

Mendocino Unified School District



MINUTES

Board Study Session

JANUARY 4, 2023

**MENDOCINO COMMUNITY CENTER
998 SCHOOL STREET
MENDOCINO, CA 95460**

9:00 A.M. to 12:00 P.M – OPEN SESSION

Board Priorities

- *Develop and expand community partnerships and communication*
- *Increase learning and achievement for all students, families, and staff*
- *Plan wisely for the future while maintaining fiscal integrity*
- *Maintain and improve the physical plant*

Any writings distributed either as part of the Board packet, or within 72 hours of a meeting, can be viewed at the District Office: 44141 Little Lake Road, Mendocino, CA 95460. Board backup materials are also located on the MUSD website at <http://www.mendocinoused.org/District/2285-Untitled.html>

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MENDOCINO UNIFIED SCHOOL DISTRICT IS PROUD TO BE AN EQUAL OPPORTUNITY EMPLOYER

1. 9:00 A.M. OPEN SESSION

- 1.1. Call to order and roll call

The meeting was called to order at 9:01 AM. Present were Trustees Morton, Gay, Schaeffer, Griffen

- 1.2. Approval of agenda

Items to be removed from the agenda or changes to the agenda should be done at this time.

MSA Morton/Gay (4/0) to approve the agenda.

2. PARENT/COMMUNITY COMMENT

Under the requirements of the Brown Act and open meeting laws, members of the community wishing to address an item on the agenda may do so at this time or when the item comes before the Board. Items not on the agenda cannot be addressed at this time. A three-minute limit is set for each speaker on all items. The total time for public input on each item is limited to 20 minutes. (Government Code 54952). The Board may briefly respond to public comments by asking questions to clarify the speaker's comments and refer the speaker to the Superintendent for further clarification. We thank you for your comments and participation at this meeting.

There was no one present for parent/community comment.

3. INFORMATION/DISCUSSION/POSSIBLE ACTION ITEMS

- 3.1. Albion Trustee Interview and Appointment (action)

No action was taken. This item will be brought back at the January 19, 2023 regular Board meeting.

- 3.2. Special Education/IEP Presentation

Penny Haas, MHS Special Educator, will provide a presentation on the IEP process. (information)

Penny Haas, MHS Special Educator, gave the attached presentation and went over the attached handouts.

- 3.3. MUSD Mental Health Update

Representatives from the MUSD mental health team will provide an update on student mental health. (information)

Anna Levy and Cecilia Jimenez, MUSD's mental health team, provided the Board with the status of mental health in the District for both students and staff.

4. ADJOURNMENT

The next regular Board meeting is scheduled for **January 19, 2023** at the Mendocino K8 School and via Zoom.

The meeting was adjourned at 12:09 PM.

Special Education

MUSD Board Meeting
1/4/2023

Areas to be Discussed:

- Individuals with Disabilities Education Act - IDEA
- What is Special Education?
- Special Education Referral, Assessment and Eligibility
- Individualized Education Plan - IEP
- Parent Rights
- Sample IEP Forms

Individuals with Disabilities Education ACT (IDEA)

This federal law ensures:

- Special education services are provided to eligible students at no cost to families and that student's needs are through specialized services, supports, programs with specially designed instruction and interventions (FAPE - Free Appropriate Public Education)
- As well as giving students with disabilities access to education programs and/or activities to the maximum extent appropriate, with nondisabled peers (LRE - Least Restrictive Environment)
-

IDEA determines the **minimum special education requirements that each state must meet.**

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In the law (IDEA), Congress states:

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individual with disabilities.

sites.ed.gov

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What is Special Education?

The California Department of Education defines special education as: “Information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills.”

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Special Education Referral

Appropriate referrals include the following:

- Varied **interventions/strategies trialed within the general ed setting** without notable success (Response to Intervention, accommodations, strategies, remediation, tutoring, consider learning modalities, communication with parents)
- It is believed that the student cannot be successful in the general ed setting without added supports and services.

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Student Study Team - SST

- Review educational strengths, concerns, overall performance level
- Discuss success of current school interventions (gen ed strategies, accommodations)
- Parent/Student update (health concerns, changes at home, etc.)
- Teacher feedback

If the student is making progress with the current interventions, the team may consider additional interventions to try, continue to monitor progress and schedule a future follow up SST meeting.

If the current interventions are not successful, the team may agree to continue to trial different interventions/strategies. Depending upon the needs of the student, a referral for special education testing may be completed at this time.

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The Assessment Plan

An assessment plan is developed within 15 calendar days of the receipt of the signed referral. The plan identifies the education areas of concern to be assessed and by whom.

Options may include but are not limited to:

- Intellectual Development
- Academic Achievement
- Health
- Language/Speech
- Social Emotional Development

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Assessment Process

- After receiving the signed Assessment Plan, the district has 60 calendar days to complete the assessments.
- Each assessor will meet with the student individually to complete assessments.
- Parents and general ed teachers may be asked to complete questionnaires and rating scales as part of the assessment.

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Initial Individualized Education Plan (IEP) Meeting

- An IEP meeting is held within the 60 day timeline
- The team reviews the assessment results and the determination is made regarding if the student meets the criteria to receive special education services, and if so, under which eligibility category.

Who attends the IEP Meeting?

Parents, Student (as appropriate), Spec Ed teacher , School Psychologist, General Ed teacher(s), Administrator/Designee, other Spec Ed service providers, and additional participants invited by parent/guardian

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Eligibility

In order to be eligible for an IEP, the following requirements must be met:

- The student must meet the eligibility criteria as an individual with a qualifying disability.
- The severity of the disability must have an adverse impact on the student's educational performance.
- The student must require special education services to address the adverse impact (educational needs cannot be met solely in the general education setting).

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Federal and State Disability Categories

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disability
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech and Language Impairment
- Traumatic Brain Injury
- Visual Impairment

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If Eligible, the Team Moves Forward with Documenting the IEP:

- Individual Transition Planning (Required for High School Age)
- Present Levels of Academic Achievement and Functional Performance
- Special Factors
- Statewide Assessments/Accommodations for testing
- Measurable Annual Goals
- Offer of Fape - Services
- Offer of Fape - Educational Setting
- Signatures of meeting attendees

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Possible IEP Special Education Services...

Specialized Academic Instruction

Speech and Language

Counseling

Occupational Therapy

Transitional Partnership Program (TPP)

(Duration and Frequency Determined by IEP Team)

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IEP Meeting - Team Collaboration

Parent Concerns

Student Voice

Transition Plan (HS)

General Ed Teacher Feedback/Observations

Progress on Goals and Set New Goals

Discuss/Update Accommodations and if appropriate, Modifications

Review/Update Services

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Parent Consent of IEP

- No initiation of special education services can be made without parent/guardian written consent.
- Parent may choose to agree with all parts of the IEP; it will then be implemented
- The parent may be in agreement with parts of the IEP but not the entire document; in that case, the components the parent consents to are implemented, while the areas in disagreement are not.
- A parent may choose to decline the offer of special education.

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Types of IEP Meetings

- Initial IEP Meeting - determine eligibility
- Annual IEP Meeting - review progress, set new goals
- Triennial IEP Meeting - 3 Year Review to determine continued eligibility

Additional IEP Meetings...

- Parent Request
- Interim Placement
- Addendums/Amendments

Notice of Procedural Safeguards

Special Education Rights of Parents and Children Under the Individuals with Disabilities Education Act, Part B, and the California Education Code.

Revised June 2022

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary at the end of this notification.

What is the Notice of Procedural Safeguards?

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from 3 years of age through age 21 and students who have reached age 18, the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement

(20 United States Code [USC] Section 1415[d]; 34 Code of Federal Regulations [CFR] Section 300.504; California Education Code [EC] Section 56301[d] [2], EC Section 56321, and EC Section 56341.1[g] [1])

What is the IDEA?

IDEA is a federal law that requires school districts to provide a "free appropriate public education" (FAPE) to eligible children with disabilities. A free appropriate public

education means that special education and related services are to be provided as described in an individualized education program (IEP) and under public supervision to your child at no cost to you.

May I participate in decisions about my child's education?

You must be given the opportunity to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC Section 1414[d] [1]B–[d][1][D]; 34 CFR Section 300.321; EC Section 56341[b], and EC Section 56343[c])

The parent or guardian, and the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC sections 1401[3], and 1412[a][3]; 34 CFR Section 300.111; EC sections 56301, 56341.1[g][1], and 56506)

Where can I get more help?

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations such as the Family Empowerment Centers on Disability (FECs) or the Parent Training and Information Centers (PTICs) located across the state. These organizations were established to increase collaboration between parents and educators to improve the educational system and provide information, training, and additional resources for families of students and young adults with disabilities. Contact information for these organizations is found on the California Department of Education (CDE) Special

Education California Parent Organizations web page at
<https://www.cde.ca.gov/sp/se/qa/caprntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.

What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged 5 through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the CDE, State Special Schools web page at <https://www.cde.ca.gov/sp/ss/index.asp>, or ask for more information from the members of your child's IEP team.

Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records

Prior Written Notice

When is a notice needed?

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a FAPE. (20 USC sections 1415[b][3] and (4), 1415[c][1], and 1414[b][1]; 34 CFR Section 300.503; EC sections 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within 15 days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR Section 300.304; EC Section 56321)

What will the notice tell me?

The prior written notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused. (20 USC sections 1415[b][3] and [4], 1415[c][1], and 1414[b][1]; 34 CFR Section 300.503)

Parental Consent

When is my approval required for assessment?

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within 60 days of your consent.

When is my approval required for services?

You must give informed, written consent before your school district can provide your child with special education and related services.

What are the procedures when a parent does not provide consent?

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.

If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a FAPE to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 *USC* sections 1414[a][1][D] and 1414[c]; 34 *CFR* Section 300.300; *EC* sections 56506[e], 56321[c] and [d], and 56346).

When may I revoke consent?

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 *CFR* Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 *CFR* (including the mediation procedures under 34 *CFR* Section 300.506 or the due process procedures under 34 *CFR* Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a FAPE available to the child because of the failure to provide the child with further special education and related services

4. Is not required to convene an IEP team meeting or develop an IEP under 34 *CFR* sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 *CFR* Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

Surrogate Parent Appointment

What if a parent cannot be identified or located?

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 *USC* Section 1415[b][2]; 34 *CFR* Section 300.519; *EC* Section 56050; *Government Code* Section 7579.5 and 7579.6)

Nondiscriminatory Assessment

How is my child assessed for special education services?

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 *USC* sections 1414[b][1]–[3], 1412[a][6][B]; 34 *CFR* Section 300.304; *EC* sections 56001[j] and 56320)

Independent Educational Assessments

May my child be tested independently at the district's expense?

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.

The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC sections 1415[b][1] and [d][2][A]; 34 CFR Section 300.502; EC Section 56329[b] and [c])

Access to Educational Records

May I examine my child's educational records?

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five **business** days after the request has been made orally or in writing. (EC sections 49060, 56043[n], 56501[b][3], and 56504)

How Disputes Are Resolved

Due Process Hearing

When is a due process hearing available?

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC Section 1415[b][6]; 34 CFR Section 300.507; EC sections 56501 and 56505[1])

Mediation and Alternative Dispute Resolution

May I request mediation or an alternative way to resolve the dispute?

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

What is a pre-hearing mediation conference?

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent of the Office of Administrative Hearings (OAH). The party initiating a

prehearing mediation conference by filing a written request with the Superintendent of the OAH shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within 15 days of receipt by the Superintendent of the OAH of the request for mediation and shall be completed within 30 days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC sections 56500.3 and 56503)

Due Process Rights

What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC sections 1415[f][1][A], and 1415[f][3][A]-[D]; 34 CFR Section 300.511; EC Section 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC Section 56505 [e][1])
3. Present evidence, written arguments, and oral arguments (EC Section 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (EC Section 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC Section 56505[e][4])
6. Have your child present at the hearing (EC Section 56501[c][1])
7. Have the hearing be open or closed to the public (EC Section 56501[c][2])
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony

within five (5) business days before a hearing (*EC* sections 56505[e][7] and 56043[v])

9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (*EC* Section 56505[e][6])
10. Have an interpreter provided (*California Code of Regulations*, Title 5 (5 *CCR*) Section 3082[d])
11. Request an extension of the hearing timeline (*EC* Section 56505[f][3])
12. Have a mediation conference at any point during the due process hearing (*EC* Section 56501[b][2]), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (*EC* Section 56507[a]). (20 *USC* Section 1415[e]; 34 *CFR* sections 300.506, 300.508, 300.512 and 300.515)

Filing a Written Due Process Complaint

How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 *USC* sections 1415[b][7], and 1415[c][2]; 34 *CFR* Section 300.508; *EC* Section 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific

knowledge of the facts identified in the due process hearing request. (20 *USC* Section 1415[f][1][B]; 34 *CFR* Section 300.510)

What does a resolution session include?

Resolution sessions shall be convened within 15 days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within 30 days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 *USC* Section 1415[f][1][B]; 34 *CFR* Section 300.510)

Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 *USC* Section 1415[j]; 34 *CFR* Section 300.518; *EC* Section 56505[d])

May the decision be appealed?

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 *USC* sections 1415[i][2] and [3][A], and 1415[l]; 34 *CFR* Section 300.516; *EC* Section 56505[h] and [k], *EC* Section 56043[w])

Who pays for my attorneys' fees?

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing,

with the agreement of the parties. (20 USC Section 1415[i][3][B]-[G]; 34 CFR Section 300.517; EC Section 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC Section 1415[i][3][B]-[G]; 34 CFR Section 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency 10 days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC Section 1415[i][3][B]-[G]; 34 CFR Section 300.517)

To obtain more information or to file for mediation or a due process hearing, contact:

[Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
Phone: 916-263-0880
Fax: 916-263-0890]

The OAH can also be contacted by email using the Secure e-File Transmission (SFT) system. The SFT may be found on OAH's website at <https://www.applications.dgs.ca.gov/OAH/oahSFTWeb>

School Discipline and Placement Procedures for Students with Disabilities

School Discipline and Alternative Interim Educational Settings

May my child be suspended or expelled?

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than 10 consecutive school days
- Additional removals of not more than 10 consecutive school days in the same school year for separate incidents of misconduct

What occurs after a removal of more than 10 days?

After a child with a disability has been removed from his or her current placement for 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.

If a child exceeds 10 days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within 10 days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

What happens if the IEP team determines that the misconduct is not caused by the disability?

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC Section 1415[k][1] and [7]; 34 CFR Section 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within 20 school days of the date on which you requested the hearing. (20 *USC* Section 1415[k][2]; 34 *CFR* Section 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 *CFR* Section 300.530; *EC* Section 48915.5[b])

Children Attending Private School

May students who are parentally placed in private schools participate in publicly funded special education programs?

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 *USC* Section 1415[a][10][A]; 34 *CFR* sections 300.137 and 300.138; *EC* Section 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 *USC* Section 1412[a][10][C]; 34 *CFR* Section 300.148; *EC* Section 56175)

When may reimbursement be reduced or denied?

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement

proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least 10 business days (including holidays) before removing your child from the public school. (20 USC Section 1412[a][10][C]; 34 CFR Section 300.148; EC Section 56176)

When may reimbursement not be reduced or denied?

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child

(20 USC Section 1412[a] [10] [C]; 34 CFR Section 300.148; EC Section 56177)

State Complaint Procedures

When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the CDE. When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR Section 300.151–153; 5 CCR Section 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

[California Department of Education
Special Education Division
Complaint Support Unit
1430 N Street, Suite 2401
Sacramento, CA 95814]

You may also email your complaint to speceducation@cde.ca.gov

For complaints involving issues not covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Complaint Support Unit, by telephone at 800-926-0648; by fax at 916-327-3704; or by visiting the CDE, Special Education web page at <https://www.cde.ca.gov/sp/se/index.asp>.

Senate Bill 511, Family Empowerment Centers

Background

The Family Empowerment Centers (FECs) were established in 2001 by enactment of Chapter 690 of the Statutes of 2001 (Senate Bill 511, Alpert), enacted as *Education Code (EC) 56400-56415*. The FECs provide services to families with children with disabilities ages three to twenty-two. The intent of the legislature is to ensure that parents, guardians, and families of children and young adults with disabilities have access to accurate information, specialized training, and peer-to-peer support.

FEC Contact and Service Information

Organization	Counties Served	Website
Ability Path's Family Resource Center of San Mateo County	San Mateo	https://www.smcfrc.org/

Organization	Counties Served	Website
Alpha Family Resource Center	Santa Barbara	https://alphasb.org/
Exceptional Family Resource Center (EFRC)	Imperial, San Diego	https://efrconline.org/
Exceptional Parents Unlimited (EPU)	Fresno, Kings	https://www.epuchildren.org/
Exceptional Parents Unlimited (EPU)	Madera	https://www.epuchildren.org/
Family Focus Resource and Empowerment Center	North Los Angeles (San Fernando, Santa Clarita, Antelope Valley)	https://csun.edu/family-focus-resource-center
Family Resource Navigators	Alameda	https://familyresourcenavigators.org/
Family SOUP	Colusa, Sutter, Yuba	http://www.familysoup.org/
H.E.A.R.T.S. Connection Family Resource Center and Empowerment Center	Kern	http://www.heartsfrc.org/
Heluna Health/Eastern Los Angeles Family Resource Center	Los Angeles (Alhambra, Arcadia, Boyle Heights, City Terrace, Commerce, East Los Angeles, East Pasadena, El Sereno, Eagle Rock/Highland Park, La Habra Heights, La Mirada, Lincoln Heights, Montebello, Monterey Park, Mount Washington, Pico Rivera, Rosemead, San Gabriel, San Marino, South Pasadena, Santa Fe Springs, Temple City, Whittier)	https://www.helunahealth.org/partners/eastern-los-angeles-regional-family-resource-center/
Matrix Parent Network & Resource Center	Napa, Solano, Sonoma	https://www.matrixparents.org/
Matrix Parent Network	Marin	https://www.matrixparents.org/
Parents Helping Parents, Inc.	Santa Clara	https://www.php.com/
Parents Helping Parents San Luis Obispo	San Luis Obispo	http://www.php slo.org/

Organization	Counties Served	Website
The Parents' Place Family Resource Center	Los Angeles (San Gabriel Valley, Pomona)	http://www.parentsplacefrc.com/
Plumas Rural Services, Inc.	Lassen, Modoc, Plumas, Sierra	https://www.plumasruralservices.org/
Rowell Family Empowerment of Northern California (RFENC)	Butte, Glenn, Shasta, Siskiyou, Tehama, Trinity	https://rfenc.org/Home/
South Central Los Angeles Regional Center (McClanay Family Resource Center)	Los Angeles (South Los Angeles including: Watts, Leimert Park, Florence/Firestone, West Adams, Bell, Bell Gardens, Compton, Cudahy, Downey, Huntington Park, Lynwood, Maywood, Vernon, South Gate, North Carson, Gardena, Paramount)	https://sclarc.org/
Special Kids Connect	Monterey	https://specialkidsconnect.org/
Special Parents Information Network (SPIN)	San Benito, Santa Cruz	https://www.spinisc.org/
Support for Families of Children with Disabilities	San Francisco	https://www.supportforfamilies.org/
Team of Advocates for Special Kids, Inc. (TASK)	Orange	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Artesia, Avalon, Bellflower, Carson, Cerritos, Harbor City, Harbor Gateway, Hawaiian Gardens, Hermosa Beach, Lakewood, Lomita, Long Beach, Manhattan Beach, Norwalk, Palos Verdes Estates, Rancho, Palos Verdes, Rolling Hills, San Pedro, Signal Hill, Torrance, Wilmington)	https://taskca.org/

Organization	Counties Served	Website
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Signal Hill, Long Beach, Catalina Island)	https://taskca.org/
Team of Advocates for Special Kids, Inc. (TASK)	Los Angeles (Lakewood, East Lakewood, Hawaiian Gardens, Bellflower, Norwalk/Little Lake, Artesia, Cerritos)	https://taskca.org/
Warmline Family Resource Center	Alpine, El Dorado, Nevada, Placer, Sacramento, Yolo	http://www.warmlinefrc.org/
Westside Family Resource Center	West Los Angeles	http://wfrec.org/

Glossary of Abbreviations Used in This Notification

ADR: Alternative Dispute Resolution

CFR: Code of Federal Regulations

EC: California Education Code

FAPE: Free Appropriate Public Education

FEC: Family Empowerment Center on Disability

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

PTIC: Parent Training and Information Center

OAH: Office of Administrative Hearings

SELPA: Special Education Local Plan Area

USC: United States Code

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Readgood, Jane

Legal Suffix:

Date of Birth: 5/5/2004

IEP Date:

Original SpEd Entry Date:

Next Annual Plan Review:

Last Eligibility Evaluation:

Next Eligibility Evaluation:

MEETING TYPE: Initial Plan Review Eligibility Evaluation

Additional Purpose of Meeting (If needed): Transition Pre-Expulsion Interim Other

Age: 18 year(s) 7 months

Grade: 06 Sixth grade

Native Language:

EL: Yes No

Redesignated: Yes No

Interpreter Yes No

Student ID:

SSID:

Parent/Guardian:

Home Phone:

Home Address:

Work Phone:

City:

Cell Phone:

State/Zip: CA

Email:

Parent/Guardian:

Home Phone:

Home Address:

Work Phone:

City:

Cell Phone:

State/Zip: CA

Email:

District of Special Education Accountability: Playground Unified

Residence School:

Hispanic Ethnicity: Yes No Ethnicity Intentionally Left Blank

Race (regardless of Ethnicity): Race 1. _____ Race 2. _____ Race 3. _____ Race 4. _____

Race 5. _____ Race Intentionally Left Blank

INDICATE DISABILITY/IES Note: For initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility. * Low Incidence Disability

Primary:

Secondary:

Not Eligible for Special Education Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)

FOR INITIAL PLACEMENTS ONLY

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?

Yes No

Date of Initial Referral for Special Education Services:

Person Initiating the Referral for Special Education service:

Date District Received Parent Consent:

Date of Initial Meeting to Determine Eligibility:

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Readgood, Jane

Date of Birth: 5/5/2004

IEP Date:

Student Invited: Yes No

If Appropriate, and agreed upon, agencies invited:
 Yes No N/A

Describe how the student participated in the process: Present At Meeting Interview Prior Interest Inventories Questionnaire

Age-appropriate transition assessments/instruments were used: Yes No

Describe the results of the assessments:

Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will	Transition Service Code as Appropriate:
Linked to Annual Goal #	Activities to Support Post Secondary Goal:
Person/Agency Responsible:	Community Experiences as Appropriate:
	Related Services as Appropriate:

Student's Post Secondary Goal Employment (Required):

Upon completion of school I will	Transition Service Code as Appropriate:
Linked to Annual Goal #	Activities to Support Post Secondary Goal:
Person/Agency Responsible:	Community Experiences as Appropriate:
	Related Services as Appropriate:

Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will	Transition Service Code as Appropriate:
Linked to Annual Goal #	Activities to Support Post Secondary Goal:
Person/Agency Responsible:	Community Experiences as Appropriate:
	Related Services as Appropriate:

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**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Readgood, Jane

Date of Birth: 5/5/2004

IEP Date:

District Graduation Requirements:

Course of Study

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal. Yes No

Units/Credits Completed:

Units/Credits Pending:

Student's course of study leads to:

Certificate of Completion Diploma

Anticipated Completion Date:

Age of Majority:

On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: _____

Date: _____

Conservatorship

Is the student conserved for educational decision making?

Yes No

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?

Yes No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP?

Yes No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?

Yes No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs?

Yes No

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date:

Strengths/Preferences/Interests

Parent input and concerns relevant to educational progress

Smarter Balanced Assessment Consortium (SBAC)

Not Applicable

English/Language Arts Overall

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met

Reading Above Standard Near Standard Below Standard

Writing Above Standard Near Standard Below Standard

Speaking and Listening Above Standard Near Standard Below Standard

Research/Inquiry Above Standard Near Standard Below Standard

Math

Not Applicable

Math Overall

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met

Concepts and Procedures Above Standard Near Standard Below Standard

Problem Solving and Data Analysis Above Standard Near Standard Below Standard

Communication Reasoning Above Standard Near Standard Below Standard

California Alternate Assessments (CAA)

Not Applicable

English Language Arts Understanding Foundational Understanding Limited Understanding

Math Understanding Foundational Understanding Limited Understanding

Science Understanding Foundational Understanding Limited Understanding

English Language Development Test (English Learners Only)

Not Applicable

English Language Proficiency Assessments of California (ELPAC)

Initial ELPAC

Summative ELPAC

Overall Score: Overall Performance Level: Oral Language Score/Level:

Written Language Score/Level:

Scores by domain

Listening:

Speaking:

Reading:

Writing:

Performance by domain

Listening:

Speaking:

Reading:

Writing:

Alternate English Language Proficiency Assessments for California (Alternate ELPAC):

Initial Alternate ELPAC

Summative Alternate ELPAC

Overall Score: Overall Performance Level:

Physical Education Testing (grades 5, 7 & 9):

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)

Hearing Date: Pass Fail Other

Near Vision Date: Pass Fail Other

Distance Vision Date: Pass Fail Other

Preacademic/Academic/Functional Skills

Communication Development

Gross/Fine Motor Development

Social Emotional/Behavioral

Vocational

Adaptive/Daily Living Skills

Health

For student to receive educational benefit, goals will be written to address the following areas of need:

✓ _____

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
SPECIAL FACTORS**

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date:

Does the student require assistive technology devices and/or services? Yes No

Rationale:

Does the student require low incidence services, equipment and/or materials to meet educational goals? Yes No
(If yes, specify)

Considerations if the student is blind or visually impaired:

Considerations if the student is deaf or hard of hearing:

If the student is an English Learner, complete the following section:

1. All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.

a. Does the student need primary language supports during integrated ELD (across content areas)? Yes No

If yes, please select:

- Oral clarification of directions in the primary language
- Illustrated glossaries in primary language
- Graphic organizer with key concepts translated to primary language
- Pair key text/words translated to primary language with visuals
- Pair key text/words translated to primary language
- Provide definitions in primary language in context of lesson
- Frontloading using primary language, to bridge new learning to previous knowledge
- Teach relationships between concepts in primary language
- Conduct frequent comprehension checks, allow for student response in primary language
- Bilingual dictionary
- Glossaries in primary language
- Other:

b. Where will the student receive Designated ELD? General Education Special Education

2. The student who is an English Learner is currently participating in:

Structured English Immersion (SEI) or Other, parent selected multilingual/language acquisition program

Comments:

Does student's behavior impede learning of self or others? Yes No (describe)

If yes, specify positive behavior interventions, strategies, and supports:

Behavior Goal is part of this IEP Behavior Intervention Plan (BIP) Attached

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Statewide Assessments**

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date:

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)

Math (Grades 3-8, & 11)

Science (Grades 5, 8 & High School)

If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

Physical Fitness Test (Grades 5, 7 & 9)

- Out of testing range
- Without Accommodations
- With Accommodations
- With Modifications (Check with PFT Office prior to use)

Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)

Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)

- | | | |
|--|--|---|
| <input type="checkbox"/> Adaptations Not Applicable | <input type="checkbox"/> Sensory support | <input type="checkbox"/> Functional positioning |
| <input type="checkbox"/> Alternative response mode | <input type="checkbox"/> Assistive equipment or device | <input type="checkbox"/> Visual support |
| <input type="checkbox"/> Alternative mode for written language | | <input type="checkbox"/> Augmentative or alternative communication system |

English Language Proficiency Assessments of California (ELPAC; for English Learners Only).

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

Initial ELPAC

- Without Designated Supports (All domains)
- Designated Supports (All domains)
- Without Accommodations (All domains)
- Accommodations (All domains)

Summative ELPAC Computer-based

- Without Designated Supports (All domains)
- Embedded Designated Supports
- Non-embedded Designated Supports
- Without Accommodations (All domains)
- Embedded Accommodations
- Non-embedded Accommodations

Domain Exemption:

Alternate ELPAC

Initial Alternate ELPAC

Summative Alternate ELPAC

Alternate ELPAC Embedded Designated Supports

Alternate ELPAC Non-embedded Designated Supports

Alternate ELPAC Non-embedded Accommodations

Standards based Tests in Spanish STS

Math without Designated Supports or Accommodations

Math with Designated Supports

Math with Accommodations

Reading, Language, Spelling without Designated Supports or Accommodations

Reading, Language, Spelling with Designated Supports

Reading, Language, Spelling with Accommodations

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**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date:

Area of Need:	Measurable Annual Goal #:
Baseline:	Goal: <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met Yes No

Comments:

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Offer of FAPE - SERVICE**

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date:

The service options that were considered by the IEP team (List all):

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
------------------------	------------	----------	----------

The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

The IEP team discussed and determined the following program modifications are needed in general education classes or other education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.

The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
--	------------	------------	----------	-----------	----------	----------

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Psychological services</u> Provider: <u>District of Service</u> Duration/Freq: <u>0</u> min x <u>6</u> Totaling: <u>0</u> min served <u>Daily</u> Comments:	Start Date: <u>6/5/2019</u> End Date: <u>6/5/2020</u> <input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition Location: <u>Separate classroom in public integrated facility</u>
Service: <u>Individual counseling</u> Provider: <u>District of Service</u> Duration/Freq: <u>1000</u> min x <u>1</u> Totaling: <u>1000</u> min served <u>Yearly</u> Comments:	Start Date: <u>8/23/2019</u> End Date: <u>8/23/2020</u> <input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition Location: <u>Regular classroom/public day school</u>
Service: <u>Health and nursing - specialized physical health care services</u> Provider: <u>District of Service</u> Duration/Freq: <u>240</u> min x <u>1</u> Totaling: <u>240</u> min served <u>Daily</u> Comments:	Start Date: <u>4/18/2019</u> End Date: <u>4/18/2020</u> <input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition Location: <u>Regular classroom/public day school</u>
Service: <u>Counseling and guidance</u> Provider: <u>District of Service</u> Duration/Freq: <u>30</u> min x <u>2</u> Totaling: <u>60</u> min served <u>Weekly</u> Comments:	Start Date: <u>2/1/2020</u> End Date: <u>2/1/2021</u> <input checked="" type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition Location: <u>Regular classroom/public day school</u>

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation Yes No

EXTENDED SCHOOL YEAR (ESY)

Yes No

Rationale:

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
OFFER OF FAPE - EDUCATIONAL SETTING

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date:

Physical Education: General Specially Designed Other

District of Service: Playground Unified

School of Attendance: Akela Alternative

All special education services provided at student's school of residence? Yes No (rationale)

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

Same as above Different from above

Is the Regular Early Childhood Program ten hours per week or greater? Yes No

Program Setting (TK/Kgn or greater, ages 5-22):

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

_____ % of time student is outside the regular class & extracurricular & non academic activities

_____ % of time student is in the regular class & extracurricular & non academic activities

Plan Effective Date:

Student will not participate in the regular class and/or extracurricular and/or non academic activities: because

Other Agency Services

- County Mental Health
 California Children's Services (CCS)
 Regional Center
 Probation
 Department of Rehabilitation
 Department of Social Services (DSS)
 Other

Promotion Criteria: District Progress on Goals Other

Parents will be informed of progress: Quarterly Trimester Semester Other

How? Progress Summary Report Other

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
SIGNATURE AND PARENT CONSENT**

Student Name: Readgood, Jane

Birthdate: 5/5/2004

IEP Date: _____

IEP Meeting Participants

Parent/Guardian/Surrogate	Date	Parent/Guardian	Date
Student/Adult Student	Date	General Education Teacher	Date
LEA Representative/Admin. Designee	Date	Special Education Specialist	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date
Additional Participant/Title	Date	Additional Participant/Title	Date

CONSENT

- I agree to all parts of the IEP.
- I agree with the IEP, with the exception of _____
- I decline the offer of initiation of special education services.
- I understand that my child is not eligible for special education.
- I understand that my child is no longer eligible for special education.

Signature below is to authorize and approve the IEP.

Signature _____ Date _____
 Parent Guardian Surrogate Adult Student

Signature _____ Date _____
 Parent Guardian Surrogate Adult Student

PARENT INVOLVEMENT

As a means of improving services and results for your child did the school facilitate parent involvement?
 Yes No No Response

If my child is or may become eligible for public benefits (Medi-Cal); I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal health insurance benefits for applicable services.

Signature _____
 Parent Guardian Surrogate Adult Student

- Parent/Adult Student has received a copy of the Procedural Safeguards.
- Parent/Adult Student has received a copy of assessment report (if applicable).
- Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).
- Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits.
- Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF MEETING**

Student Name: Jane Readgood

Birthdate: 5/5/2004

- Initial Plan Review Eligibility Evaluation Transition Planning Pre-Expulsion Interim Other

Address _____

Dear _____

Today's Date _____

An Individual Education Program (IEP) Meeting is being arranged to discuss educational program for the student named above. You are invited to attend as a member of the IEP team. Your participation and input are important in the development of an appropriate education and arriving at decisions about your child's education. You have the right to have other individuals present who have knowledge or special expertise about your child. Your child could benefit from participation in the IEP meeting and is invited to attend. If this is the initial IEP meeting and the student was receiving services under Part C through an IFSP, you may request that the district invite the Part C Service Coordinator or other representative. Secondary students age 15 or older should attend the IEP Team meeting. Parents of adult students may also participate in the meeting.

The meeting is scheduled for:

Date _____

Time _____

School/Location _____

Room _____

We anticipate that the following members may also attend:

- | | |
|--|--------------------------------|
| <input type="checkbox"/> Administrator/Designee | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Special Education Teacher | <input type="checkbox"/> _____ |
| <input type="checkbox"/> General Education Teacher | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Psychologist | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Specialist | <input type="checkbox"/> _____ |

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name _____

Title _____

School/District Playground Unified

Phone _____

Please complete and sign this form, and return to

Check the following items, as appropriate:

- YES, I plan to attend the meeting in person.
 YES, I plan to attend the meeting and request it be held via teleconference (by telephone or other means, as available).
 I plan to bring the following additional attendee(s):
 I require assistance of an interpreter. (Language)
 I am not able to attend and would like to reschedule the meeting. Please arrange a new date.

I may be contacted at: Phone _____ Email _____

- I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.
 NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.
 NO, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature _____

Date _____

- Parent Guardian Surrogate Adult Student

For LEA use only:

Comments/Additional Information

**DEMO SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Assessment Plan**

Name: Readgood, Jane

Birthdate: 5/5/2004

Date: _____

Initial Plan Review Eligibility Evaluation Transition Interim Other

To parent/guardian of: Jane Readgood

Assessment Plan Date: _____

LEA/District: Playground Unified

School: Akela Alternative

Grade: Sixth grade

English Proficiency Level: _____

Native language: _____

The local educational agency (LEA)/district proposes to assess your child to determine his/her eligibility for special education services or continued eligibility and present levels of academic performance and functional achievement. Your child will be assessed in all areas of suspected disability as needed.* To meet your child's individual education needs, this assessment will consist of an evaluation in only the areas checked by the LEA/district. *Tests and procedures conducted pursuant to these assessments may include, but are not limited to, classroom observations, rating scales, interviews, record review, one-on-one testing, or some other types or combination of tests.

Evaluation Area

Examiner Title

- Academic Achievement** - These assessments measure reading, arithmetic, oral and written language skills, and/or general knowledge.
- Health** - Health information and testing is gathered to determine how your child's health affects school performance
- Intellectual Development** - These assessments measure how well your child thinks, remembers, and solves problems.
- Language/Speech Communication Development** - These assessments measure your child's ability to understand and use language and speak clearly and appropriately.
- Motor Development** - These assessments measure how well your child coordinates body movements in small and large muscle activities. Perceptual motor skills may also be measured.
- Social Emotional/Behavior** - These assessments will indicate how your child feels about him/herself, gets along with others, takes care of personal needs at home, school and in the community.
- Adaptive Behavior** - These assessments indicate how your child takes care of personal needs at home, school and in the community.
- Post-Secondary Transition** - These assessments related to training, education, employment and where appropriate independent living skills.
- Other**

- Alternative Means of Assessment** - (Describe alternative methods of assessing the child, if applicable)

Parents / Guardians have protections under state and federal procedural safeguard provisions. Please refer to the enclosed NOTICE OF PROCEDURAL SAFEGUARDS for an explanation of these rights. If you would like further information about your rights or the proposed action and / or referral please contact:

Print Name of Contact	Position	Phone	E-mail Address
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- I consent to the assessment. I understand that the results will be kept confidential and that I will be invited to attend the IEP team meeting to discuss the results. I also understand that no special education services will be provided to my child without my written consent and that no individualized education program will result from the assessment without my consent, as required by EC Section 56321(b)(4).
- I do not consent to the proposed assessment described above.
- I would like the following assessment information to be considered by the IEP team:

Signature _____

Date _____

Parent Guardian Surrogate Adult Student

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/District to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal health insurance benefits for applicable services.

Yes No

Signature _____

Date _____

Parent Guardian Surrogate Adult Student

Parent/Guardian/Student has received written notification of protections available to parents when LEA/district requests to access Medi-cal benefits

Address _____

Phone number _____

Comments:

NOTE: Notice of Action/Prior Written Notice attached if this is an initial evaluation.

Date Received by LEA/District: