send a copy to the parents.
- Supervise the completion of the *Assessment Plan* and delivery to parents within the 15 day timeline, include the *Procedural Safeguards*.
- Verify that the Initial IEP meeting is held within 60 days of the receipt of the signed *Assessment Plan*.
- Schedule all annual IEP review meetings for the school year with the Special Education Case Manager.
- Procedural Safeguards are to be given to parents: Annually, when student is suspended/expelled, with *Assessment Plan*, or when parent files Due Process.
- Conduct all IEP meetings before or on due dates.
 - An administrator designee needs to be assigned for each meeting if administrator cannot attend (see page 38 for IEP Team Members).
- Ensure appropriate representation of all staff at each IEP meeting. It is mandatory that a parent, a Special Education teacher, a general education teacher, and an administrator attend each IEP meeting. As appropriate, the psychologist and any DIS provider should also be included. If the IEP members are unable to attend or not needed, parent can give prior written consent to excuse a member. Administrator and Special Education Teacher cannot be excused.

- Monitor the IEP paper work. Make sure that every item on each page of the IEP is complete, even if you must write "N/A" (Not Applicable). Make sure the IEP is accurate and is a suitable response to the information needed.
- Identify and document on the IEP who will share goals and benchmarks to make sure the general education teacher(s) who serve the student and are responsible for implementing goals and accommodations/modifications in the classroom understand their assigned responsibilities. Distribute copies of the completed, signed IEP to appropriate IEP team members, including the parent.
- The Individual Transition Plan and Transition Services pages must be completed for all children when they are transitioning from 8th grade to 9th grade. There must also be goals and services in the IEP that support the Post Secondary Goals in the Transition Plan.
- The Administrator Designee signature is guaranteeing that the IEP will be implemented as written and all services will be provided. Any changes to the current IEP will require an addendum, also signed by the Administrator Designee for the district.

CA Ed Code 56341 (b) (4) Definition of Administrator Designee:

- A representative of the local educational agency who meets all of the following:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
 - Is knowledgeable about the general education curriculum.
 - Is knowledgeable about the availability of resources of the local educational agency.

CHILD FIND

- District of Residence is responsible for “Child Find”
 - Referral
 - Assessment
 - Eligibility
 - If eligible offer Free Appropriate Public Education (FAPE)
- “Child Find” for Private School students:
 - District of Location (district in which private school is located)
 - Referral
 - Assessment
 - Determine Eligibility
 - District of Residence (district in which student lives)
 - Makes a written offer of FAPE.

- If the parent agrees, student attends District of Residence public school.
- If parent declines the written offer of FAPE, student is offered an Individual Service Plan (ISP) by the District of Location (speech is the only ISP service).
- If student is not eligible for Special Education, the District of Location informs the parents.

DISCIPLINE

- The first ten cumulative days of suspension for a student on an IEP can be treated the same as non-disabled students.
 - For each IEP student suspended, send copy of procedural safeguard with suspension notice.
- A Manifestation Determination IEP meeting must be held once the student reaches 10 days or when recommending expulsion or a pattern of suspension exists.
 - Meeting must be within 10 days of the decision to change placement.
 - No further suspensions are permitted, until meeting held and student's behavior found not to be a manifestation.
 - If behavior is a manifestation:
 - no further suspension or expulsion for that behavior
 - must follow guidelines of Manifestation Determination
 - Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP)
 - possible change of placement
 - change of Positive Behavior Support Plan (PBSP)
- Special circumstances that allow for Interim Alternative Educational Settings (IAES) of not more than 45 school days regardless of whether behavior is determined to be a manifestation of the student's disability, in cases where student, while at school, on school premises, or at a school function:
 - Carries or possesses a weapon
 - Knowingly possesses or uses illegal drugs or sells a controlled substance
 - Has inflicted serious bodily injury upon another person (injuries that need ER)
- The IEP team determines the appropriate IAES.
- If IEP student has a behavior that impedes learning of self or others it must be addressed in IEP (goal, PBSP, BIP).
- Verify the completion of CASEMIS C (Discipline) in Special Education Information System (SEIS) by June 15 each year.

30 DAY INTERIM PLACEMENT, (only for out of County or out of state) (If within Siskiyou SELPA you implement the IEP from previous school, no 30 day placement required)

- When student enrolls, District needs to ask if student is on IEP (IEP students should be enrolled on same timeline as general education students, one to two days to gather information)
 - Get IEP copy from parent or have previous school fax a copy in order to determine most appropriate placement and services.
 - Be sure to include Special Education Teacher
 - Review placement and services on IEP.
 - Call SCOE if question of placement in SDC (842-8432)
 - Placement listed as SDC
 - Intellectual disability listed
 - Goals are functional and not academic
 - Provide the same or similar placement and services during 30 days.
 - Review records to determine if any further assessment is needed.
 - Complete the *Interim Special Education Services* form
 - Hold IEP meeting within 30 days to either accept current IEP or offer new IEP.

TIMELINES

- Parent requesting IEP meeting – 30 calendar days.
- Provide *Assessment Plan* – 15 calendar days- upon referral for Special Education.
- Assessment and IEP meeting – 60 calendar days from when signed *Assessment Plan* is received by school.
 - Initial assessment you do not count school breaks of more than 5 days
 - Triennial assessments or other assessments you count all calendar days including any breaks in school year.
 - *Triennial Reevaluation* form must be completed and signed by parent 75 days prior to triennial date so that an assessment plan can be developed and assessment can take place within timeline if parent requests
- Interim Placements – 30 calendar days
- Manifestation Determination Meeting – within 10 days of recommendation for expulsion or 10th day of suspension
- Interim Alternative Education Setting – 45 school days.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

SELPA PRINCIPAL/PROGRAM MANAGER

POSITION SUMMARY

Under the direction of the Associate Superintendent of Special Schools and Services/SELPA Director, the Principal/Program Manager coordinates and supervises various Special Education student-oriented programs operated by the Siskiyou County Office of Education and provides direct assistance/training to district operated Special Education programs.

- Provides direct supervision and program coordination to assigned Special Education staff.
- Provides information to IEP teams regarding assessment processes and resources available for pupils.
- Assists Special Day Class Teachers, Specialists, Regular Classroom Teachers, and Administrators in interpretation of assessment data for developing and modifying instructional plans for Special Education students.
- Assists in identification of all available resources in the community and throughout the state for exceptionalities.
- Is cognizant of assigned personnel and guidelines.
- Acquires and disseminates information on innovative methods and techniques through direct service to personnel or inservice education to groups in Special Education.
- Assists in developing curriculum for use with all students in SELPA who are served under an IEP.
- Assists SELPA Director in needs assessment and data collection as related to inservices and report information.
- Consults with parents, agency personnel, and ancillary personnel as requested by SELPA Director or by IEP Team in assigned schools.
- Assists in designing/implementing effective communication for dissemination of Special Education information.
- Stays current on Special Education law in order to assist districts, parents, teachers, students, and agencies.

SDC RESPONSIBILITIES

- Serves as Administrator for SDC programs.
- Coordinates IEP/Triennial meetings with teachers.
- Participates in all placement decisions for SDC.
- Alerts nurses to all new 30 day Administrative Placements and any change of placements between programs.
- Verifies information in PROMIS for each new student.
- Checks IEP prior to IEP meeting dates for corrections and completeness.
- Evaluates Teachers by February 1 of each school year.

CASEMIS Data Collection

Checks and verifies that CASEMIS data is correct on each student in SELPA during November and June of each year in preparation for the CASEMIS reporting times.
Demographics, CASEMIS A, B, C, and D

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

SCHOOL PSYCHOLOGIST

- Participates in the assessment process to determine Special Education eligibility.
- Assists districts in staying current on triennial reviews.
- Stays current on Special Education law.
- Inputs assessment information into IEP through the SEIS system.
 - Attaches Psychological Report to IEP prior to meeting.
- Manifestation Determination.
 - Prepares Manifestation Determination or study.
 - Participates in Manifestation Determination IEP meeting.
- Guides staff through development of Behavior Implementation Plans
- Monitors mental health related services for students on IEP
 - Provides related service counseling as specified on IEP

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

RESOURCE SPECIALIST TEACHER

- Resource Specialist informs parents of the need to file a written request for assessment when a verbal request is made and provides assistance in completing this written notice if necessary.
 - If a Student Success Team/Student Study Team meeting has not been held, request that the parents participate in this meeting prior to the completion of the *Assessment Plan*. At this meeting it may be determined that general education accommodations should be tried prior to completing *Referral for Special Education and Related Services*. If parents still want Special Education assessment, then proceed with the written Referral.
- Completes *Referral for Special Education and Related Services*, for initial assessments.
- Completes *Notice of Receipt of Referral for Special Education Assessment*, once school has received the signed referral from the parents. Then, send a copy to the parents.
- Assists in the development of the *Assessment Plan*.
 - An *Assessment Plan* must be completed whenever an assessment for the development or revision of the IEP is to be conducted. It must be signed by the parent/guardian prior to the testing. For initial referrals, the *Assessment Plan* must be given to the parent within 15 days of the referral for assessment, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of the referral, unless the parent agrees in writing to an extension. An *Assessment Plan* must be developed within 10 days after the beginning of the regular school year for any referral made 10 days or less prior to the end of the previous school year.
- If it is an initial assessment, ensures that the Procedural Safeguards are given to the parent along with the *Assessment Plan*.
- Ensures signed *Assessment Plan* is routed to all assessors the **same day** that the *Assessment Plan* is received by school. (Fax, hand deliver, phone call)
- Assists in the identification of student's individual needs through assessment.
- Provides results of academic achievement assessments to the school psychologist at least 10 days in advance of the IEP meetings, so that these results can be incorporated into the written psychological report prior to the IEP team meeting.
- Attaches report to IEP in the SEIS system

- Completes the Parent/Guardian *Notice of Meeting* and sends it to the parent early enough to ensure an opportunity to attend. (At least 2 weeks prior to meeting date).
- Sends copy of meeting notice to each IEP team member the same day parent verification is received.
- Ensures that the following timelines are met:
 - Initial IEP meetings must be held within 60 days of the receipt of the signed *Assessment Plan*.
 - Annual IEP reviews must be held before or on the date of the previous annual IEP review or initial IEP. (Schedule them 30 days prior to due date)
 - Triennial reevaluations must be conducted within three years of the previous triennial or within three years of the initial assessment. (Schedule 90 days prior)
 - *Triennial Reevaluation* form must be completed and signed by parent 75 days prior to triennial date so that an assessment plan can be developed and assessment can take place within timeline if parent requests.
 - If assessment needed, the team has 60 days to complete.
 - If no further assessment, document the student's eligibility by completing the *Triennial Reevaluation* and addendum with parent input and signature.
- Meets with site administrator/designee and other staff as needed, to calendar IEP meetings according to due dates.
- Coordinates in the development of IEPs.
- Ensures that all members of IEP team are coming.
 - Administrator
 - Special Education
 - General Education
 - Parent
 - Nurse
 - Student when appropriate
 - Specialists if needed
 - Agencies if needed
- Upon parent request, a "DRAFT IEP" is sent home to parent 5 days prior to IEP.
- Procedural safeguards are to be given to parents one time a year at the annual IEP meeting.
- Gives copy of IEP to parents and appropriate IEP members.
 - The IEP with corrections from the meeting with signatures of parents and other IEP team members is the legal document. This is the document that must be maintained in the student confidential file. Parents should receive a copy of this document at the end of the meeting. If you want to make corrections in SEIS and

then send a clean copy home to parents you may, but that is not the legal document.

- Makes sure all IEP members input their information prior to completing affirm/attest.
- Affirm/Attest IEP in SEIS within 7 days(whether or not you have a parent signature)
- Progress Reports
 - Update on the quarter or trimester in SEIS, send copy home to parents, place copy in student file.

30 DAY INTERIM PLACEMENT, (*only for out of County or out of state*) (If within Siskiyou SELPA you implement the IEP from previous school, no 30 day placement required)

- When student enrolls, District needs to ask if student is on IEP (IEP students should be enrolled on same timeline as general education students, one to two days to gather information)
 - Get IEP copy from parent or have previous school fax a copy in order to determine most appropriate placement and services.
 - Be sure to include Special Education Teacher
 - Review placement and services on IEP.
 - Call SCOE if question of placement in SDC (842-8432)
 - Placement listed as SDC
 - Intellectual disability listed
 - Goals are functional and not academic
 - Provide the same or similar placement and services during 30 days.
 - Review records to determine if any further assessment is needed.
 - Complete the *Interim Special Education Services* form
 - Hold IEP meeting within 30 days to either accept current IEP or offer new IEP.

GENERAL

- Supervises the RSP assistant and contributes input to his/her evaluation, if appropriate.
- Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
- Consults and collaborates with general education teachers regarding accommodations and modifications for all children and specifically about children with disabilities.
- Evaluates student progress, maintains necessary records indicating student

performance and attendance, and recommends revisions of the IEP when appropriate. This includes grades, progress reports, and benchmark documentation of goals and objectives cited in students' IEPs.

- Assists with coordination of services provided by DIS personnel.
- Assists parents in understanding their rights and the Special Education process and procedures.
- Attends SELPA Special Education meetings.
- Provides the necessary information to the site/district testing coordinator for all State/district assessments.
- Coordinates any Special Education reviews with SELPA.
- Keeps student information accurate and current in SEIS (CASEMIS data).
- Itinerant RST will provide to Resource Aide and staff daily lesson plans for each student on an IEP with specialized academic instruction:
 - Objectives
 - Materials
 - Procedures
 - Evaluation

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

SPECIAL DAY CLASS TEACHER

- Meets with Program Manager and other staff as needed, to calendar IEP meetings according to due dates.
 - Annual IEPs are to be scheduled 30 days prior to due date.
 - Triennials are to be started 90 days prior to due date.
 - *Triennial Reevaluation* form must be completed and signed by parent 75 days prior to triennial date so that an assessment plan can be developed and assessment can take place within timeline if parent requests.
 - If assessment is needed, team will have the 60 days to complete assessment.
 - If no further assessment required, SDC teacher must document eligibility using *Triennial Reevaluation* and addendum.
- Completes the Parent/Guardian *Notice of Meeting* and sends it to the parent early enough to ensure an opportunity to attend, at least two weeks prior.
- Coordinates the development of IEPs with specialists and parents.
- Sends “DRAFT IEP” to parent 5 days prior to IEP meeting.
 - Attaches teacher report to IEP in the SEIS system.
- SDC Teacher will chair the IEP meeting. Check to assure:
 - General Education Teacher at **all** IEP meetings.
 - If member excused, make sure they have spoken to the parent prior to meeting and have documented the conversation on the notes page in SEIS.
 - Review previous goals at IEP meetings.
 - Review “DRAFT IEP” at meeting.
 - Program Manager will take notes.
 - Copy of signed IEP provided for file, parent, and participating agencies at end of meeting.
 - Members are allowed to participate in meeting by phone.
 - Affirm/Attest IEP in SEIS within 7 days of meeting.(whether or not you have a parent signature)
- Progress reports: Update every quarter or trimester in SEIS, send a copy home to parents, and place a copy in student file.
- Coordinates the application process for SDC students to register for the Extended School Year program according to timelines, as appropriate.

- Provides matching time instruction for DR student/clients per Learn to Earn program contract, if part of program.
- Curriculum based on Common Core State Standards
- Procedural Safeguards are to be given to parents: one time annually at the annual IEP meeting, for an initial assessment, and for disciplinary actions resulting in suspension or expulsion.
- Include Nurse on all initial, annual, triennials, and 30 day placements.
- Notifies Principal/Program Manager of issues that require administrative support.
- Participates in district level staff meetings and workgroups in order to promote consultation and collaboration.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

DESIGNATED INSTRUCTION AND SERVICES SPECIALISTS

FOR DIS ONLY STUDENTS

- Serves as case manager for students who receive Low Incidence Services only and speech and language services only.
- Completes *Referral for Special Education and Related Services* for all initial assessments.
 - If a Student Success Team/Student Study Team meeting has not been held, request that the parents participate in this meeting prior to the completion of the *Assessment Plan*. At this meeting it may be determined that general education accommodations should be tried prior to completing *Referral for Special Education and Related Services*. If parents still want Special Education assessment, then proceed with the written Referral.
- Completes *Notice of Receipt of Referral for Special Education Assessment*, once you have received the signed referral from the parents. Then send a copy to the parents.
- Develops the *Assessment Plan*.
 - An *Assessment Plan* must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing. The *Assessment Plan* must be given to the parent within 15 days of the referral for assessment, not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of the referral, unless the parent agrees in writing to an extension.
- Ensures that the Notice of Procedural Safeguards is given to the parent along with the *Assessment Plan*, if it is an initial.
- Conducts appropriate assessments in the areas of suspected disability.
 - Attaches report to the IEP in the SEIS system
- Arranges and coordinates IEP team meetings.
- Completes the Parent/Guardian Notification of IEP Meeting and sends it to the parent early enough to ensure an opportunity to attend, at least two weeks prior.
- Ensures that the following timelines are met:
 - Initial IEP meetings must be held within 60 days of the receipt of the signed *Assessment Plan*.

- Annual IEP reviews must be held before or on the date of the previous annual IEP review or initial (schedule 30 days prior).
 - Triennial reevaluations must be conducted within three years of the previous triennial or within three years of the initial assessment. (Schedule 90 days prior to due date.)
 - *Triennial Reevaluation* form must be completed and signed by parent 75 days prior to triennial date so that an assessment plan can be developed and assessment can take place within timeline if parent requests.
 - For Interim Placements, complete *Interim Special Education Services* with appropriate administrator. The Interim Placement IEP Meeting must take place within 30 days of the start of the Interim Placement.
- Affirm/Attest IEP in SEIS within 7 days of meeting.(whether or not you have a parent signature)
 - Progress reports
 - Updates quarter or trimester in SEIS, sends copy home to parents, places copy in student file.

FOR ALL IEP STUDENTS

- Conducts student screenings, when indicated.
- Informs parents of the need to file a written request for assessment when a verbal request is made. Provides assistance in completing this written notice if necessary.
 - If a Student Success Team/Student Study Team meeting has not been held, request that the parents participate in this meeting prior to the completion of the *Assessment Plan*. At this meeting it may be determined that general education accommodations should be tried prior to completing *Referral for Special Education and Related Services*. If parents still want Special Education assessment, then proceed with the written Referral.
- Provides a written report of all assessments conducted and inputs data into SEIS.
- For all other Special Education students, assists in the development of the *Assessment Plan*, within 15 days of parent request.
- Provides assessment information at IEP meetings, and makes program and/or service recommendations when appropriate.
- Participates in the development of the IEP.
- Provides direct services as indicated in the IEP.
 - If specialist is absent, services to student are made up during the same month.

(Substitutes can be utilized.)

- Meets with site administrator/designee and other staff as needed, to calendar IEP meetings in accordance with due dates.
- Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
- Notifies Special Education department and site administrator of accurate monthly caseload numbers. (SEIS)
- Provides resources, such as instructional materials and staff time to the regular classroom teacher as appropriate.
- Evaluates student progress, maintains necessary records indicating student performance and attendance, and recommends revisions of the IEP when appropriate.
- Progress reports
 - Updates quarter or trimester in SEIS, sends copy home to parents, places copy in student file.
- Attends SCOE SELPA trainings.
- Provides the necessary information to the site/district testing coordinator for all State/district assessments.
- Submits a monthly list of student adds/drops via SEIS program.
 - Keeps CASEMIS data current.

ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

NURSES

- Completes initial and triennial health review.
 - Requires current vision and hearing screening for initial and triennial assessments.
- Health Education as required.
- Attends all IEP meetings for students who have medical issues.
 - Completes present levels of performance under “health” in SEIS.
 - Completes services section as indicated.
- Participates in all 30 day *Interim Special Education Services*.
 - Evaluates need for nursing services.
 - Reviews immunization records
- Participates in all transfer of students between sites who have medical issues.
- Oversees medication administration at school sites.
- Develops and monitors Specialized Physical Health Care and Emergency Plans.
- Trains staff in required health care medication administration.
- Ensures Health Care Plans in place before new student attends school.

REFERRAL

SYSTEMATIC SEARCH – “CHILD FIND”

Each local educational agency shall actively and systematically seek out all individuals with exceptional needs, ages 0 through 21, including children not enrolled in public school programs that reside in a district or are under the jurisdiction of a SELPA or a county office. All districts have adopted policies for notifying parents of their rights and for initiating a referral for assessment to identify individuals with exceptional needs. Identification procedures shall include utilization of referrals from teachers, parents, agencies, appropriate professional persons, and from other members of the public. The “Child Find” process shall ensure the equitable participation of parentally placed private school children with disabilities, including an accurate count of such children and comparable timelines to those for public school children.

School site procedures and identification procedures are coordinated to provide referral of pupils with needs that cannot be met with accommodations/modification of the regular instructional program.

A pupil shall be referred for Special Education assessment only after the resources and interventions of the general education program have been considered and utilized. This information on what was tried and the results must be documented through the Student Study Team/Student Success Team meeting notes. Districts should hold at least two Student Study Team/Student Success Team meetings prior to referral to Special Education assessment in order to document that general education resources and interventions have been implemented and found not to be sufficient to help the child receive educational benefit from solely general education services.

All referrals for Special Education shall be documented. When a verbal referral is made, staff of the school district, county office or SELPA shall offer assistance to the individual making the request, and shall assist the individual if he/she requests such assistance.

SOURCES OF REFERRALS

For all initial assessments you must have a signed *Assessment Plan* completed and retained in student file. You also need to retain copies of the *Referral for Special Education and Related Services* and the *Notice of Receipt of Referral for Special Education Assessment* in the student file.

The referral of a pupil for a Special Education assessment may be initiated or submitted as a result of:

1. School screening programs, such as vision, hearing, and speech and language screenings

2. Student Success Team/Student Study Teams (SST)
3. Direct referrals from agencies or individuals having knowledge of an individual with exceptional needs
4. Direct referral from parents

Parents shall be given a copy of their rights and Procedural Safeguards upon initial referral for assessment.

ACKNOWLEDGEMENT OF REFERRAL

When a complete and appropriate referral is received by a member of the assessment team for the assessment of a student for Special Education purposes, an appropriate team member will complete the *Notice of Receipt of Referral for Special Education Assessment* and notify parents/guardians that a referral was made. Parents are to be given a copy of the form and a copy is to be placed in the student file.

1. If the parent participated in a Student Success Team/Student Study Team meeting when the decision was made to refer the student for an assessment both the *Referral for Special Education and Related Services* and *Notice of Receipt of Referral for Special Education Assessment* should be completed. A copy should be given to the parent and a copy placed in the student file.
2. The formal written notification of parent is necessary when referrals have been initiated without parental involvement.
3. Notification shall be in writing. A designated member of the assessment team shall immediately send or deliver a completed *Notice of Receipt of Referral for Special Education Assessment* form to the parent and place a copy of form in the student file.
4. Personal contact in the parent's primary language to provide an explanation of the referral/assessment process and the forms is strongly recommended.

BEST PRACTICES FOR SCHOOL SITE REFERRALS

The following is a sequence of activities that reflects best practices in addressing a possible referral for a Special Education assessment:

1. An individual at the school site has a concern about a student's academic progress. That individual begins to access resources available at the school and/or consults with persons knowledgeable about the individual student or available resources.
2. The student's parent/guardian is contacted for support, information, and sharing of ideas.
3. Attempts are made to modify the student's educational program in order to address the

original concerns. If the concerns remain after such attempts have been made, a referral is initiated to the Student Success Team/Student Study Team.

4. A Student Success Team/Student Study Team meeting is scheduled, involving the parent, the pupil, the teacher and any necessary community resources. Documentation of general education interventions is maintained.
5. Should the interventions be determined to be inadequate in meeting the student's needs, the Student Success Team/Student Study Team, with participation by the parent, submits a referral for a Special Education assessment.

BEST PRACTICES FOR A DIRECT PARENT REFERRAL

The following is a sequence of activities that reflects best practices in addressing a direct referral from a parent:

1. A school site member is approached by a parent/guardian who requests that his/her child be assessed for Special Education. If the staff member has adequate knowledge of the school's procedures and the parent's concerns, the staff member establishes the basis for the request and informs the parent of the option to participate in a Student Success Team/Student Study Team.
2. If the parent elects not to participate in the Student Success Team/Student Study Team, the staff member assists the parent in putting the request for assessment in writing, and the request is submitted to an appropriate member of the assessment team. If the staff member does not have adequate knowledge of school identification procedures, he/she may refer the parent to other personnel, such as a site administrator, school psychologist, or Student Success Team/Student Study Team chairperson.
3. When parent gives informed consent, the assessment process is initiated. Within 15 days parent is to receive an *Assessment Plan*. However, if the school district believes that an assessment for Special Education is not appropriate, it may refuse to conduct the assessment (e.g. less than one year since last assessment).

Note: The assessment of a student may be conducted without a Student Success Team/Student Study Team or similar intervention team meeting if the parent so requests or if the school does not utilize a formal process. However, the school must have in place some mechanism for documenting that the resources and interventions of the general education program have been considered and, where appropriate, utilized.

Parents are to receive a copy of Procedural Safeguards on all initial referrals.

BEST PRACTICES FOR NON-ENGLISH SPEAKING PARENTS

Parents whose primary language is not English will be informed of the need to file a written request when a verbal request is made. They will be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible. The district will make every effort to provide a translator who speaks the parents' native language to ensure the parents' full participation in the referral process.

REFERRAL TO INFANT PROGRAM

The Siskiyou County SELPA coordinates programs for all infants with disabilities. Referrals to the program should be directed to Far Northern Regional Center 227-4791

REFERRAL TO PRESCHOOL PROGRAM

When a preschool teacher has concerns regarding a student:

1. The preschool teacher needs to talk with the Speech/Language Specialist service the school to work on RTI (Response to Intervention). Speech/Language Specialist gives the teacher ideas, strategies, and interventions to implement and document. The Speech/Language Specialist will ask the Teacher and Parent to fill out a questionnaire which will document areas of concern/need and strategies used.
2. Intervention Strategies and documentation will continue in the classroom. Speech/Language Specialist will screen for speech/language issues and problems. Speech/Language Specialist is to use professional judgment on the amount of time to use intervention strategies before going to the next step. The Speech/Language Specialist will call the IPS (Infant/Preschool Program Specialist) to visit and to document observations. Teacher and the Speech/Language Specialist will give IPS all their notes, files, assessments, and medical information for IPS to review.
3. In cases of obvious significant deficits, Speech/Language Specialist will immediately contact the IPS by email and attach all documentation.
4. The IPS will determine if more services are needed and if a SDC placement is a possibility. If so, the IPS will meet with the teacher and parent to discuss the process. The IPS will notify the Case Manager (the SDC Preschool Teacher) and their Program Manager.
5. The IPS will turn over to the Case Manager all information on the student. The Case Manager will request that the student be added to SEIS. Within a week, the IEP Team is to be notified regarding a Play Based Assessment and an *Assessment Plan* is filled in and sent home to the parents. As soon as the *Assessment Plan* is signed and returned, the 60 day timeline begins for completion of the assessment determination of eligibility and IEP.

SDC PRESCHOOL ELIGIBILITY GUIDELINES

Students who meet eligibility requirements for the SDC Preschool Program are:

1. Students who are in the Siskiyou Infant Program who are on the autism spectrum can start attending the Preschool SDC programs at 2 years 6 months of age per recommendation of IFSP team.
2. Moderate to severe disability (Intellectual disability, autism, multiple disability, emotionally disabled).
3. 50% developmental age delay in language may be considered given that;
 - a. Student has had three months of school experience/exposure with available supports
 - b. Student's disabilities are so severe as to warrant an exception to the three months experience guideline
 - c. The IEP Team will make it clear to parents that language delays alone will not qualify a student for SDC in Kdg.
 1. Therefore additional assessment will be required prior to change of placement at 5 years of age to determine disability eligibility and placement.

Question: Which Speech Therapist should do the assessment if child is severe?

Answer: The Speech Therapist assigned to the SDC, because they may be serving the student.

Question: Who should be the case manager for a child who needs a more global assessment?

Answer: SDC teacher, because the student's placement may be at that SDC program.



Preschool Questionnaire

Name of Student: _____ Date of Birth _____ Age: _____

Parent's Name: _____

Address: _____

Phone Number: _____

Physician: _____ Phone: _____

Primary Concerns

Speech and Language concerns: _____

Motor Concerns: _____

Health Concerns: _____

Other Concerns:

List of interventions that have been tried:

Signature: _____ Date: _____

ASSESSMENT

INTRODUCTION

Prior to any action taken with respect to the initial placement of a student with disabilities, an individual assessment of the student's educational needs must be conducted by qualified staff in accordance with requirements specified by the Education Code. No assessment will be conducted without a signed completed *Assessment Plan* unless the district has prevailed in a due process hearing regarding the assessment.

TIMELINES

Upon receipt of a signed *Assessment Plan*, the assessment team has 60 calendar days, not counting days between the student's regular school sessions, terms, or days of school vacation in excess of five school days, in which to conduct an appropriate evaluation and hold an IEP meeting to discuss assessment results for Initial Assessments. For Triennial Assessments the team only has 60 calendar days counting all breaks as part of the 60 days.

1. The 60-day timeline begins the day the signed *Assessment Plan* is received by a staff member. In Siskiyou SELPA we will strive to complete assessment in 50 days so that assessment reports and "DRAFT IEP" can be given to parents, 5 days prior to IEP meeting.
2. If an *Assessment Plan* is signed within 20 days of the end of the traditional school year, the IEP meeting may be held up to 40 days after the start of the following school year for Initial Assessments. For Triennial Assessments completion is within 60 calendar days of receiving signed *Assessment Plan*.
3. The case manager is responsible for distributing copies of the *Assessment Plan* to all persons named as assessors on the plan. This should be done, within 24 hours of receiving the signed plan, in order to allow all assessors ample time to evaluate the student.

DEVELOPMENT OF ASSESSMENT PLAN

Within 15 calendar days of the receipt of the referral for assessment, the appropriate IEP assessment team member(s) shall prepare the plan and return it to the case manager within 10 days. Then, the case manager will mail or personally deliver to the parent the following:

1. The completed *Assessment Plan*
2. A copy of the SELPA *Procedural Safeguards*

The *Assessment Plan* shall be in the primary language of the parent (or other mode of communication used by the parent) unless to do so is clearly not feasible.

The parent shall have at least 15 calendar days from the receipt of the *Assessment Plan* to arrive at a decision. Assessment may begin immediately upon receipt of the parent's written consent. School personnel should mark the date that they received the signed assessment at the top of the form.

ASSESSMENT REQUIREMENTS

An individual assessment of a student must be conducted according to the following Education Code requirements:

1. Assessment materials and procedures must be selected and administered so as not to be racially, culturally, or sexually discriminatory.
2. Tests and other assessment materials must meet all the following requirements:
 - a. Are provided and administered in the pupil's primary language or other mode of communication, unless the *Assessment Plan* indicates reasons why this provision and administration are not clearly feasible.
 - b. Have been validated for the specific purpose for which they are used.
 - c. Are administered by trained personnel in conformance with the instructions provided by the producer of the tests and other assessment materials, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist
3. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
4. Tests are selected and administered to best ensure that when a test administered to a pupil with impaired sensory, manual, or speaking skills, results are produced that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual, or speaking skills unless those skills are the factors the test purports to measure.
5. No single procedure is used as the sole criterion for determining whether a pupil is an individual with exceptional needs and for determining an appropriate educational program for the pupil.
6. The pupil is assessed in all areas related to the suspected disability including, if appropriate, health and development, vision, including low vision, hearing, motor

abilities, language function, general intelligence, psychological processing, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, and social and emotional status. A developmental history is obtained, when appropriate. For pupils with residual vision, a low vision assessment shall be provided in accordance with guidelines established pursuant to Education Code Section 56136.

7. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment consistent with guidelines established pursuant to Education Code Section 56136.
8. The assessment must be conducted by those competent to perform the assessment as determined by the school district, county office, or SELPA.
 - a. Any psychological assessment must be conducted by a credentialed school psychologist, capable of assessing cultural and ethnic factors pertaining to the child being assessed.
 - b. Any health assessment must be conducted by a credentialed school nurse capable of assessing cultural and ethnic factors pertaining to the child being assessed.
9. The assessment must include observations of the child according to the following criteria:
 - a. For a child with suspected learning disabilities, at least one person other than the child's regular teacher shall observe his/her performance in the regular classroom setting.
 - b. If the child is younger than 4 years, 9 months or is out of school, an assessment team member shall observe him/her in an environment appropriate for a child of that age.
10. Vision and hearing screenings must be conducted for all initial and triennials assessments, unless parental permission was denied.
11. The assessment must include consideration of information and private assessments provided by the parent.
12. Assessment must include information related to enabling the child to be involved in and progress in the general curriculum.
13. Districts must ensure that IQ tests are not administered to African-American students.
14. All children whose home language survey indicates a language other than English must be assessed annually, using the California English Language Development.

ASSESSMENT REPORTS

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:

1. All assessment reports will include statement: “All evaluations were administered in student’s primary language or other mode of communication and all assessment materials and procedures were selected and administered so as not to be racially, ethnically or gender discriminatory.”
2. Whether the pupil meets the initial criteria for Special Education eligibility
3. The basis for making the determination
4. The relevant behavior noted during the observation of the pupil in an appropriate setting
5. The relationship of behavior to the pupil's academic and social functioning
6. The educationally relevant health and development, and medical findings, if any
7. For pupils with Specific Learning Disabilities, whether there is a discrepancy between achievement and ability that cannot be correct without Special Education and related services.
 - Specific Learning Disabilities are not primarily a result of a visual, hearing, orthopedic, mental retardation, emotional disturbance, and cultural factors, to ensure unbiased and accurate special education determinations.
8. A determination concerning the effects of environmental, cultural, economic disadvantage or limited English proficiency must be considered in each assessment.
9. The need for specialized services, materials, and equipment for pupils with low incidence disabilities, consistent with guidelines established pursuant to Education Code Section 56136
10. Information related to enabling the child to be involved and progress in the general curriculum or, for preschool children, to participate in appropriate activities

A copy of the assessment report shall be given to the parent. Best practice suggest that the parent receive the report in sufficient time prior to the IEP meeting to read and assimilate the information (5-10 days prior)

INDEPENDENT EDUCATIONAL ASSESSMENT

A parent or guardian has the right to obtain at public expense, an independent educational assessment of the pupil from qualified specialists, as defined by regulations of the State Board of Education, if the parent or guardian disagrees with an assessment obtained by the public education agency.

The Independent Educational Assessment must be completed by someone not farther than 300 miles outside Siskiyou County.

The public education agency may initiate a due process hearing to show that its assessment is appropriate. If the final decision resulting from the due process hearing is that the assessment is appropriate, the parent or guardian still has the right for an independent educational assessment, but not at public expense.

If the parent or guardian obtains an independent educational assessment at private expense, the results of the assessment shall be considered by the public education agency with respect to the provision of free, appropriate public education to the child, and may be presented as evidence at a due process. If a public education agency observed the pupil in conducting its assessment, or if its assessment procedures make it permissible to have in-class observation of a pupil, an equivalent opportunity shall apply to an independent educational assessment of the pupil in the pupil's current educational placement and setting, and observation of an educational placement and setting, if any, proposed by the public education agency, regardless of whether the independent educational assessment is initiated before or after the filing of a due process hearing proceeding.

If a parent or guardian proposes a publicly financed placement of the pupil in a nonpublic school, the public education agency shall have an opportunity to observe the proposed placement and the pupil in the proposed placement, if the pupil has already been unilaterally placed in the nonpublic school by the parent or guardian. Any observation conducted pursuant to this subdivision shall only be of the pupil who is the subject of the observation and may not include the observation or assessment of any other pupil in the proposed placement. The observation or assessment by a public education agency of a pupil other than the pupil who is the subject of the observation pursuant to this subdivision may be conducted, if at all, only with the consent of the parent or guardian. The results of any observation or assessment of any other pupil in violation of this subdivision shall be inadmissible in any due process or judicial proceeding regarding the free appropriate public education of that other pupil.

PART C TO PART B ASSESSMENT PROCESS

At no less than 90 days prior to the third birthday, referral and notification of children receiving Early Start Part C Services is completed to appropriate LEA provider, and with parent consent includes all pertinent medical and Early Start records. LEA's have 15 days to develop the assessment plan. All Part C toddlers are to be referred for assessment for Part B eligibility. If the LEA determines evaluation for Part B would not be appropriate the LEA will notify parents in writing.

Parents of Part C toddlers who are to be assessed for Part B eligibility are to receive an Assessment Plan no later than 60 days prior to the toddlers third birth date. The Assessment Plan can include pertinent medical and Early Start records, but must also include current assessment information from a Play Based Assessment and/or individual assessment of the toddler. A written Assessment Report from the IEP team will be provided to parents by the IEP meeting or earlier by parent request.

Summary of steps:

- Referral from Far Northern Regional Center and/or Early Start
- Assessment Plan with initial evaluation Prior Written Notice to parents for signature
- IEP Team completes assessments
- Assessment Report completed and presented at IEP meeting
- IEP meeting held prior to third birthday, so that services can start by third birthday

TRANSITION FROM PRESCHOOL TO KINDERGARTEN

The IEP team will include as part of the transition from preschool to kindergarten an appropriate reassessment of the student to determine if the student is still eligible and in need of special education and services.

If the student is to be exited from special education, the present performance levels and learning style shall be noted in the exit IEP and made available to the assigned regular education teacher.

EC 56445

INDIVIDUALIZED EDUCATION PROGRAM IEP COMPONENTS

IEP COMPONENTS

Assessment = Present Levels = Needs = Goal = Services = Placement

1. For annual and triennial IEPs, a statement of the individual's present levels of academic achievement and functional performance, including how disability will affect progress in the general education curriculum. The staff members providing input will include the date that information is entered and the initials of that individual. This is to ensure that each IEP includes current information provided by those most knowledgeable of the student's capabilities.
2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the individual's needs that are the result of the individual's disability in order to enable the pupil to be involved in and to make progress in the general curriculum.
 - b. Meet each of the pupil's other educational needs that result from the individual's disability.
 - c. Include at least 2 benchmarks per goal, aligned to report card grading periods, (mm/dd/yyyy).
2. A description of the manner in which the progress of the pupil toward meeting the annual goals described in paragraph (2) will be measured. An indication of when periodic reports will be provided on the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards. Current IEP must include progress of previous goals and objectives.
3. A statement of the Special Education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to the pupil to do the following:
 - a. To advance appropriately toward attaining annual goals.
 - b. To be involved in and to make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities.
 - c. To be educated and participate with other individuals with exceptional needs and nondisabled pupils in the activities described in this subdivision.
4. An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in the regular class and in the activities described in subparagraph (c) of paragraph (4).

5. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the pupil on state and district-wide assessment consistent with subparagraph (a) of paragraph (16) of subsection (a) of Section 1412 of Title 20 of the United States Code.
 - a. If Individualized Education Program team determines that the pupil shall take an alternate assessment on a particular state or district-wide assessment of pupil achievement, a statement of the following:
 - The reason why the pupil cannot participate in the regular assessment.
 - The reason why the particular alternate assessment selected is appropriate for the pupil.
6. The projected date for the beginning of services and modifications described in paragraph (4), and the anticipated frequency, location, and duration of those services and modifications.
7. Beginning not later than the first Individualized Education Program to be in effect when the pupil leaves 8th grade and updated annually thereafter, the following shall be included in the IEP plan:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills which are reviewed annually.
 - b. The transition services, including courses of study, needed to assist the pupil in reaching post secondary goals.
 - c. Appropriate annual goals and objectives needed to reach the post secondary goals.
 - d. Participation of student in transition decisions and IEP meetings.
 - e. Participation if appropriate, of a representative of any agency providing services.
 - f. No matter what grade level, the first IEP in which a pupil turns 16 years old.
8. If appropriate, the Individualized Education Program shall also include, but not be limited to, all of the following:
 - a. For pupils in grades 7 to 12, inclusive, the alternate means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation
 - b. Pursuant to Section 300.309 of Title 34 of the Code of Federal Regulations, extended school year services shall be included in the Individualized Education Program and be provided to the pupil if the pupil's Individualized Education Program team determines, on an individual basis, that the services are necessary for the provision of free appropriate public education to the pupil.
 - Ed Code 3043 "Such individuals shall have handicaps which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the pupil will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her

handicapping condition.”

- c. For individuals whose native language is other than English (English learners EL), linguistically appropriate goals, objectives, programs, and services
 - d. Consider the results of CELDT in developing the IEP
 - e. Determine whether CELDT will be administered with or without accommodations or modifications, or an alternate assessment
 - f. Include activities, which lead to the development of English language proficiency
 - g. Include instructional systems, which meet the language development needs of the student and ensure access to the general curriculum
9. Provisions for the transition into the regular class program if the pupil is to be transferred from special class or nonpublic school.
- a. A description of activities provided to integrate the pupil into the general education program. The description shall indicate the nature of each activity, and the time spent on the activity each day or week.
 - b. A description of the activities provided to support the transition of pupils from the Special Education program into the general education program
 - c. For pupils with low-incidence disabilities, specialized services, materials, and equipment, consistent with guidelines established pursuant to Section 56136

Note: See the Siskiyou County SELPA IEP Manual for explanation and examples of how to complete the IEP forms.

INDIVIDUALIZED EDUCATION PROGRAM IEP TEAM MEMBERS

IEP TEAM MEMBERS

1. The IEP team shall include all of the following:
 - a. One or both of the pupil's parents, a representative selected by a parent, or both, in accordance with the federal Individuals with Disabilities Act (20 U.S.C. Sec. 1400 et seq.).
 - b. Not less than one general education teacher of the pupil. If the student is not presently participating in general education, then the general education teacher that the student would have in the future. If more than one general education teacher is providing instructional services to the individual with exceptional needs, one general education teacher may be designated by the local educational agency to represent the others.
 - The general education teacher of an individual with exceptional needs shall, to the extent appropriate, participate in the development, review, and revision of the pupil's Individualized Education Program, including assisting in the determination of appropriate positive behavioral interventions and supports, and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil, consistent with sub clause (IV) of clause (i) of subparagraph (A) of paragraph (1) of subsection (d) of Section 1414 of Title 20 of the United States Code.
 - For a preschool child, at least one regular preschool teacher if the child is or may be participating in a general education environment.
 - c. Not less than one Special Education teacher of the pupil, or if appropriate, not less than one Special Education provider of the pupil
 - d. A representative administrator of the local education agency who meets all of the following:
 - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
 - Is knowledgeable about the general education curriculum.
 - Is knowledgeable about the availability of resources of the local educational agency.
 - e. An individual who is qualified to interpret the instructional implications of the assessment results.
 - f. At the discretion of the parent, guardian, or the local educational agency, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate. The determination of whether the

INDIVIDUALIZED EDUCATION PROGRAM SCHEDULING AND CONDUCTING AN IEP MEETING

SCHEDULING AND CONDUCTING AN IEP TEAM MEETING

The case manager ensures that the IEP team periodically, but not less than annually, reviews the pupil's IEP.

The case manager ensures that an IEP shall be in effect for each pupil at the beginning of each school year.

Before the expiration of a 30-day interim placement, the case manager schedules the IEP team meeting to review information from the previous placement and to make final recommendations for placement following all the usual requirements for holding IEP meetings.

An IEP meeting for a student identified as an individual with exceptional needs must be held within 30 days of receipt of a written request by the parent, not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of 5 school days.

The case manager schedules the IEP team meeting in coordination with all other team members, including the parent.

The following guidelines are best practice procedures for scheduling an IEP Team meeting:

SCHEDULING THE IEP TEAM MEETING

Schedule annual IEP meetings well in advance, allowing time for re-scheduling if needed. (30-60) days.

Reserve a room that will accommodate all of the needs of the participants: enough room at the table with chairs for all, electrical outlets for tape recorders, a telephone available for telephone conferencing, etc.

Allow a reasonable amount of time for the IEP meeting. (1-1 1/2 hours)

Invite all necessary IEP team members:

- Parent(s)
- Student, if appropriate
- Administrator or designee
- Special Education Teacher
- General Education Teacher
- Anyone else who has assessed the student for the upcoming IEP or has important information to share

Send IEP *Notice of Meeting* to the parent.

Ask General Education Teachers to provide student classroom performance information.

If neither parent can attend the IEP meeting, use other means to ensure parent participation, including individual or conference phone calls.

If unable to convince the parent to attend the IEP meeting, record the attempts to arrange for mutually agreed upon time and place.

Ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

PRIOR TO THE IEP MEETING (5 DAYS)

Send assessment reports and **DRAFT** IEP goals and objectives/benchmarks to the parent ahead of time. In some cases it may be beneficial to schedule a time to discuss the report and/or goals and objectives over the phone if the parent has questions.

Be prepared to bring assessment reports, student work samples, the Special Education file, health and attendance information, draft goals and objectives, etc., to share with the team.

Confirm that all necessary team members will be attending the IEP meeting.

THE DAY OF THE IEP MEETING

Check that the meeting room is set up with everything that is needed.

Confirm that all IEP members will be attending.

AT THE IEP MEETING

- Start on time.
- The Administrator or designee initiates introductions.
- Make sure that there is a note taker who records both the family's comments and the school personnel's comments.
- Establish time parameters for meeting.
- Review the agenda.
- Summarizing (not reading) reports in 15 minutes or less.
- Complete all sections on the IEP form
- Attain the required signatures
- Give parents a copy of the IEP
- Give parents a copy of the Procedural Safeguards (one time annually)

Note: If parents choose not to sign the IEP you still must affirm within 7 days and write in the comments why the parent did not sign and mark IEP not signed. You must affirm within the 7 days in order to provide an accurate history of the IEP process. The IEP is the district offer of FAPE and needs to be locked by affirm/attest even if parent has not signed and agreed to the offer. When a parent then does sign the IEP you can check that the IEP is signed on the “dates” tab of the student demographics. If parents have asked for changes you would save those changed sections of the IEP in pdf form on your desktop and then attach to current IEP. If further discussion needs to be documented you would add a notes page. Once parents have signed the IEP then further meetings can be documented as addendums to the current IEP. In this way you have an accurate history of the IEP meeting and what adjustments to the initial offer of FAPE you made in order to come to agreement with the parents.

AFTER THE IEP TEAM MEETING

- Send progress reports home on the goals and objectives at least as often as general education students receive their report cards. Make sure you affirm your progress reports in SEIS.
- If progress or behavior is not going well, communicate that to the family along with suggestions that may help. Enlist their help and support.
- Document all contacts in a contact log.

IEP ADDENDUM

In making changes to the pupil’s Individualized Education Program after the annual IEP meeting for that school year, the parent and the district may agree not to convene an IEP meeting for the purpose of making those changes, and instead may develop a written addendum to amend or modify the pupil’s existing IEP. The IEP team members, as appropriate, are to participate in the development of the addendum so that everyone is aware of the changes being made to the educational program. Send parents a copy of the IEP addendum. (The addendum is under the current IEP in the SEIS program.)

SAMPLE IEP AGENDA

- Introductions
- Ask parents if they have received and understand Procedural Safeguards.
- State the reason for the IEP and projected length of meeting.

(For students 8th grade and above, the review and development of the Transition pages shall guide the IEP content.)

- Annual
 - Review eligibility information page
 - Review previous goals and objectives
 - Review transition pages (8th grade and above)
 - Utilizing DRAFT IEP
 - Review present levels of performance
 - Discuss parent concerns
 - Determine student needs
 - Review proposed goals and objectives
 - Determine supplementary aids and services
 - Determine appropriate placement
 - Read aloud meeting notes
 - Complete signatures page
 - Make copies and disseminate to parent and IEP team members
 - **The IEP document with handwritten changes and notes that is signed is the legal document and must be maintained in the student confidential file.**
 - Type changes into SEIS, affirm/attest within 7 days.
- Triennial
 - Specialists review each assessment with the parents if testing was required
 - If no further testing was required then the *Triennial Re Evaluation* form is reviewed with the parents and an addendum documenting this meeting is completed
 - Eligibility is documented in the IEP
 - Present levels of performance
 - If specific learning disability, document page
 - Addendum signed

INDIVIDUALIZED EDUCATION PROGRAM POST IEP MEETING ACTIVITIES

POST IEP MEETING ACTIVITIES

1. Following the IEP meeting, it is the Chairperson/case manager's responsibility to do the following:
 - a. Distribute legible copies of IEP forms to appropriate personnel who did not receive copies at the meeting. All individuals who are responsible for implementing the IEP should receive copies (General Education Teacher, Special Education Teacher, Specialists).
 - b. Add all notes and changes. Affirm/Attest IEP in SEIS, within 7 days whether or not you have a parent signature you document the district offer of FAPE was made on the IEP date of the meeting.
2. For students changing program or site, the sending teacher/specialist sends the Special Education file to the receiving Special Education Teacher/Specialist, case manager, or Administrator.
3. The Special Education Administrator sees that the assigned teacher is notified, determines that the teacher/specialist receives all relevant documents from the student's Special Education file, and ensures that all placements are promptly made.

PLACEMENT OF STUDENTS IN SPECIAL EDUCATION PROGRAMS

PLACEMENT OF STUDENTS IN SPECIAL EDUCATION PROGRAMS

In determining the program placement of a student with a disability, the IEP team must ensure that the placement decisions and the student's placement are made in accordance with the least restrictive environment requirements in federal and state laws and regulations.

The continuum of program options available to a student with a disability shall include, but not necessarily be limited to, all of the following or any combination of the following:

General education programs consistent with Federal law
Designated instruction and services (DIS)
Resource specialist program (RSP)
Special classes
State special schools
Nonpublic, nonsectarian school services

Districts shall, prior to the placement of a student with a disability, ensure that the regular teacher or teachers, the Special Education Teacher or teachers, and other persons who provide Special Education, related services, or both to the student shall:

- Have access to the student's IEP
- Be knowledgeable of the content of the IEP
- Be informed of his/her specific responsibilities related to implementing the IEP and the specific accommodations, modifications and supports that shall be provided in accordance with the IEP.

SELPA Program Manager/Principals must approve the appropriate classroom placement for a Special Day Class student based on intense needs, home school attendance area, enrollment, and other relevant considerations.

When placement/program changes are to be considered at an IEP team meeting, the receiving site administrator and appropriate Special Education personnel are to be consulted and invited to attend.

If an IEP team recommends grade retention or adjustment to a higher grade, district procedures are to be followed.

SDC INCLUSION, PEER TUTOR, AND CHANGE OF PLACEMENT PROCESS

Process for Resource Student participation the SDC classroom (Student must require support in life skills areas)

- Resource teacher will make an appointment with principal to discuss the student's needs.
- Principal will notify the SCOE Program Manager who will review the current IEP, observe the student in a variety of settings, review IEP implementation, and give feedback to principal.
- If appropriate for such participation, Principal, Resource Teacher, SCOE Program Manager, and SDC Teacher will hold an IEP meeting.
 - IEP team will decide how best to serve the student. An IEP goal will be written for the development of specific life skills in a more restrictive environment.
 - IEP team will monitor/review student progress.
 - The IEP team will determine the need to continue/discontinue the goal/services.

General Education or RSP Student Peer Tutors

- Just requires agreement between general education teacher and SDC teacher, because not part of an IEP or a placement decision.

Process for SDC Student participation the general education classroom (Student must have appropriate behaviors)

- SDC teacher will make an appointment with principal and general education teacher, to discuss the student's needs.
 - Which class is appropriate for student needs and how much time and support will be required to make a positive inclusion experience.
 - Social skills(PE, Music, Art)
 - Academics(reading, math)
- If inclusion is appropriate then an addendum will be written to include:
 - Specific class
 - Amount of time in general education class
 - Support in general education class
 - Communication method between general education and SDC teacher
- If needed a specific social skills or academic goal will be added to IEP through the addendum
 - If there is already an applicable goal then no new needed.

Change of Placement for SDC or RSP

- SCOE Program Manager will meet with Principal and Resource Teacher to discuss the reasons why a student needs a change in placement(either SDC to RSP or RSP to SDC)
- Observations made of student in present setting and proposed setting.
- IEP team meets to discuss the possibilities of a change in placement and what the appropriate steps and timelines should be established.

ANNUAL IEP REVIEWS

The IEP team shall meet at least annually to review the student's progress and the IEP, including whether the annual goals for the student are being achieved, to review the appropriateness of placement, and to make any necessary revisions.

The annual IEP review shall consist of those persons specified in the section, IEP TEAM MEMBERS. Other individuals may participate in the annual review if they possess expertise or knowledge essential for the review.

An elementary district shall notify a high school district of all students placed in nonpublic school or agency programs prior to the annual review of the IEP for each student who may transfer to the high school district.

To assist in maintaining annual review schedules, it is recommended that teachers, psychologists, support staff and site administrators receive appropriate student lists that include the annual IEP review schedule. (SEIS)

All required components of parent notice and informed consent are to be included in the annual IEP review process.

The annual distribution of *Procedural safeguards* will be given to parents at annual IEP meeting or if parent cannot attend, *Procedural Safeguards* are to be mailed home.

TRIENNIAL REVIEW

State and federal laws and regulation require that student with disabilities receive a reevaluation at least once every three years or more frequently if conditions warrant or if the student's parent or teacher requests an assessment. The date of the IEP meeting following the three year reevaluation must occur on or before the calendar date that is three years from the initial IEP meeting (or previous triennial). If the reassessment so indicates, a new IEP shall be developed.

Siskiyou SELPA will utilize the *Triennial Reevaluation Determination* form for all triennials. The person responsible for completing the triennial review form is the case manager. The case manager will need to contact all IEP team members in order to complete the form.

Staff members required to provide input on this form are:

- General education Teacher when appropriate and student participates in general education
- Psychologist
- Special Education Teacher and/or Specialists providing IEP services
- Nurses

90 days prior to the three year review date, the staff members will:

- Review existing evaluation data, including evaluations and input provided by parents
- Review current classroom-based, local, or State assessments and classroom based observations
- Review teacher and specialist observations
- Ensure that a vision and hearing screening is completed, unless parent denies permission

On the basis of the review, staff will identify what additional data, if any, are needed to determine:

- Whether the student continues to have a disability
- Present levels of performance and educational needs
- Whether the student continues to need Special Education
- Whether additions or modifications to services are needed to enable student to meet annual goals, and to participate, as appropriate, in the general curriculum

If additional data are needed, appropriate evaluations are administered after a signed *Assessment Plan* is received from the parent. Parental consent is not required for a re-evaluation if district can demonstrate that it has taken reasonable steps to obtain consent and the parent has failed to respond. However, parental consent is not required for a review of existing data.

If no additional data are needed to determine whether the student continues to have a disability, notify parent of:

- The determination and the reasons no additional assessment is required to determine continued eligibility for special education.

- Parents' right to request an evaluation to determine if the student continues to have a disability
- District must get parent signature on *Triennial Reevaluation Determination* no later than 75 days prior to triennial, in order to prepare an *Assessment Plan* for parents to sign, in order to complete a Triennial Reevaluation by the due date.

An addendum must be done to document the triennial review was completed and no further testing was needed. Attach to current IEP. When additional evaluation is needed it can be combined with the annual IEP or completed on an addendum which includes assessment results.

The following are examples of students whom should receive a comprehensive assessment at the time of their triennial review.

- Students who were initially assessed three years prior
- Students who are not making expected progress in their Special Education programs
- Students whom have undergone a serious illness or serious life-changing event
- Student for whom a change of Special Education placement may be anticipated, including students anticipated to exit their Special Education program
- Students whose Special Education eligibility/disabling condition is no longer apparent
- Students whose previous assessment has contained unusual variability in result
- Students under the age of 9.
- High school students must have one assessment during their high school years. A Sophomore or Junior year assessment is recommended

MENTAL HEALTH AS A RELATED SERVICE

The Siskiyou County Office of Education (SCOE) will provide support services, in conjunction with other agencies and districts, to students identified with an educational disability of an emotional disturbance. Students who are eligible for this category have shown significant behavior that continues to adversely impact their educational performance. Preventative services are also offered to those students who are not yet identified as having an educational disability.

The presence of diagnosed mental disorders or reports of concern outside of the school setting are not the purview of SCOE. Our duty and focus is on the observable, measurable and educationally relevant behavior of students.

The team should explore the need for strategies and support systems to address any behavior that may impede the learning of the child with the disability or the learning of his or her peers (614(d)(3)(B)(i));

DISTRICT LEVEL SERVICES

Students without an IEP:

- Study study teams, individual teachers, administrators and other staff members may invite county office specialists to discuss behaviors of concern within the general education process. School Psychologists are able to offer ways of conceptualizing problems and solution-focused consultation.
- Other agencies such as probation, child protective services or behavioral health may be invited to participate in student study teams, along with parents.
- County office employees, such as school psychologists, may offer observations and consultations to district staff with regard to improving Tier 1 interventions (i.e. available for all students).
- Behavioral contracts, simplified behavior plans or other Tier 2-3 supports may still be offered as general education supports.

A student on an IEP that is not eligible under the category of Emotionally Disturbed, but exhibits inappropriate behaviors that interfere with learning:

- District to hold IEP meeting to discuss evaluation of the problem(s), strategies already employed and to develop a plan of action that may include:
 - Addition of IEP behavioral goals
 - More formal evaluation of the problem such as a functional behavior analysis
 - Inclusion of antecedent interventions such as curriculum changes that remove the need/opportunity for the student to engage in problem behavior
 - A simple or formal behavior intervention plan (BIP)
 - Data collection and monitoring to ensure plan fidelity and determine progress

A student on an IEP that is eligible under the category of Emotionally Disturbed and exhibits inappropriate behaviors that interfere with learning:

- District to hold IEP meeting, including School Psychologist, to determine appropriate mental health related services
- Evaluation of current information may lead to addition of specific strategies to reduce problem behavior.
- Further evaluation may include an informal or formal functional behavior analysis (FBA). Any assessment that gathers new information on the behavior of one student will require a signed assessment plan. The FBA would be completed by the School Psychologist.
- Existing or gathered information may lead to the development of a simple or a more formal behavior intervention plan. Either will become part of the student's IEP.
- The School Psychologist may also contact peers and/or the Psychologist Supervisor and Board Certified Behavior Analyst (BCBA), Kevin Van Laeken (530-842-8490) for consultation and input into the plan or BIP.
- If the student continues to exhibit the same level of inappropriate behavior or the behavior becomes worse, further action may be required. Generally, a period of 4-6 weeks of plan implementation is sufficient to document progress or failure. If a plan is clearly not working, a review of the FBA and plan implementation fidelity are necessary to determine if changes to the plan or better implementation are necessary. Even if a plan is somewhat successful, continued changes are likely needed.
- If a plan addresses the appropriate function(s) of target behavior and is being implemented with fidelity, the School Psychologist should stay in contact with the ED/SDC (Roosevelt Watson School) Program Manager regarding more intensive service offering or placement within the Roosevelt Watson program.

ADDITIONAL MENTAL HEALTH SERVICES TO DISTRICTS

- For students who have already had significant interventions listed above or who are being considered for placement at Roosevelt Watson School, some intensive intervention may be available through SCOE's contracted NPA, Remi Vista.
- Individual NPA behavior specialists may be assigned to assist students to integrate into the classroom setting and maintain their current placements.
- Prior to implementing this intervention, students must first have an FBA completed and a behavior support (or intervention) plan in place. The IEP team will need to track the target behavior, along with possible replacement behaviors. The team will also need to determine the current rate of target behavior(s) and define a goal in terms of target or replacement behavior frequency, duration, latency, etc. **This goal needs to be set at a level that is deemed acceptable by the school of residence.** That is, if the student achieves this goal, they will be able to continue in their current placement.
- The intention of this service is to teach the student how to behave in a more acceptable manner AND to teach the school staff how to change their own behavior, environment and interactions with the student so that the staff can continue with the student following the 4-8 weeks of intervention.

- Intensive service from the contracted NPA is intended to last from 4-8 weeks, with monthly team meetings to discuss progress and necessary plan changes, as well as at least weekly communication/consultation between teacher, parent, school psychologist, NPA specialists and Behavioral Services Director. When a student's behavioral data indicates significant progress toward the initial goal, an extension of services may be considered. If a student's progress is deemed inadequate by the IEP team, a placement in Roosevelt Watson School or other alternative setting may be necessary.
- Although it may be a difficult decision to change a student's placement, the intensive service is meant to make a "good faith" effort to avoid placement. Continuation of the service after 8 weeks, when a student is not making progress, may be a denial of FAPE.

SPECIAL DAY CLASS FOR STUDENTS WITH EMOTIONAL DISTURBANCE (ROOSEVELT WATSON SCHOOL)

There are two special day classes (SDCs) located in the midst of Mount Shasta's Sisson Elementary School grounds. This is SCOE's regional program for students with intense behavioral issues with a diagnosis of Emotionally Disturbed.

Each classroom includes a special education teacher, at least two paraprofessional teaching assistants and a contracted non-public agency (NPA) behavior specialist. The program is further supported by the Behavioral Services Director as administrator, a School Psychologist, Speech Therapist and School Nurse.

The School Psychologist may provide counseling for students and families. The School Psychologist collaborates with the Roosevelt Watson staff in order for students to benefit from their educational program.

Contracted NPA specialists also provide group counseling and/or social-emotional curriculum training that is integrated into the daily work of the program.

ALTERNATIVE TO RESIDENTIAL PLACEMENT

Intensive Mental Health services for a student on an IEP who has not been educationally successful in Roosevelt Watson School.

The goal of this program is to work with the student and their family to get the student's behaviors to a level of safety and readiness to learn that enables the student to return to Roosevelt Watson School. This program is supported by NPA Behavior Specialists, the special education teacher and School Psychologist. The intent is for the student to return to Roosevelt Watson full-time.

Residential placement may be considered by the IEP team when all other options have been exhausted and the student continues to fail to make educationally relevant progress.

The LEA superintendent or designee shall ensure that staff is informed of the SELPA's policy and procedures which are found in the SELPA Local Plan.

INTERAGENCY COOPERATION

The Siskiyou County Office of Education communicates and cooperates with other agencies that provide additional services to students, as well as coordinating services to offer efficient and effective assistance. Some of the activities that support this communication are:

- Participation in the weekly Administrative Review Team including SCOE, Social Services, SCOE Foster and Homeless Youth Coordinator, Behavioral Health and Probation
- Monthly attendance at the Siskiyou Behavioral Health Task Force including Behavioral Health, Remi-Vista, Anav Tribal Health Clinic, Mountain Valley Health Center and others.
- Ongoing communication with other agencies such as probation and behavioral health regarding student performance and needs, or wrap-around services coordinators with North Valley Catholic Social Services (NVCSS).
- Meeting monthly and consulting weekly with Remi Vista Services Coordinator and staff working with children and families throughout Siskiyou County.
- SCOE serves as a resource for the various independent school districts spread throughout our county.

CALIFORNIA STATEWIDE TESTING

CAASPP (California Assessment of Student Performance and Assessment)

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

Includes information for both the Smarter Balanced Assessment and the California Alternate Assessment

CAHSEE (California High School Exit Exam)

Testing Matrix for allowable accommodations and modifications available at:

<http://www.cde.ca.gov/ta/tg/hs/qandatestvar.asp>

INCARCERATED STUDENTS

JUVENILES

Upon admission to the juvenile court school program the General Education teacher will determine if the student is currently served by special education. If that determination is yes then on the first day of attendance:

- A Request to “add student” will be made through SEIS.
- A copy of IEP will be requested from previous school to be FAXED the same day

The Resource Teacher will within 5 school days:

- Complete an Addendum to change the student’s placement to incarceration in a juvenile court school. If a change in services needs to be made it will be made through the addendum.
- If parent is not available then a surrogate parent will be assigned

Students who enter without a current IEP or triennial review:

- An expedited IEP or triennial will be held within 30 calendar days.
 - If the student is released prior to 30 days the new placement will be informed of the progress on the assessments and the need to complete the IEP/Tri

Students who require an initial special education assessment:

- An assessment will be completed within 60 days.
 - Assessment Plan will be developed once determined by Court School Student Review Team that interventions are not working and assessment is warranted
 - Assessment will then proceed with completion within the 60 day timeline.
 - This situation usually arises for students who are incarcerated from three to nine months.

ADULTS IN COUNTY JAIL

Students who are adults and are serving time in county jail will be served through special education if the student has not received a diploma, has not reached the age of 22 years, and the student still desires the services. The special education Resource Teacher will work through the County Jail Educational Program.

The County Jail Educational Program Coordinator will contact the SELPA Office at 842-8441 if a student requests the special education service or the coordinator suspects there is a need for special education services.

BEHAVIOR EMERGENCY REPORTS

When to complete a report

In the course of the school year you may have to utilize a restraint on a student who is posing a danger to themselves or to others. You should only do so if you have been trained in Crisis Prevention or another recognized program. If you have to restrain a student to keep them or others safe then you have to complete a "*Report of Behavioral Emergency*" and send a copy to the SELPA office. A copy of the two page report is attached.

Your district School Psychologist must be notified of the incident and the need for an IEP meeting and further behavioral interventions and possible assessments.

Siskiyou County SELPA
REPORT OF BEHAVIORAL EMERGENCY

Student's Name: _____ Student Age: _____

Date of Incident: _____ Setting: _____ Location: _____

Time of Incident: Starting _____ Ending _____ Teacher _____

Staff Person in Charge at Time of Incident: _____

Is Student Currently Engaged in any Systematic Behavioral Intervention Plan? _____

This form is to be jointly completed by person witnessing a behavioral emergency in which an emergency intervention is utilized.

EVENTS LEADING UP TO THE INCIDENT: (ANTECEDENTS)

Describe Specific Behavior Exhibited by Student (specific incident)	Emergency Intervention Used (staff response to behavior)
1.	1.
2.	2.
3.	3.
4.	4.

EFFECTS OF INTERVENTION ON BEHAVIOR:

LIST ANY INJURIES SUSTAINED BY STUDENT:

LIST ANY INJURIES SUSTAINED BY INDIVIDUAL (S) INTERVENING:

NAMES OF STAFF OR OTHERS INVOLVED:

NAME OF PERSON COMPLETING REPORT: _____

Signature: _____

Administrator's Initials: _____ Date: _____

Parent contacted: Time: _____ Date: _____

Copies: student file, program manager, and SELPA Office

Siskiyou County SELPA
Behavioral Emergency Report Checklist

Student's Name: _____ Date of Incident: _____

	Date	Initial
1. The parent and/or residential care provider, if appropriate, notified within one school day that an emergency intervention was used.		
2. The Behavior Emergency Reported immediately completed and a copy placed in the student's file.		
3. The Behavior Emergency Report immediately forwarded to, and reviewed by, the designated, responsible administrator.		
4. If the Behavior Emergency Report was written regarding a student who does not have a Behavior Intervention Plan, within two days, the designated, responsible administrator scheduled an IEP team meeting to review the emergency report and determine whether a functional behavioral assessment and/or interim plan was required.		
5. If the Behavior Emergency Report was written regarding a student who has a Positive Behavior Intervention Plan, any incident involving a previously unseen serious behavior problem, or where a previously designed intervention is not effective, was referred to the IEP team to review and determine if the incident constitutes a need to modify the plan.		
6. Designated responsible administrator forwarded a copy of this form to the district office.		
7. Designated responsible administrator forwarded a copy of Behavior Emergency Report to the district office.		
8. Forwarded copy of Behavior Emergency Report to SELPA.		

SISKIYOU COUNTY OFFICE OF EDUCATION SELPA TRAVEL REIMBURSEMENT POLICY

Reimbursement will be provided by the Siskiyou County Office of Education (SCOE) as follows:

1. A total of four (4) therapeutic parental visits are allowed per fiscal year on a quarterly basis. (Fiscal year is July 1st to June 30th.) Transportation to enroll and discharge from a facility will be paid by the County Office and does not count toward the four (4) therapeutic visits. Only a parent/legal guardian will be reimbursed (parent as defined by CA Education Code). Travel for up to two (2) siblings, may be reimbursed for two (2) therapeutic visits. Travel expense for travel of more than 2 siblings and/or beyond 2 therapeutic visits must be paid for by the family.
2. The County Office will pay for a total of four (4) clinical team recommended therapeutic home visits for the student.
3. Round trip travel will be secured by the district with a minimum of **THIRTY FIVE (35)** days advance notice given by the parent/legal guardian. Parents/legal guardians are not to make their own travel arrangements.
4. Maximum of two nights lodging per visit per parent/legal guardian at a moderately priced hotel (e.g. La Quinta Inn, Comfort Inn, Hilton, Holiday Inn, Marriott) if the placement is 500 miles or less from the parent/legal guardian home. Maximum of three nights lodging per visit at a moderately priced hotel if the placement is from 501-1499 miles from parent/legal guardian home. Maximum of four nights per visit per parent/legal guardian at a moderately priced hotel if the placement is 1500 or more miles from the parent/legal guardian home. Original itemized payment documentation is required. Contact NPS/RTC for recommendations regarding suggested hotels in the area. Rates should be comparable to government rates and reservations must be made thirty (30) days in advance for a standard room.
5. Maximum of \$41.00 per day per *parent/guardian/sibling* for prepared meals. (\$8 breakfast; \$11 lunch; \$22 dinner). **ONLY itemized original receipts may be submitted for reimbursement.**
6. If ground transportation is not available, car rental at a Economy/Mid Size car rate for a maximum three days if placement is 500 miles or less from the parent/guardian home, four days if placement is 501-1499 miles from parent/guardian home, or five days if placement is 1500 or greater miles from home. Allowable car rental fees include: daily rate, airport concession fee, and taxes only. **Pre-paid fuel will not be reimbursed. Insurance will not be reimbursed.**
7. Transportation by private automobile to and from the residence of the student and the NPS/RTC at the IRS approved rate is allowable; if the destination is accessible by either air or automobile, the SELPA will reimburse for either airfare (coach class) or automobile mileage whichever is most economical.
8. If necessary, a maximum of up to 3 days parking fees will be reimbursed. Original itemized payment documentation required. Reimbursement shall not exceed \$20 per day.

SCOE will only reimburse for three days lodging, meals and car rental, but parents/legal guardians may stay longer at their own expense.

Please note the following:

1. SCOE will purchase plane tickets in advance so that the parent does not pay for airfare.
2. SCOE can reserve a compact/economy car rental per parent/legal guardian request.
3. Hotel, food, gas, car rental and required parking expenses are paid up front by the parent/legal guardian and reimbursed by SCOE.
4. Once airfare is secured, any fees associated with changes or modifications made by the parent/legal guardian will be incurred by the parent/legal guardian.
5. For reimbursement purposes, **original receipts** must be submitted. Photocopies or facsimiles cannot be accepted.
6. Once reimbursement claim has been submitted for approval, it may take **up to 8 weeks or more** for reimbursement check to be received. Checks are mailed to the address on file with SCOE. Concerns regarding reimbursement should be addressed with the Case Manager.
7. All therapeutic visits occur in quarterly increments unless otherwise specified.
8. If the parent / legal guardian removes the student from the RTC/NPS against medical advice or without prior approval from SCOE or for a duration that has not been authorized in advance, SCOE will not be responsible for any travel costs.