

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING
December 14, 2018
Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

AGENDA

1.0 CALL TO ORDER

- 1.1 Adoption of Agenda – December 14, 2018
- 1.2 Adoption of Minutes – November 9, 2018

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

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

3.0 PRESENTATIONS

4.0 DIRECTORS OF EDUCATION REPORTS

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR’S REPORTS

- 5.1 Special Education Administrators of County Offices (SEACO) Access Guide

6.0 CHIEF EXECUTIVE OFFICER’S REPORTS

- 6.1 AB 2657
- 6.2 California’s System of Support
- 6.3 California School Dashboard
- 6.4 California’s Accountability and Continuous Improvement System

7.0 DIRECTOR’S REPORTS

- 7.1 Desert/Mountain Children’s Center Client Services Reports

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING
December 14, 2018
Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

AGENDA

8.0 PROGRAM MANAGER'S

- 8.1 Professional Learning Summary
- 8.2 Due Process Summary
- 8.3 Compliance Update
- 8.4 Nonpublic Schools Update
- 8.5 Desert/Mountain SELPA and Charter SELPA Forms
- 8.6 I-MTSS Symposium/Ruby Payne Emotional Poverty Training

9.0 BUSINESS DEPARTMENT REPORTS

10.0 PROGRAM SPECIALISTS' REPORTS

- 10.1 California Autism Professional Training and Information Network (CAPTAIN) Resources
- 10.2 English Language Proficiency Assessments for California (ELPAC) Updates

11.0 INFORMATION ITEMS

- 11.1 Monthly Occupational & Physical Therapy Services Reports
- 11.2 Monthly Audiological Services Reports
- 11.3 Monthly Nonpublic School/Agency Placement Report
- 11.4 Upcoming Professional Learning Opportunities

12.0 OTHER

13.0 ADJOURNMENT

NEXT MEETING: JANUARY 18, 2019 IN THE DESERT MOUNTAIN EDUCATIONAL SERVICE CENTER, APPLE VALLEY

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

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

D/M SELPA MEMBERS PRESENT:

Academy for Academic Excellence and Norton Science & Language Academy – Paul Rosell, Adelanto SD – Kristi Filip, Apple Valley USD – Renee Castillo, David Wheeler, Barstow USD – Derek Delton, Bear Valley USD – Lucinda Newton, SBCSS-D/M Operations – Richard (Rich) Frederick, Excelsior Charter Schools – Marie Silva, Health Sciences High School and Middle College – Julie Kroener (via video conference), Helendale SD – Michael Esposito, High Tech High – Amy Briggs (via video conference), Lucerne Valley – Vici Miller, Needles USD – Jamie Wiesner (via video conference), Oro Grande SD – Nelda Colvin, Derek Hale, DeShawna Hemstead, Silver Valley USD – Cheri Rigdon, Snowline JUSD – Diane Hannett, Trona JUSD – Alan Tsubota, Nicole Yeager, Victor Elementary SD – Tanya Benitez, Heather Hayball, Victor Valley Union High School District (VVOUSD) – Francesca Copeland.

D/M CHARTER SELPA MEMBERS PRESENT:

Aveson School of Leaders – Paula Giraldo (via video conference).

CAHELP, SELPA, & DMCC STAFF PRESENT:

Jamie Adkins, Guille Burgos, Danielle Cote, Lindsey Devor, Peggy Dunn, Renee Garcia, Colette Garland, Kristee Laiva, Linda Llamas, Sheila Parisian, Kathleen Peters, Eddie Peterson, Karina Quezada, Linda Rodriguez, Jennifer Rountree, Veronica Rousseau, Natalie Sedano, Adrienne Shepherd-Myles.

1.0 CALL TO ORDER

The regular meeting of the California Association of Health and Education Linked Professions Joint Powers Authority (CAHELP JPA) D/M SELPA Steering Committee meeting was called to order by Program Manager Kathleen Peters at 9:00 a.m., at the Desert Mountain Educational Service Center, Apple Valley. The meeting Agenda for November 9, 2018 was adopted as presented. The meeting Minutes for October 12, 2018 are to be amended to reflect Alicia Johnson's district as Adelanto.

Kathleen Peters acknowledged Jamie Wiesner with Needle USD, Julie Kroener with Health Sciences High and Middle School, Amy Briggs with High Tech High, and Paula Giraldo with Aveson School of Leaders joining the meeting via Web Ex.

2.0 COMMITTEE MEMBERS COMMENTS/REPORTS

Training Resources:

Cheri Rigdon reported that Silver Valley USD is looking for social/emotional learning curriculum. Cheri asked the committee members for input.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

Renee Garcia stated she will forward social/emotional learning curriculum resources to Cheri.

Danielle Cote stated she will also share additional resources on mindfulness training with Cheri Rigdon.

Acknowledgements:

Cheri Rigdon thanked Natalie Sedano and her team for coming out to provide SWIFT Fidelity Integrity Assessment (FIA) training which is helpful for looking at where the school is on the Multi-Tiered Systems of Support (MTSS) scale.

Cheri continued by thanking Danielle Cote for providing behavioral training for approximately sixty attendees. She also thanked Jennifer Rountree for providing teachers with one-on-one support in different areas and for the resources provided for homeless in the district. Cheri concluded by thanking the D/M SELPA staff for the outpouring of resources for a family that is really struggling in the district.

DeShawna Hemstead thanked Bonnie Garcia and Karina Quezada for the on-site dyslexia trainings they provided.

Kristi Filip thanked Sheila Parisian and Renee Garcia for providing Manifestation Determination (MD) training for Adelanto SD administrators. Kristi shared that MD training was a requirement based on a finding from the Office of Civil Rights (OCR). She congratulated Sheila and Renee on becoming certified by OCR as MD trainers. Kristi concluded by thanking the SELPA's support staff Cruz Gustafson and Cindy Quan for being the mediators between the LEAs and the directors as well as for helping to organize meetings.

Student Advocate:

Kathleen Peters reported that Encore-Riverside charter school has had several IEP meetings with a student advocate present. Kathleen stated Renee Garcia has been able to attend the IEP meetings as well to assist. The school has been able to build trust and a relationship with the parent and the parent has decided to no longer use the advocate.

Renee Garcia shared that the parents felt they were treated badly by previous districts and that the previous districts did not want to help their child. She continued that the family brought that background to Encore - Riverside. Renee stated she has worked with the school on how to build trust and relationships with the parents. She has encouraged the school to listen carefully to parents input regarding their child's needs, taking their input seriously and working together to gain parental trust.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

3.0 PRESENTATIONS

None.

4.0 DIRECTORS OF EDUCATION REPORTS

None.

5.0 DESERT/MOUNTAIN OPERATIONS AREA DIRECTOR'S REPORTS

Growth in County Program Classes:

Rich Frederick reported that due to growth, in January there will be two new intensive preschool autism programs at the Lucy Siegrist State Preschool site serving students from Hesperia USD. Rich continued that at the Apple Valley County Education Center (AVCEC), the goal was to open two moderate/severe special day class types of placement for students with low cognitive/high behavior as an alternative to nonpublic schools. At this time, they have been unable to hire teachers so they will not move forward with the classes until students can be supported with a strong program. Rich continued that the current elementary classroom at AVCEC is growing and will be split in to two classes.

Bus Aide Services:

Rich provided details of bus aide services being provided by San Bernardino County Superintendent of Schools (SBCSS) based on IEPs for students attending county programs. In the 2016-17 school year, a fee-for-service was established and is currently \$6000 per student per year. Rich continued that there are forty-four bus aides providing services as well as paraeducators who volunteer. Rich reported that paraeducators, which are represented by California School Employees Association (CSEA), cannot be mandated to be bus aides. There is not a ratified contract for CSEA employees and there are key negotiations going on currently. Rich shared that there are issues related to the paraeducators not being supervised while on the buses as well as liability and safety issues. He stated one of those issues is that if there is a problem on the bus with the bus aide, who provides direction, support and coverage. Rich then stated that students are missing school because there is not a bus aide available for them. He added there is a Special Circumstances Instructional Aide (SCIA) assessment process but there is not an assessment for bus aides. Rich continued that the bus aide service is listed on IEPs but the service code 348 is really for a 1:1 bus aide. Rich stated there will be discussions with district transportation departments because SBCSS might not be able to continue to provide bus aide services. He asked for anyone with suggestions or concerns to contact him directly.

Cheri Rigdon shared that her district bus aides feel that they do not have the appropriate training to handle all situations that could arise including children that run. She agreed with Rich that this is a serious issue and is glad that it is being discussed.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

Rich continued specialized healthcare plans for students with serious health conditions do require bus aides. He stated there is an issue of who is responsible to properly train the bus drivers and bus aides on how to respond to the students' needs.

Diane Hannett stated this is part of the bigger transportation issue when the districts are transporting students to county programs because it is not clear as to who is responsible on the bus.

Rich responded that in the East Valley and West End regions of SBCSS, county provides transportation to county programs but at an additional cost. In the desert/mountain region, the transportation services were assigned back to the districts. He stated he understands there are challenges on both the district side and on the county side that need to be resolved.

Renee Garcia reported that there have been trainings provided at the district level to bus drivers in disability awareness and verbal de-escalation from CPI. She stated the trainings can be provided again regionally or as on-sites. Renee then stated the difficulty with regional trainings is scheduling around the times when the bus drivers are available, so on-sites can be requested instead.

Kristi Filip inquired whether the SELPA would look at modifying the SCIA so that it could be used to assess the need for a bus aid. Kristi continued by stating Adelanto SD hires bus aides through their transportation department which causes issues for the special education department. She provided the example of recently switching from a certified nursing assistant contracted with Reliable to a school district employee. Kristi concluded that Adelanto has also asked their paraeducators to work extra hours as bus aides.

6.0 CHIEF EXECUTIVE OFFICER'S REPORTS

6.1 CAPTAIN Survey

Kathleen Peters presented the California Autism Professional Training and Information Network (CAPTAIN) survey. She reported the state is looking for input via this survey so they know how to better support districts in the area of autism. Kathleen asked the committee members to participate in the short survey and share it with other special education leaders.

6.2 Trauma Informed Care

Kathleen Peters reported Assembly Bill 2083 was approved by the governor. She stated the work is being done to create local task forces that will work collaboratively with the following county offices: child welfare agency, probation,

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

behavioral health, office of education, regional centers that serve children and youth with developmental disabilities, foster care and other child welfare advocacy groups. Kathleen concluded that this bill targets the foster care population.

6.3 Suicide Hotline Numbers

Kathleen Peters provided the crisis intervention and suicide prevention phone numbers that meet the requirements for Senate Bill 972. She concluded these phone numbers are to be added to school student identification cards.

6.4 Easy Translator Subscription Information

Kathleen Peters presented the cost breakdown for the Xerox Easy Translator Subscription.

Rich Frederick reported that his trial period of September 6, 2018 through October 6, 2018 went well so he is now working on approval for a subscription.

6.5 School Psychologist vs Educational Psychologist

Kathleen Peters shared the definitions of school psychologist and educational psychologist. She referenced the previous discussion of Assembly Bill 1436, stating that educational psychologists will be required to complete a minimum of 6 hours of coursework in suicide assessment and intervention, however this requirement does not apply to school psychologists.

7.0 DIRECTOR'S REPORTS

7.1 Desert/Mountain Children's Center Client Services Reports

Linda Llamas referred to the individual LEA Open and Closed DMCC Client Services Reports that were provided in the appropriate LEA folders. She asked for any changes to be reported to her.

7.2 Compliance with AB 2022: How to Access Mental Health Services

Linda Llamas presented resources that are compliant with Assembly Bill 2022. She stated the easiest way to disseminate information would be a link on the district and/or school websites as well as in the parent and student handbooks. She continued that information should include contact information for on-site personnel. Linda encouraged LEAs to include the link for their county's department of behavioral health websites on the LEA/school websites.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING
November 9, 2018
Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

8.0 PROGRAM MANAGER'S

8.1 Professional Learning Summary

Kathleen Peters stated the individual Professional Learning Summary Reports are in the LEA folders.

8.2 Due Process Summary

Kathleen Peters presented the Due Process Summary. Kathleen stated that due process is very busy. Sheila Parisian will be joining the resolution team as soon as the new Program Specialist is acclimated to his new position.

8.3 December Community Advisory Committee (CAC) Meeting

Kathleen Peters reported that she has taken over the responsibility of facilitating the Community Advisory Committee (CAC) meetings. She stated the next meeting is scheduled for December 13, 2018 and the topic is Attention Deficit Hyperactivity Disorder (ADHD) and how parents can better support their children.

8.4 Nonpublic School Update

Peggy Dunn reported that both Bright Futures Academy (BFA) campuses were recently reviewed by CDE. The CDE found health and safety issues regarding the recent taser incident. Peggy stated BFA has until November 30, 2018 to make corrections to those issues. She also reported the Adelanto campus currently does not have a principal.

Peggy distributed the updated Non-Public School Options - Severe Autism that reflected the grade levels each facility is authorized to serve as well as the contact information for each facility. She stated D/M SELPA now has a master contract with Precious Hearts Academy for anyone interested in that facility.

Peggy also presented California's Accountability and Continuous Improvement Systems as a reference for committee members.

David Wheeler shared that Precious Hearts Academy has a good program, but they do not provide transportation services, food services, or adaptive physical education (APE) services. He shared that the classroom programs look good and most students have 1:1 aides.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

Peggy reported that McKinley Childrens' Center is considering a severe autism program because there is a need in the high desert but they are having trouble finding credentialed teachers.

8.5 Compliance Update

Disproportionality - Colette Garland reported the disproportionality review that is handled by Dr. Susan Olsen at the CDE is completed. Colette stated she is waiting for final results and is hoping to receive the information in the next week.

DINCs - Colette also reported that Data Identified Noncompliance (DINCs) is still in process. She asked for the DINCs to be completed as soon as possible, preferably by November 20. Colette requested to be notified when the LEAs are done with the portals so she can submit them on behalf of the LEA after adjustments are made.

PIRs - Colette stated the Performance Indicator Reviews (PIRs) should be released shortly. Colette does not have a date but said they should be received in the month of November.

Pupil Count - Colette said that December pupil count is coming on December 1.

Rich Frederick stated that there were several students who have not been enrolled in a county program that populated on his DINCs list.

Colette stated she has emailed CDE but has not heard back yet. She then stated she will notify Rich when she gets an answer. Colette concluded expressing her gratitude to the members for their cooperation and for responding to her multiple emails.

8.6 Triage Grant

Kathleen Peters shared the information on the Meeting Students Needs Integrated Systems Framework webinar series. She reported the presenter is Susan Barrett and this is part of our participation in the triage grant.

9.0 BUSINESS DEPARTMENT REPORTS

None.

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

10.0 PROGRAM SPECIALISTS' REPORTS

10.1 Orton Gillingham Training

Karina Quezada shared that the registration is open for the Orton Gillingham training. She reported the cost is \$1650.00 and it is mandatory to attend all 30 hours of training to become certified.

10.2 California Assessment of Student Performance and Progress (CAASPP) Update

Karina Quezada stated that her answers to questions regarding CAASPP from the October Steering Meeting are included in today's meeting packet. She also shared documentation backing up her answers in the 2018-19 English Language Proficiency Assessments for California (ELPAC) Information Guide. Karina stated that a student can be exempt from taking the ELPAC, but an alternative English language proficiency assessment must be administered. The decision to administer the alternative assessment is made by the IEP team. Karina also stated that the CDE will not recommend alternative assessments so the LEA must decide what tools to use. She continued that when IEP teams meet to make the decisions, all team members must attend. She noted LEAs must be mindful of who and how many students are taking alternative testing as it cannot be more than 1% of the population. Karina added that selective mutism is a mental disorder which is different from a silent period for English learning students. Karina then stated the ELPAC is also important because it helps determine the reclassification from English language learner to fluent language speaker. Karina reported that the IEP team can also consider not administering a full ELPAC assessment. She provided the example of a student not participating in the speaking portion but in the listening portion or taking the reading portion and not the writing portion. One or the other must be administered and the lowest possible score will be given for the assessment not administered. Karina confirmed that this will affect the overall score but is an alternative to the full ELPAC.

Kristi Filip commented that she has witnessed students that do not speak any Spanish but were not able to pass CELDT be placed in English Language Development (ELD) classes long term. She stated she has worked with SELPAs in northern California to come up with alternative reclassification for those students based on their ability. Kristi concluded that if a student in ELD is showing any amount of growth, there are other ways to reclassify.

Karina responded that Ventura County SELPA does use an alternative assessment and they also administer the English Language Placement Exam (ELPE). Karina stated she is not able to endorse either of those tests as they are not based on current

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

ELD standards. Karina then stated she has called Ventura County SELPA to inquire when their test was last updated and will report back to the committee when she receives the information. Karina confirmed that there are four requirements for reclassification of students in ELD and one of the requirements is administering the ELPAC or an alternative assessment.

Tanya Benitez shared her concern that the exempt box for ELPAC testing could be accidentally checked on IEP forms. Tanya requested to have a comment box added where an explanation of the exemption would be required.

Kathleen Peters acknowledged Tanya's request and explained D/M SELPA would like to delay making changes to the IEP form until the 2019-20 school year.

Tanya asked if it would be possible to program a district specific block from checking "Exempt from ELPAC" on the back end.

Colette Garland stated that she will research what can be done.

Karina Quezada then reported that teachers are annually required to be trained and certified before administering the California Alternative Assessment (CAA) science performance test. She explained that the teacher training is provided via a video tutorial and if the test is passed at the end of the tutorial, the teacher receives certification. She continued that the D/M SELPA is not authorized to certify but she provides a teacher training in early Spring to help prepare them for the test. She stated that during the training, the attendees are able to take the test online to maximize the use of the time. Karina shared that as of Monday, November 5, the certification training materials were not available. She confirmed that the CAA testing window opens January 8, 2019. Karina then stated the CAASPP testing windows for high school vary by district. She recommended the directors contact the district CAASPP test coordinators to confirm the dates. Karina also stated that testing cannot begin until 66% of the instruction has been completed for the academic school year. She added that students cannot be tested after July 15, 2019. Karina also provided several resources to be shared with the IEP teams regarding assessments, alternatives and accessibility including links and other information.

10.3 Adapting Curriculum: Engaging All Learners Through Universal Design for Learning

Linda Rodriguez announced an upcoming training opportunity for Universal Design for Learning (UDL). The training will be offered in June, August or September 2019 based on the feedback provided by the directors. Linda asked the

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING
November 9, 2018
Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

directors to share their preferred training month with the program specialist assigned to their LEA or to contact her or Bonnie Garcia directly. Linda confirmed that this UDL training is a one-day training.

11.0 INFORMATION ITEMS

- 11.1 December Pupil Count Memo
- 11.2 Monthly Occupational & Physical Therapy Services Reports
- 11.3 Monthly Audiological Services Reports
- 11.4 Monthly Nonpublic School/Agency Placement Report
- 11.5 Upcoming Professional Learning Opportunities

12.0 DIRECTORS' TRAINING/PRESENTATION

- 12.1 Overview of the Resilience Breakthrough presented by Christian Moore, Why Try Founder, Author, Speaker, and Social Worker

Christian Moore presented on building resiliency by focusing on the “3 R’s”: Relationship, Relevance, and Resilience. In educational settings, The Why Try Program uses social emotional learning to help struggling students make positive life changes both at school and at home. The program uses a multi-sensory learning approach to help students of all learning types engage with and apply the lessons taught.

13.0 OTHER

Dyslexia Assessments:

Kathleen Peters distributed legal opinion from Best, Best and Krieger (BBK) regarding parent request and the need to fully assess a student who was previously identified with Dyslexia and presently responding to Response to Intervention (RTI). While the RTI approach is not in direct violation of IDEA, California law sets a very low bar for the need to assess for child-find. She agrees with BBK and advises, in light of the increasing number of Due Process cases filed for Child-Find, that you proceed conservatively and complete a full battery of testing.

Karina Quezada added that it is important to hold a Student Study Team (SST) meeting as soon as possible when a parent brings up a concern. This will allow the concern to be addressed with input from the parent. Karina also added that children who do not respond to intervention must be assessed to determine eligibility for services. Karina stated that it

California Association of Health and Education Linked Professions
Joint Powers Authority (CAHELP JPA)
DESERT/MOUNTAIN SELPA STEERING COMMITTEE MEETING

November 9, 2018

Desert Mountain Education Service Center, 17800 Highway 18, Apple Valley CA

MINUTES

is also important to build strong relationships with families by bringing our concerns to them about their children.

SELPA's Level of Support & Services for LEAs:

Kathleen Peters stated that although there have been staffing changes at D/M SELPA, the SELPA will continue to provide the services that the LEAs have come to expect. She apologized for any delayed or vague responses directors may have received. Kathleen also stated that she and Jenae are planning to meet with the directors individually to get input of ways to improve the levels of services provided by the SELPA.

CAPTAIN: Jennifer Rountree shared that she is the region chair for the CAPTAIN committee. She stated CAPTAIN is a state initiative for sharing information about autism, evidence-based practices, and resources and supports that are available. Jennifer then stated that the information is shared currently with teachers of students with autism. Jennifer concluded she will bring CAPTAIN resources to the next Steering meeting.

14.0 ADJOURNMENT

Having no further business to discuss, the meeting was adjourned at 3:00 p.m.

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

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

SEACO

Special Education Access Guide to State Standards

Developed By:

Special Education Administrators of County Offices
SEACO



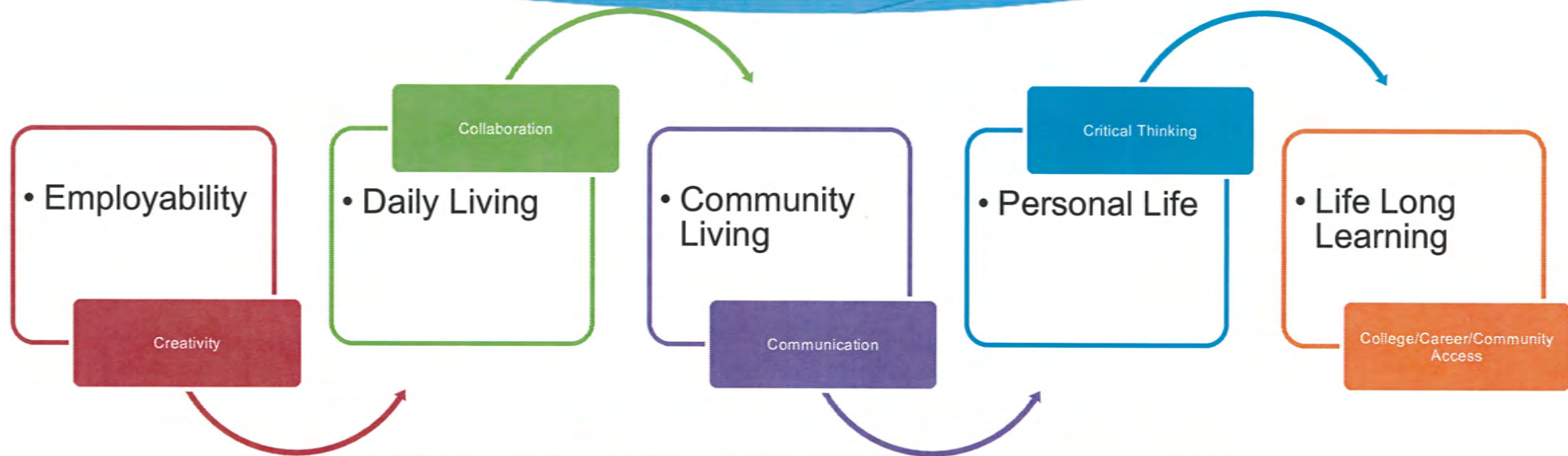
Special Education Access Guide Design

- Step 1: Developed a template
- Step 2: Agreed on *Four Levels* of Development for the product
- Step 3: Agreed on “Access Point” & “Strategies for Engagement” and Sample Goal template

What is the SEACO Access Guide to the State Standards Training ?

- “Singing in the Rain”
- A 4-6 hour interactive instructor led training designed for Special Education professionals working with students with the most significant disabilities.
- Supports teachers in connecting the C’s
 - Communication, Critical Thinking, Creativity, Collaboration, Character & Community
- Training elements include: Basic Understanding State Standards through real life scenarios and classrooms serving students with the most significant disabilities; Understanding the Functional Academic Domains; Universal Design for Learning (UDL); and Connecting current practices and Aligning IEP’s to State Standards.

Four C's + 1 and Functional Academic Domains



The Paradigm Shift

Assess Student

Develop Annual
Goals

Determine Needs

Determine Present
Levels related to
Standards

Discuss Age
Appropriate
Grade Level Standards

Work Sample –ELA

RI.1	Reading Standards for Informational Text (RI): Standard 1		=
RI.11-12.1 Grade 11-12 students	Anchor Standard: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		+
RI.9-10.1 Grade 9-10 students	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		+
Access Point	Sample Goal	Strategies for Engagement	
RI.9-12.1.a Uses text-based materials to share information	By (MM/DD/YYYY), given verbal prompts, (student) will give his student ID card to staff upon request (cafeteria worker, librarian, campus security, etc.) in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none"> ● Favorite song played with chorus cut out to promote a response ● Key detail omitted that's needed to complete task ● Student response acknowledged 	
RI.9-12.1.b Knows where and how to locate some textual information	By (MM/DD/YYYY), (student) will navigate the contacts area of her phone to find a specific person's contact information in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none"> ● Highlight key information needed ● Reinforce students to request help ● Activities to find missing items 	
RI.9-12.1.c Identifies meaning and purpose of text	By (MM/DD/YYYY), given a choice of two quotes, (student) will decide which one comes from the text in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none"> ● Directories and online search engines ● Surveys/graphing ● Map and schedule use (Community Based Instruction) 	
RI.9-12.1.d Uses two or more pieces of evidence to support inferences about a text	By (MM/DD/YYYY), after the teacher reads two or three quotes from the text, (student) will identify which quote tells what the main character did to solve his problem in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none"> ● Word searches for synonyms related to inference ● Graphic organizer with outline format ● Adapted books/materials with key auditory emphasis 	

Work Sample-Math

Mathematics

7. Compare two numbers between 1 and 10 presented as written numerals.

Access Point	Sample Goal	Strategies for Engagement
K.CC.7.a Attends to math manipulatives including numerals	By (MM/DD/YYYY), when presented with a large written numeral, (student) will compare two numbers between 1 and 5 by shifting eye gaze toward an equal number from a field of 2, given the cue "Which is equal?" in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none">● Tactile, 3-dimensional numerals for math activities● Electronic games/apps for identifying numbers● Present the numerals with their corresponding quantities
K.CC.7.b Imitates a model using math manipulatives	By (MM/DD/YYYY), given a visual model of numerals 1-3 in sequence and a set of manipulative numerals 1-3, (student) will compare numbers by sequencing the second set of numerals in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none">● Clapping rhythms with written number● Matches numbers in sequence
K.CC.7.c Identifies written numbers when grouped with an equal quantity of non-numbers	By (MM/DD/YYYY), given a number line and manipulative numerals, (student) will compare two numbers between 1 and 5 by matching numerals 1-5 to the numbers on the number line in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none">● Picture cards with numerals/object quantities for sequencing● Number line and pointer for counting● Uses number line to indicate whether the number adjacent to a given number is greater or less than the given number
K.CC.7.d Identifies written numbers 1-10	By (MM/DD/YYYY), given number cards with pictures of objects/numerals, (student) will compare two numbers between 1 and 10 presented as written numerals by identifying the number card that shows the bigger quantity from a field of 2 cards (2:8, 3:10, 2:5, 4:8, 1:3, respectively) in 4 out of 5 opportunities for 5 trial days as measured by staff observation and data collection.	<ul style="list-style-type: none">● Moves objects one more on a number line● Table games that use number cards for moving game pieces on game board● Supplement the number cards with manipulatives

[Home](#)[Bill Information](#)[California Law](#)[Publications](#)[Other Resources](#)[My Subscriptions](#)[My Favorites](#)**AB-2657 Pupil discipline: restraint and seclusion.** (2017-2018)

SHARE THIS:



Date Published: 10/01/2018 09:00 PM

Assembly Bill No. 2657**CHAPTER 998**

An act to add Article 5.2 (commencing with Section 49005) to Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code, relating to pupil discipline.

[Approved by Governor September 30, 2018. Filed with Secretary of State September 30, 2018.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2657, Weber. Pupil discipline: restraint and seclusion.

Existing law prohibits a person employed by or engaged in a public school to inflict, or cause to be inflicted, corporal punishment upon a pupil.

This bill would authorize an educational provider, as defined, to use behavioral restraints, which includes physical and mechanical restraints, or seclusion, as defined, only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive, and if other specified conditions are met. The bill would prohibit an educational provider from using a behavioral restraint or seclusion in certain circumstances, including, but not limited to, using seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation, and would prohibit the use of certain restraint and seclusion techniques. The bill would require a local educational agency that meets a specified federal definition to collect and, no later than 3 months after the end of a school year, report to the State Department of Education annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year, as specified. The bill would require that the data collection and reporting requirements be conducted in compliance with specified federal law, and would prohibit those requirements from being construed to impose a new program or higher level of service on local educational agencies or nonpublic schools or agencies.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that no reimbursement is required by this act for a specified reason.

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Article 5.2 (commencing with Section 49005) is added to Chapter 6 of Part 27 of Division 4 of Title 2 of the Education Code, to read:

Article 5.2. Restraint and Seclusion

49005. The Legislature finds and declares all of the following:

- (a) While it is appropriate to intervene in an emergency to prevent a student from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.
- (b) United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child's right to be treated with dignity and to be free from abuse.
- (c) Restraint and seclusion should only be used as a safety measure of last resort, and should never be used as punishment or discipline or for staff convenience.
- (d) Restraint and seclusion may cause serious injury or long lasting trauma and death, even when done safely and correctly.
- (e) There is no evidence that restraint or seclusion is effective in reducing the problem behaviors that frequently precipitate the use of those techniques.
- (f) Students with disabilities and students of color, especially African American boys, are disproportionately subject to restraint and seclusion.
- (g) Well-established California law already regulates restraint techniques in a number of settings, including general acute care hospitals, acute psychiatric hospitals, psychiatric health facilities, crisis stabilization units, community treatment facilities, group homes, skilled nursing facilities, intermediate care facilities, community care facilities, and mental health rehabilitation centers. These minimal protections should be provided to all students in schools.
- (h) It is the intent of the Legislature to ensure that schools foster learning in a safe and healthy environment and provide adequate safeguards to prevent harm, and even death, to children in school.
- (i) This article is intended to be read to be consistent with, and does not change any requirements, limitations, or protections in, existing law pertaining to students with exceptional needs.
- (j) It is the intent of the Legislature to prohibit dangerous practices. Restraint and seclusion, as described in this article, do not further a child's education. At the same time, the Legislature recognizes that if an emergency situation arises, the ability of education personnel to act in that emergency to safeguard a student or others from imminent physical harm should not be restricted.

49005.1. The following definitions apply to this article:

- (a) "Behavioral restraint" means "mechanical restraint" or "physical restraint," as defined in this section, used as an intervention when a pupil presents an immediate danger to self or to others. "Behavioral restraint" does not include postural restraints or devices used to improve a pupil's mobility and independent functioning rather than to restrict movement.
- (b) "Educational provider" means a person who provides educational or related services, support, or other assistance to a pupil enrolled in an educational program provided by a local educational agency or a nonpublic school or agency.
- (c) "Local educational agency" means a school district, county office of education, charter school, the California Schools for the Deaf, and the California School for the Blind.
- (d) (1) "Mechanical restraint" means the use of a device or equipment to restrict a pupil's freedom of movement.
- (2) (A) "Mechanical restraint" does not include the use of devices by peace officers or security personnel for detention or for public safety purposes.
- (B) "Mechanical restraint" does not include the use of devices by trained school personnel, or by a pupil, prescribed by an appropriate medical or related services professional, if the device is used for the specific and approved purpose for which the device or equipment was prescribed, which shall include, but not be limited to, all of the following:
 - (1) Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports.
 - (2) Vehicle safety restraints when used as intended during the transport of a pupil in a moving vehicle.

(3) Restraints for medical immobilization.

(4) Orthopedically prescribed devices that permit a pupil to participate in activities without risk of harm.

(e) "Nonpublic school or agency" means any nonpublic school or nonpublic agency, including both in-state and out-of-state nonpublic schools and nonpublic agencies.

(f) (1) "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a pupil to move his or her torso, arms, legs, or head freely. "Physical restraint" does not include a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a pupil who is acting out to walk to a safe location.

(2) "Physical restraint" does not include the use of force by peace officers or security personnel for detention or for public safety purposes.

(g) "Prone restraint" means the application of a behavioral restraint on a pupil in a facedown position.

(h) "Pupil" means a pupil enrolled in preschool, kindergarten, or any of grades 1 to 12, inclusive, and receiving educational services from an educational provider.

(i) "Seclusion" means the involuntary confinement of a pupil alone in a room or area from which the pupil is physically prevented from leaving. "Seclusion" does not include a timeout, which is a behavior management technique that is part of an approved program, that involves the monitored separation of the pupil in a nonlocked setting, and is implemented for the purpose of calming.

49005.2. A pupil has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the pupil in order to control the pupil's behavior or to restrict the pupil's freedom of movement, if that drug is not a standard treatment for the pupil's medical or psychiatric condition.

49005.4. An educational provider may use seclusion or a behavioral restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive.

49005.6. An educational provider shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

49005.8. (a) An educational provider shall not do any of the following:

(1) Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation.

(2) Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

(3) Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back.

(4) Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face.

(5) Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back.

(6) Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

(b) An educational provider shall keep constant, direct observation of a pupil who is in seclusion, which may be through observation of the pupil through a window, or another barrier, through which the educational provider is able to make direct eye contact with the pupil. The observation required pursuant to this subdivision shall not be through indirect means, including through a security camera or a closed-circuit television.

(c) An educational provider shall afford to pupils who are restrained the least restrictive alternative and the maximum freedom of movement, and shall use the least number of restraint points, while ensuring the physical safety of the pupil and others.

(d) If prone restraint techniques are used, a staff member shall observe the pupil for any signs of physical distress throughout the use of prone restraint. Whenever possible, the staff member monitoring the pupil shall not be involved in restraining the pupil.

49006. (a) A local educational agency that meets the definition of a "local educational agency" specified in Section 300.28 of Title 34 of the Code of Federal Regulations shall collect and, no later than three months after the end of a school year, report to the department annually on the use of behavioral restraints and seclusion for pupils enrolled in or served by the local educational agency for all or part of the prior school year.

(b) The report required pursuant to subdivision (a) shall include all of the following information, disaggregated by race or ethnicity, and gender:

(1) The number of pupils subjected to mechanical restraint, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(2) The number of pupils subjected to physical restraint, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(3) The number of pupils subjected to seclusion, with separate counts for pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(4) The number of times mechanical restraint was used on pupils, with separate counts for the number of times mechanical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(5) The number of times physical restraint was used on pupils, with separate counts for the number of times physical restraint was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(6) The number of times seclusion was used on pupils, with separate counts for the number of times seclusion was used on pupils with a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils with an individualized education program, and pupils who do not have a plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794) or an individualized education program.

(c) Notwithstanding any other law, the data collected and reported pursuant to this section shall be available as a public record pursuant to Chapter 3.5 (commencing with Section 6250) of Division 7 of Title 1 of the Government Code.

(d) No later than three months after the report is due to the department pursuant to subdivision (a), the department shall post the data from the report annually on its Internet Web site.

49006.2. Notwithstanding Section 49006, the data collection and reporting requirements contained in this article shall be conducted in compliance with the requirements of the Civil Rights Data Collection of the United States Department of Education's Office for Civil Rights imposed pursuant to Sections 100.6(b) and 104.61 of Title 34 of the Code of Federal Regulations, and shall not be construed to impose a new program or higher level of service on local educational agencies or nonpublic schools or agencies.

49006.4. (a) This article applies with regard to all pupils, including individuals with exceptional needs. For an individual with exceptional needs, if a behavioral restraint or seclusion is used, the procedures for follow-up contained in subdivisions (e), (f), (g) and (h) of Section 56521.1 shall also apply.

(b) For purposes of this section, "individual with exceptional needs" has the same meaning specified in Section 56026.

SEC. 2. No reimbursement is required by this act pursuant to Section 6 of Article XIII B of the California Constitution because this act implements a federal law or regulation and results in costs mandated by the federal government, within the meaning of Section 17556 of the Government Code.



Behavioral Emergency Report

DIRECTIONS: Review/complete the information below and mark the appropriate box. Forward the completed Behavioral Emergency Report (BER) to the site administrator and to the director of special education for review. Please note that a BER must be completed whenever an emergency intervention is used (such as a Pro-ACT®/CPI approved restraint) or serious property damage occurs. The parent(s) and residential care provider, if applicable, must be notified of the incident within one school day.

- If the student *does not have a behavioral plan (Behavioral Intervention Plan - BIP)*, the district must schedule an IEP team meeting within two days (D/M 68M) to review the completed emergency report to determine the necessity for a functional behavioral assessment (FBA), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the assessment, not developing an interim plan, or both. *EC 56521.1(g)*
- If the student *has a behavioral intervention plan (BIP)*, the district must schedule an IEP team meeting within two days (D/M 68M) to review the completed emergency report to determine whether any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective, warrants further assessment (Functional Behavioral Assessment - FBA) or revision of the BIP. *EC 56521.1(h)*

Student Name: _____ Age: _____ Gender: Male Female

District of Attendance: _____ District of Residence: _____

Date of Incident: _____ Time of Incident: _____ Setting/Location of Incident: _____

One of the following methods was used and/or applied: Physical Restraint Site Security Law Enforcement Personnel

Describe the incident: *(in specific terms)*

List staff/others involved: *(Note: For confidentiality reasons, other students shall be identified as Student A, B, etc.)*

Indicate Pro-ACT®/CPI emergency intervention used:

Explain the details of injuries sustained by the individual or others, including staff, and the treatment provided:

If follow-up required, please explain:

Report completed by: _____ Title/Position: _____

A copy of the Behavioral Emergency Report was provided to the following:

- | | | | |
|--|------------------|---|-------|
| <input type="checkbox"/> Site Administrator | Date/Time: _____ | <input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: | _____ |
| <input type="checkbox"/> Parent/Guardian (within 1 school day) | Date/Time: _____ | <input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: | _____ |
| <input type="checkbox"/> Special Education Director | Date/Time: _____ | <input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other: | _____ |



Chapter 10: Positive Behavioral Interventions

SECTION A: POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

SECTION B: BEHAVIORAL ASSESSMENT AND INTERVENTION PLAN

SECTION C: RESPONSIBILITY OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

SECTION D: BEHAVIORAL EMERGENCY INTERVENTIONS

APPENDIX A: PBIS TIER II INTERVENTIONS FLOW CHART

APPENDIX B: PBIS TIER III INTERVENTIONS FLOW CHART

APPENDIX C: D/M SELPA FORM 156 – FUNCTIONAL BEHAVIORAL ASSESSMENT (FBA) SUMMARY

APPENDIX D: D/M SELPA FORM 136 – BEHAVIORAL INTERVENTION PLAN (BIP) LEVEL I

APPENDIX E: D/M SELPA FORM 137 – BEHAVIORAL INTERVENTION PLAN (BIP) LEVEL II

APPENDIX F: D/M SELPA FORM 114 – BEHAVIORAL EMERGENCY REPORT (BER)

Introduction

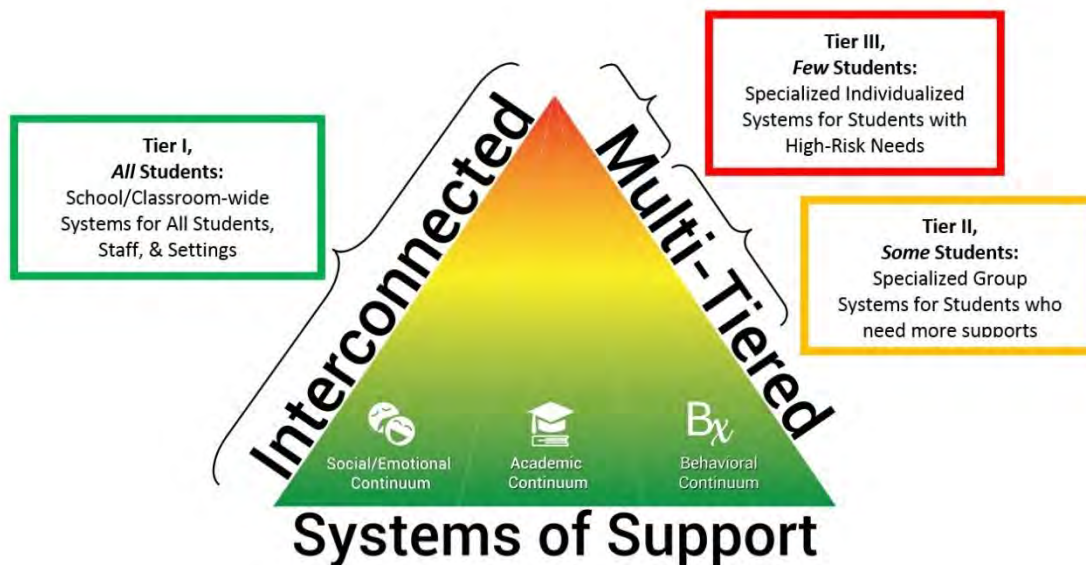
The passage of Assembly Bill 86 on July 1, 2013, repealed the Hughes Bill, which was a California behavioral intervention mandate for students with disabilities who exhibited serious behavioral problems. AB 86 now requires behavioral interventions for students with disabilities to align more closely with federal law, as identified in the Individuals with Disabilities Education Act (IDEA) and its regulations. AB 86 revises California Education Code sections 56520-56525 and requires the California Department of Education (CDE) to repeal sections 3052 and 3001(d)-(g) and (ab) of Title 5 of the California Code of Regulations (CCR). Amendments to 5 CCR sections 3001-3088 went into effect July 1, 2014.

Positive Behavioral Interventions and Supports for students with disabilities are requirements of federal and state law. Local Education Agency (LEA) staff must address behavior when the behavior of a student with a disability impedes the child’s learning or that of others. To address the behavioral concern(s), LEAs may, through the individualized education program (IEP) process, use their professional discretion to address behavior in a variety of ways, including the development of goals, conducting behavioral assessments, and developing positive behavioral interventions and supports and other strategies consistent with Title 20 of the United States Code (USC) section 1414(d); and Title 34 of the Code of Federal Regulations (CFR) section 300.324. The IEP must include a statement of the special education, related services, supplementary aids and services, and program modifications or supports that will be provided to the child (20 USC 1414(d)(1)(A)(i)(IV)).

Section A – Positive Behavioral Interventions and Supports

The Desert/Mountain Special Education Local Plan Area (SELPA) supports multi-tiered systems of support for behavior similar to the Response-to-Intervention (RtI) Model used for academic interventions. Tier I, universal supports for all students, creates the foundation for all subsequent interventions. Some students will benefit from additional strategic interventions and supports at Tier II. A few students will also require targeted and intensive Tier III interventions often in the form of a Behavioral Intervention Plan (BIP).

Figure 1



The Positive Behavioral Interventions and Supports (PBIS) diagram shown in Figure 1 demonstrates the systemic provision of behavioral supports for all students. This type of system-wide intervention creates a culture of positive behavioral interactions for all. PBIS is a multi-tiered framework for enhancing the adoption and implementation of a continuum of evidence-based interventions to achieve academic and behavior significant outcomes for all students. At the universal level, LEAs learn how to build their school pro-social environment by establishing a

common language, common practices, and common vision. Tier II targeted interventions include Check In Check Out (CICO), social and academic groups, and Check and Connect. Tier III implementation includes interventions such as Prevent, Teach, Reinforce (PTR) and Linking Individuals and Families with Education (LIFE). PBIS teams will build internal capacity to further their implementation efforts at their school sites.

LEAs participating in PBIS learn less reactive, adverse, dangerous, and exclusionary practices; understand how to build more engaging, responsive, preventive, and productive environments; become familiar with better classroom management practices with less discipline issues and more instructional minutes; become familiar with a continuum of services available for student learning and emotional needs; and learn more strategies to maximize academic engagement and achievement for all students.

Information on each tier is discussed below along with the federal requirements for individual behavioral assessment and intervention planning.

Tier I: All Students

It can be assumed that the majority of students will arrive at school already possessing basic social and academic skills. An effective school-wide discipline and behavioral supports system ensures that these skills are reinforced and embedded in the ongoing workings of the school. Strategies aimed at all students create the foundational culture that supports positive behavior throughout the system.

Effective school-wide or universal models incorporate some common basic principles. Models like PBIS include similar core elements. School-wide positive behavior begins with clearly defining expected behaviors for both students and adults. Then, strategies are developed for explicitly teaching the expected behaviors. Finally, methods are designed for reinforcing the expected behaviors when they occur.

It has been demonstrated that monitoring and teaching all students, even those who do not have problem behaviors, serves as a preventive measure for potential negative interactions. A school-wide model provides the foundation of universal training, adult modeling, and broad reinforcement of expected social behavior that supports more intensive efforts at Tier II and Tier III.

Tier II: Some Students

Not all students will respond to school-wide approaches alone. Some students require selected supports and interventions. These students may need supports such as cognitive-behavior therapies from counselors. Some may benefit from small group instruction in social skills or self-management. Other successful programs for selected support include extra academic assistance and extra adult attention. Good examples of adult mentoring programs appropriate for Tier I include the U.S. Department of Education, Office of Special Education Programs (OSEP) “Check and Connect” and the Behavior Education Program, Second Edition. Crone, Deanne A., Robert A. Horner, and Leanne S. Hawken. *Responding to Problem Behavior in Schools (Practical Intervention in the Schools)*. New York: Guilford, 2010.

Classroom-wide activities and reinforcement systems are used at Tier II. Skilled classroom management is key as a selected intervention for more difficult students. Other programs that focus on the needs of smaller groups of students including more frequent access to reinforcers can be useful in reducing levels of problem behavior. Behavioral goals for students with exceptional needs would be appropriate. Behavioral contracts may also be employed effectively at this level.

Tier III: Few Students

Tertiary Prevention at Tier III was originally designed to focus on the needs of individuals who exhibited patterns of problem behavior. Research has demonstrated the effectiveness of PBIS in addressing the challenges of behaviors that are dangerous, highly disruptive, and/or impede learning and result in social or educational exclusion. PBIS has been used to support the behavioral adaptation of students (and other individuals) with a wide range of characteristics, including developmental disabilities, autism, emotional and behavioral disorders, and even students with no diagnostic label.

Tertiary Prevention at Tier III is most effective when there are positive Tier I (school-wide) and secondary Tier II (classroom) systems in place. In addition, the design and implementation of individualized supports are best executed when they are conducted in a comprehensive and collaborative manner. The process should include the individual with behavioral challenges and people who know him/her best all working together to promote positive change all working as a team. Support should be tailored to people's specific needs and circumstances. It should involve a comprehensive approach to understanding and intervening with the behavior, and should use multi-element interventions. The goal of Tier III is to diminish problem behavior and, also, to increase the student's adaptive skills and opportunities for an enhanced quality of life.

Prevent Teach Reinforce (PTR), is the model used at this level which involves a process of functional behavioral assessment (FBA) and a support plan comprised of individualized, assessment-based intervention strategies, including a wide range of options such as (1) guidance or instruction for the student to use new skills as a replacement for problem behaviors, (2) some rearrangement of the antecedent environment so that problems can be prevented and desirable behaviors can be encouraged, and (3) procedures for monitoring, evaluating, and reassessing of the plan as necessary. If continuing support is necessary after the PTR process, then a Linking Individuals and Families with Education (LIFE) plan is created for the student's needs. In some cases, the plan may also include emergency procedures to ensure safety and rapid de-escalation of severe episodes (this is required when the target behavior is dangerous to the student or others), or major ecological changes, such as changes in school placements, in cases where more substantive environmental changes are needed.

For the few students who do not respond to universal and selected interventions at Tier I and Tier II, additional intensive supports are necessary. The IDEA 2004 requires the creation and implementation of specific procedures to guide IEP teams in their response to individuals with the most challenging behaviors. There are two basic triggers to the need for behavioral assessment and an intervention plan that are a requirement of IDEA 2004. The trigger points are:

- A. Behaviors that impede the learning of the student, or of others;

- B. Disciplinary actions that constitute a “change of placement” (refer to Chapter 11: Suspension and Expulsion Procedures).

Section B – Behavioral Assessment and Intervention

I. Student Whose Behavior Impedes Learning

In the case of a child who exhibits a pattern of behavior that interferes with the child’s learning or that of others, federal and state law requires that the LEA consider the use of positive behavioral interventions and supports, and other strategies to address the behavior. IDEA 2004 further requires that both general and special educators receive the training and support necessary to contribute to the development and implementation of positive behavioral strategies. All of this makes it imperative that educational personnel within LEAs become aware of these procedures and proficient in implementing them.

The ultimate goal is to have educators who understand the guiding principles underlying the procedures and who regularly apply sound positive programming strategies. The consequence should be the learning of replacement behaviors and a significant decrease in chronic and/or dangerous behaviors. The training outcomes must be to provide local staff with the tools and knowledge necessary to not only meet the requirements of the law, but to more effectively and efficiently meet the needs of students with challenging behaviors.

After less restrictive approaches have been utilized, behavioral goals, a FBA, and a BIP might become necessary to effect change. It is imperative to remember that BIPs can be utilized with general education students and students on a 504 plan. The BIP must be a result of the gathering of information obtained from multiple sources including the parents. The FBA and BIP require an assessment plan if new information is obtained or if the observation to be conducted by the LEA constitutes an assessment or is conducted for the purpose of determining eligibility for special education and/or needs relating to a disability, including appropriate accommodations, modifications, or other special education support. Best practices suggest that the BIP be revised regularly as the needs and circumstances of the student changes.

II. Student Requiring a Manifestation Determination (Disciplinary Action)

When a student attains more than 10 suspensions in a school year that constitutes a change of placement, a manifestation determination must be conducted. The LEA shall determine on a case-by-case basis whether a pattern of removals of a student from his/her current educational placement for disciplinary reasons constitutes a change in placement. A change in placement shall be deemed to have occurred under any of the following circumstances: (*34 CFR 300.530(e)(i)(ii), 300.530(f)(1), 300.536*)

1. The removal is for more than 10 consecutive school days;
2. The student has been subjected to a series of removals that constitute a pattern because of all of the following:

- a. The series of removals total more than 10 school days in a school year;
- b. The student's behavior is substantially similar to his/her behavior in previous incidents that resulted in the series of removals; and
- c. Additional factors, such as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another, indicate a change of placement.

If, after the manifestation determination meeting has been conducted, the team determines that the removals (suspensions) are a manifestation of the student's disability or disabilities, the team must either conduct a FBA, unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a BIP for the student, or if a BIP already has been developed, review the BIP, and modify it, as necessary, to address the behavior. An assessment plan (form D/M 66), obtaining parental consent, is required before the LEA can proceed with a FBA.

A FBA can be defined as an evidence-based, analytical process based on observations, review of records, interviews, and data analysis. It strives to determine the immediate past antecedents and consequences supporting the problem behavior. This assessment is the first step in designing function-based interventions that promote educational and/or social/emotional success. A FBA is necessary prior to identifying a functionally equivalent replacement behavior and should be integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's IEP. After a FBA is conducted, the team must develop a BIP. For this purpose, the team may utilize the BIP (form D/M 137) which must be modified as needed as the student's needs or circumstances change. *34 CFR 300.530(e)(i)(ii), 300.530(f)(1)*

§ 300.530 Authority of school personnel - Behavioral Assessment

(a) Case-by-case determination. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a child with a disability who violates a code of student conduct.

(b) General.

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

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

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

(d) Services.

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

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

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

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

(3) A public agency is only required to provide services during periods of removal to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who is similarly removed.

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

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

§ 300.382 Improvement Strategies - Enhancing Ability of Teachers

(f) Enhance the ability of teachers and others to use strategies, such as behavioral interventions; to address the conduct of children with disabilities that impedes the learning of children with disabilities and others;

§ 300.324 (a) Development, review, and revision of IEP

(2) Consideration of special factors. The IEP team must --

(i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;

Section C – Responsibility of the IEP Team

State law requires that the psychoeducational assessment report for all students suspected of having a disability include “the relevant behavior noted during the observation of the pupil in appropriate setting” and the “relationship of that behavior to the pupil’s academic and social functioning.” Therefore, many students will have goals in their IEPs relating to behaviors, either behaviors that contribute to improved learning skills or behaviors that enhance interpersonal and social skills. The IEP team utilizes assessment findings to determine which instructional strategies are most appropriate to teach or manage behavior and then develops goals accordingly. Such goals may contain behavioral interventions that are not based on a FBA or a BIP. Per OSEP, if a BIP is developed, it should be included in the IEP and aligned with the goals in the IEP (71 Federal Register 46683, August 14, 2006).

In an effort to ensure consistency with federal law, California Education Code section 56523, as amended by AB 86, in effect, repealed 5 CCR 3001 and deleted the requirement for a BIP when a student with a disability exhibits a “serious behavioral problem” that significantly interferes with the implementations of the goals and objectives of his/her IEP. Instead, pursuant to California Education Code section 56521.2, as added by AB 86, a LEA is required to address any student behavior that impedes the student’s own learning or the learning of other students.

When the IEP team finds that (1) instructional strategies, classroom management approaches, and current goals are ineffective in a given situation, or (2) the behaviors are “other severe behavior problems that are pervasive and are maladaptive,” or (3) when previous positive behavioral intervention plans are determined to be unsuccessful in reducing dangerous or seriously maladaptive behavior, the IEP team will initiate the FBA to obtain necessary information about the related antecedent(s) and consequences of the targeted behavior. Using this information, a more systematic and comprehensive BIP may be developed by an expanded IEP team; implemented by appropriately trained staff, parents, and others necessary to carry out the goals and objectives; and regularly monitored by one or more members of the IEP team. The BIP is to be implemented as necessary in all school-related settings such as the classroom, playground, community-based instructional setting, and/or work site.

Since the functional assessment will also include many other aspects of a student’s functional life behaviors, it is intended that the BIP be discussed with the parents and/or caregivers and shared, as appropriate, with other agency staff responsible for related services or residential care for the student. It is not intended that school staff be required to implement the plan in non-educational settings unless the service and setting is specifically designated in the student’s IEP.

Section D – Behavioral Emergency

State law continues to require that LEAs complete a behavioral emergency report (BER) when emergency interventions are used for a student with a disability or if serious property damage

occurs (California Education Code section 56521.1(e)). To be defined as a behavioral emergency, the behavior must pose a clear and present danger of serious physical harm to the student or others, or pose a threat of serious property damage. Emergency interventions such as physical restraint may be necessary to control the unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the student or others, that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

The law requires that the LEA schedule an IEP team meeting within two days (form 68M) to review the completed BER (form D/M 114) for a student who has a BIP, to determine whether any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective, warrants further assessment through an FBA or revision of the BIP. If the student does not have a BIP, the designated responsible administrator shall, within two days, schedule an IEP meeting to determine if a FBA of that emergency behavior is warranted, document the reason why the FBA will or will not be conducted, and develop an interim BIP.

Emergency interventions shall not be used as a substitute for a systematic BIP that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be used for longer than is necessary to contain the behavior. For any situation that requires a prolonged use of an emergency intervention, LEA staff shall seek assistance of the site administrator or law enforcement agency, as applicable to the situation.

E.C. § 56521.1 (a) Emergency interventions may only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.

(b) Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior.

(c) No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the school site administrator or law enforcement agency, as applicable to the situation.

(d) Emergency interventions shall not include:

(1) Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.

(2) Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.

(3) An amount of force that exceeds that which is reasonable and necessary under the circumstances.

(e) To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent, guardian, and residential care provider, if appropriate, shall be notified within one schoolday if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:

(1) The name and age of the individual with exceptional needs

(2) The setting and location of the incident

(3) The name of the school staff or other persons involved

(4) A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.

(5) Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

(f) All behavioral emergency reports shall immediately be forwarded to, and reviewed by, a designated responsible administrator.

(g) If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan, the designated responsible administrator shall, within two days, schedule an individualized education program (IEP) team meeting to review the emergency report, and to determine the necessity of an interim plan. The IEP team shall document the reasons for not conducting the functional behavioral assessment, not developing an interim plan, or both.

(h) If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive behavioral intervention plan, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive behavioral intervention plan.

Limitations/Prohibitions When Responding to a Behavioral Emergency

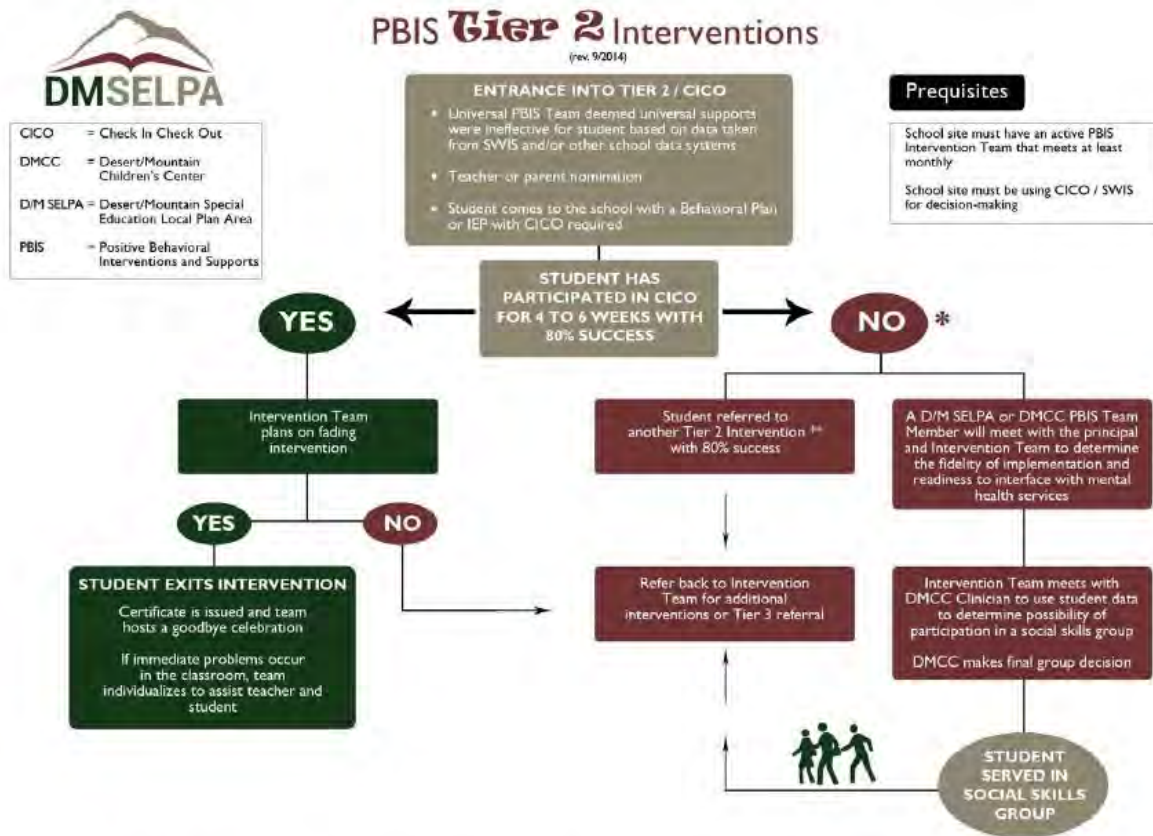
Pursuant to California Education Code section 56521.2, as added by AB 86, a LEA is prohibited from authorizing, ordering, consenting to, or paying for the following or other similar interventions:

1. Locked seclusions, unless it is in a facility otherwise licensed or permitted by state law to use a locked room, is prohibited (LEAs are not licensed for this purpose).
2. Staff shall not employ a device or material or objects, which simultaneously immobilizes all four extremities, except that prone containment may be used as an emergency intervention by staff trained in the procedure.

3. Staff shall not use an amount of force that exceeds that which is reasonable and necessary under the circumstances.
4. The duration and application cannot be longer than is necessary to contain the behavior. Beyond this point, the emergency event would cease and further application would constitute a punishment procedure.
5. Use of both restraint and seclusion (except by agencies licensed and authorized to use such interventions).
6. Use of interventions designed or are likely to cause pain (i.e., electroshock) or that subjects students to verbal abuse, humiliation or ridicule; that deprives students of any of their senses or of sleep, food, water or shelter or proper supervision; or that involve the use of noxious sprays or substances.

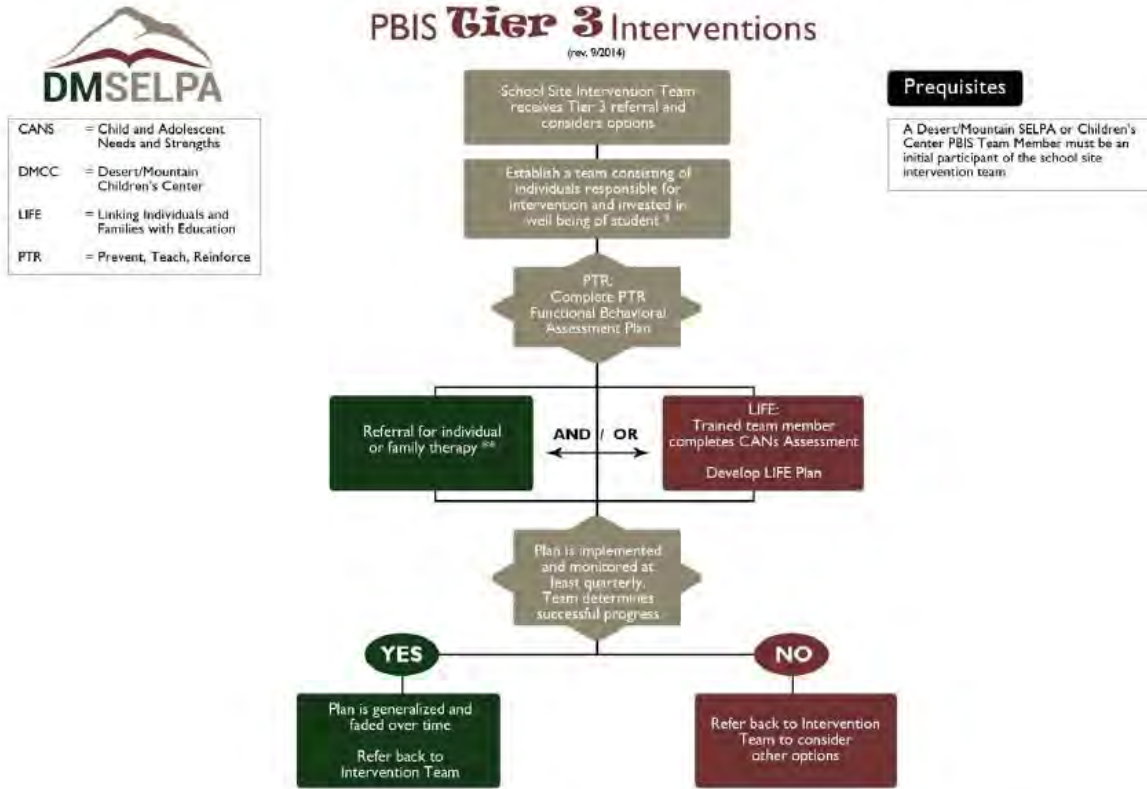
To ensure that these responsibilities are carried out in a professional and consistent manner, LEA staff who work with students who demonstrate the potential for violent or dangerous behavior are required to become certified in Crisis Prevention and Intervention (CPI) or Professional Assault Crisis Training (Pro-ACT®). CPI and Pro-ACT® emphasize the prevention of serious behavior where least restrictive approaches such as non-verbal, para-verbal, and verbal communication are utilized first. Second, as necessary, staff may use personal safety techniques of evasion to get out of holds. Finally, and only as a last resort, physical restraint may be utilized by trained personnel, emphasizing a team-approach. Other personnel available must ensure that the student who exhibits serious behavior is kept safe as well as other students and staff members within the vicinity.

APPENDIX A: PBIS Tier II Interventions Flow Chart



* If student is on an IEP, develop a behavioral goal or at the very least interventions should be listed on IEP NOTES page
 ** i.e.: Check and Connect, social skills/academic groups, Breaks are Better, Why Try, etc.

APPENDIX B: PBIS Tier III Interventions Flow Chart



* If the student is in special education, any change in programs or services need to be documented on an IEP or Addendum form
 ** DMCC individual or family therapy is available at all three Tiers based on student needs

APPENDIX C: Form D/M 156 – Functional Behavioral Assessment (FBA) Summary

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



Functional Behavioral Assessment (FBA) Summary

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Grade: _____ Gender: Male Female
 School Site: _____ District of Residence: _____

REASON FOR REFERRAL

- Positive behavioral intervention support only - no manifestation meeting conducted - student has less than 10 days or no removals/suspension(s)
- Positive behavioral intervention support only - removals/suspensions are not a manifestation of the disability
- Removals/suspensions are a manifestation of the disability (after 10 *consecutive* days of suspension)
- Removals/suspensions are a manifestation of the disability and constitute a pattern (after 10 *cumulative* days of suspension)

FBA SUMMARY

Today's date: _____
 Date signed assessment plan received by district/country: _____
 Date(s) functional behavioral assessment (FBA) was conducted: _____
 Name of individual conducting the FBA: _____

1. **Records reviewed:**
 - Assistive Technology Report(s)
 - Behavioral Intervention Plans (BIPs)
 - Diagnostic Center Report(s)
 - Discipline Report(s)
 - Health Report(s)
 - IEP(s)
 - Medical Report(s)
 - Nonpublic Agency Report(s)
 - Occupational Therapy Report(s)
 - Physical Therapy Report(s)
 - Psych Report(s)
 - Report Card(s)
 - Speech and Language Report(s)
 - Teacher's Notes
 - Other: _____
 - Other: _____
 - Other: _____
2. **Interviews conducted with:**
 - Teacher(s)
 - Physician(s)
 - Related Services Personnel
 - School Counselor(s)
 - Other: _____
 - Parent(s)
 - Administrator(s)
 - Office/Campus Personnel
 - Mental Health Counselor(s)
 - Other: _____
 - Paraprofessional(s)
 - School Psychologist(s)
 - Bus Driver(s)
 - Other: _____
 - Other: _____
3. **Challenging behaviors:** (Clearly define and include frequency, duration, and intensity of behaviors.) _____
4. **Data collection methods:** _____
5. **Environmental/ecological problems** affecting behavior in the classroom, on campus, and on the bus: (What needs to be changed?) _____
6. **Identified antecedents:** (What happens right *before* the behavior occurs?) _____
7. **Identified consequences:** (What happens right *after* the behavior occurs?) _____
8. **Hypothesized function:**
 - Getting *OR* Avoiding/Escaping: Attention Sensory Tangible
 - Other: _____ Other: _____
9. **Identified reinforcers:** _____
10. **Level of additional intervention needed as support:**
 - Check In/Check Out Contracts Reinforcement Systems Prevent/Teach/Reinforce (PTR)
 - Behavioral Goal(s) Other: _____ Other: _____
 - Behavioral Intervention Plan (BIP) *Projected team meeting date to create BIP:* _____

FBA-Disciplinary Context, Summary Report, Diana Browning Wright, with input from Teri Ede, PENT CADRE member, 2006. Adapted with permission.

APPENDIX D: Form D/M 136 – Behavior Intervention Plan (BIP) Level I

Page 1

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



Behavioral Intervention Plan (BIP) Level I

For behavior interfering with student's learning or the learning of his/her peers

Complete BIP Level I for Early-Stage Behaviors (refusal, profanity, off task, etc.) or as an *INTERIM* plan for behaviors serious in nature.

A BIP Level II is recommended for Moderate, Serious, or Extreme Behaviors, or after a Functional Behavioral Assessment (FBA) has been completed.

This BIP attaches to: IEP Date: _____ Team Meeting Date: _____
 Student Name: _____ Today's Date: _____ Next Review Date: _____

A	Describe the behavior impeding learning: (undesired behavior must be observable/measurable.) <input type="checkbox"/> Frequency: (How often?) <input type="checkbox"/> Intensity: (How strong?) <input type="checkbox"/> Duration: (How long?)																																																																																																									
B	MARK THE BOX(ES) TO DESCRIBE WHAT SPECIFIC EVENT OR ACTIVITIES OCCURRED BEFORE THE UNDESIRABLE BEHAVIOR <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">Time</td> <td><input type="checkbox"/> Time of day</td> <td><input type="checkbox"/> Unstructured time</td> <td><input type="checkbox"/> Transition between locations/activities</td> </tr> <tr> <td style="text-align: center;">Space</td> <td><input type="checkbox"/> Room arrangement</td> <td><input type="checkbox"/> Seating arrangement</td> <td><input type="checkbox"/> Events from other environments</td> </tr> <tr> <td style="text-align: center;">Material</td> <td><input type="checkbox"/> Long delays</td> <td><input type="checkbox"/> Room conditions (noise level, lighting, temperature)</td> <td></td> </tr> <tr> <td style="text-align: center;">Interaction</td> <td><input type="checkbox"/> New task/activity</td> <td><input type="checkbox"/> Activity/item denied (told "no")</td> <td><input type="checkbox"/> Given direction/task/activity</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Over/under stimulation</td> <td><input type="checkbox"/> Preferred activity interrupted</td> <td><input type="checkbox"/> Work level higher than student's ability</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Peer conflict</td> <td><input type="checkbox"/> Given assistance/correction</td> <td><input type="checkbox"/> Consequences not clear to student</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Asked to wait</td> <td><input type="checkbox"/> Activity/item denied (told "no")</td> <td><input type="checkbox"/> Interactions (adult and/or peers)</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Verbal directive</td> <td><input type="checkbox"/> Lack of freedom, choice of desirable activities, friends</td> <td></td> </tr> </table> <p>Describe in detail what triggers the undesired behavior based on the antecedent(s) selected above:</p>	Time	<input type="checkbox"/> Time of day	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Transition between locations/activities	Space	<input type="checkbox"/> Room arrangement	<input type="checkbox"/> Seating arrangement	<input type="checkbox"/> Events from other environments	Material	<input type="checkbox"/> Long delays	<input type="checkbox"/> Room conditions (noise level, lighting, temperature)		Interaction	<input type="checkbox"/> New task/activity	<input type="checkbox"/> Activity/item denied (told "no")	<input type="checkbox"/> Given direction/task/activity		<input type="checkbox"/> Over/under stimulation	<input type="checkbox"/> Preferred activity interrupted	<input type="checkbox"/> Work level higher than student's ability		<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Given assistance/correction	<input type="checkbox"/> Consequences not clear to student		<input type="checkbox"/> Asked to wait	<input type="checkbox"/> Activity/item denied (told "no")	<input type="checkbox"/> Interactions (adult and/or peers)		<input type="checkbox"/> Verbal directive	<input type="checkbox"/> Lack of freedom, choice of desirable activities, friends																																																																										
Time	<input type="checkbox"/> Time of day	<input type="checkbox"/> Unstructured time	<input type="checkbox"/> Transition between locations/activities																																																																																																							
Space	<input type="checkbox"/> Room arrangement	<input type="checkbox"/> Seating arrangement	<input type="checkbox"/> Events from other environments																																																																																																							
Material	<input type="checkbox"/> Long delays	<input type="checkbox"/> Room conditions (noise level, lighting, temperature)																																																																																																								
Interaction	<input type="checkbox"/> New task/activity	<input type="checkbox"/> Activity/item denied (told "no")	<input type="checkbox"/> Given direction/task/activity																																																																																																							
	<input type="checkbox"/> Over/under stimulation	<input type="checkbox"/> Preferred activity interrupted	<input type="checkbox"/> Work level higher than student's ability																																																																																																							
	<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Given assistance/correction	<input type="checkbox"/> Consequences not clear to student																																																																																																							
	<input type="checkbox"/> Asked to wait	<input type="checkbox"/> Activity/item denied (told "no")	<input type="checkbox"/> Interactions (adult and/or peers)																																																																																																							
	<input type="checkbox"/> Verbal directive	<input type="checkbox"/> Lack of freedom, choice of desirable activities, friends																																																																																																								
C	What typically happens immediately after the undesired behavior occurs, who does what, where does the student go? (e.g., reprimand removed from class, moved seats, teacher proximity, etc.) (e.g., when the teacher presents a difficult task, the student uses disrespectful language, which results in the student avoiding the task.)																																																																																																									
D	BASED ON THE ANTECEDENT(S) SELECTED ABOVE, MARK ALL THE PROACTIVE ENVIRONMENTAL STRATEGIES <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20px; text-align: center;">Time</td> <td><input type="checkbox"/> Provide a break</td> <td><input type="checkbox"/> Precision requests</td> <td><input type="checkbox"/> Give less time on tasks</td> <td><input type="checkbox"/> Chunking</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Signal transition</td> <td><input type="checkbox"/> Give more time on tasks</td> <td><input type="checkbox"/> Clear/consistent routine</td> <td><input type="checkbox"/> Offer choices</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Schedule adjustment</td> <td><input type="checkbox"/> Structured daily schedule</td> <td><input type="checkbox"/> Teach a closure system to know when he/she is done</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other: _____</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Space</td> <td><input type="checkbox"/> Change the lighting</td> <td><input type="checkbox"/> Needed materials are easily accessible</td> <td><input type="checkbox"/> Student will sit near the front</td> <td><input type="checkbox"/> Quiet areas</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Personal space</td> <td></td> <td><input type="checkbox"/> Rearrange the room/furniture</td> <td><input type="checkbox"/> Study carrels</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Preferred seating</td> <td><input type="checkbox"/> Student needs to sit near assigned support buddy</td> <td><input type="checkbox"/> Different work spaces for different tasks</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Allow flexible seating positions (stand, sit on ball, etc.)</td> <td></td> <td><input type="checkbox"/> Create separate or designated work areas</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Post all classroom rules and daily schedules in prominent locations</td> <td></td> <td><input type="checkbox"/> Adjust sounds (e.g., volume of music, voice volume)</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other: _____</td> <td></td> <td><input type="checkbox"/> Other: _____</td> <td></td> </tr> <tr> <td style="text-align: center;">Material</td> <td><input type="checkbox"/> Task-structuring</td> <td><input type="checkbox"/> High interest materials</td> <td><input type="checkbox"/> Visual schedule (class, individual)</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Graphic organizer</td> <td><input type="checkbox"/> Communication system</td> <td><input type="checkbox"/> Hands-on learning or manipulatives</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Notebook organizer</td> <td><input type="checkbox"/> Curriculum adjustments</td> <td><input type="checkbox"/> Personal interests used for motivation</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Allow for "do-overs"</td> <td><input type="checkbox"/> Enlarged print-size books</td> <td><input type="checkbox"/> Adjust the difficulty/length/amount of the assignment</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Assistive technology devices</td> <td></td> <td><input type="checkbox"/> Skilled/ability level material (age-appropriate, size, etc.)</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Other: _____</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">Interaction</td> <td><input type="checkbox"/> Modeling</td> <td><input type="checkbox"/> Hands-on learning</td> <td><input type="checkbox"/> Conflict resolution skills</td> <td><input type="checkbox"/> Choices</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Peer models</td> <td><input type="checkbox"/> Prompt (visual, verbal)</td> <td><input type="checkbox"/> Verbally praise student</td> <td><input type="checkbox"/> Progress reports</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Re-teaching</td> <td><input type="checkbox"/> Social skills instruction</td> <td><input type="checkbox"/> Use specific supportive words</td> <td><input type="checkbox"/> Praise successes</td> </tr> <tr> <td></td> <td><input type="checkbox"/> Use calm, de-escalating language</td> <td></td> <td><input type="checkbox"/> Provide opportunities to respond</td> <td></td> </tr> <tr> <td></td> <td><input type="checkbox"/> Ongoing communication w/guardian(s)</td> <td></td> <td><input type="checkbox"/> Other: _____</td> <td></td> </tr> </table> <p>Describe in detail what environmental components the team will change to prevent or reduce the need for the student to use the undesired behavior: (e.g., environmental strategies, structure, support(s)) Notate environmental strategies on form D/M 68D.</p>	Time	<input type="checkbox"/> Provide a break	<input type="checkbox"/> Precision requests	<input type="checkbox"/> Give less time on tasks	<input type="checkbox"/> Chunking		<input type="checkbox"/> Signal transition	<input type="checkbox"/> Give more time on tasks	<input type="checkbox"/> Clear/consistent routine	<input type="checkbox"/> Offer choices		<input type="checkbox"/> Schedule adjustment	<input type="checkbox"/> Structured daily schedule	<input type="checkbox"/> Teach a closure system to know when he/she is done			<input type="checkbox"/> Other: _____				Space	<input type="checkbox"/> Change the lighting	<input type="checkbox"/> Needed materials are easily accessible	<input type="checkbox"/> Student will sit near the front	<input type="checkbox"/> Quiet areas		<input type="checkbox"/> Personal space		<input type="checkbox"/> Rearrange the room/furniture	<input type="checkbox"/> Study carrels		<input type="checkbox"/> Preferred seating	<input type="checkbox"/> Student needs to sit near assigned support buddy	<input type="checkbox"/> Different work spaces for different tasks			<input type="checkbox"/> Allow flexible seating positions (stand, sit on ball, etc.)		<input type="checkbox"/> Create separate or designated work areas			<input type="checkbox"/> Post all classroom rules and daily schedules in prominent locations		<input type="checkbox"/> Adjust sounds (e.g., volume of music, voice volume)			<input type="checkbox"/> Other: _____		<input type="checkbox"/> Other: _____		Material	<input type="checkbox"/> Task-structuring	<input type="checkbox"/> High interest materials	<input type="checkbox"/> Visual schedule (class, individual)			<input type="checkbox"/> Graphic organizer	<input type="checkbox"/> Communication system	<input type="checkbox"/> Hands-on learning or manipulatives			<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Curriculum adjustments	<input type="checkbox"/> Personal interests used for motivation			<input type="checkbox"/> Allow for "do-overs"	<input type="checkbox"/> Enlarged print-size books	<input type="checkbox"/> Adjust the difficulty/length/amount of the assignment			<input type="checkbox"/> Assistive technology devices		<input type="checkbox"/> Skilled/ability level material (age-appropriate, size, etc.)			<input type="checkbox"/> Other: _____				Interaction	<input type="checkbox"/> Modeling	<input type="checkbox"/> Hands-on learning	<input type="checkbox"/> Conflict resolution skills	<input type="checkbox"/> Choices		<input type="checkbox"/> Peer models	<input type="checkbox"/> Prompt (visual, verbal)	<input type="checkbox"/> Verbally praise student	<input type="checkbox"/> Progress reports		<input type="checkbox"/> Re-teaching	<input type="checkbox"/> Social skills instruction	<input type="checkbox"/> Use specific supportive words	<input type="checkbox"/> Praise successes		<input type="checkbox"/> Use calm, de-escalating language		<input type="checkbox"/> Provide opportunities to respond			<input type="checkbox"/> Ongoing communication w/guardian(s)		<input type="checkbox"/> Other: _____	
Time	<input type="checkbox"/> Provide a break	<input type="checkbox"/> Precision requests	<input type="checkbox"/> Give less time on tasks	<input type="checkbox"/> Chunking																																																																																																						
	<input type="checkbox"/> Signal transition	<input type="checkbox"/> Give more time on tasks	<input type="checkbox"/> Clear/consistent routine	<input type="checkbox"/> Offer choices																																																																																																						
	<input type="checkbox"/> Schedule adjustment	<input type="checkbox"/> Structured daily schedule	<input type="checkbox"/> Teach a closure system to know when he/she is done																																																																																																							
	<input type="checkbox"/> Other: _____																																																																																																									
Space	<input type="checkbox"/> Change the lighting	<input type="checkbox"/> Needed materials are easily accessible	<input type="checkbox"/> Student will sit near the front	<input type="checkbox"/> Quiet areas																																																																																																						
	<input type="checkbox"/> Personal space		<input type="checkbox"/> Rearrange the room/furniture	<input type="checkbox"/> Study carrels																																																																																																						
	<input type="checkbox"/> Preferred seating	<input type="checkbox"/> Student needs to sit near assigned support buddy	<input type="checkbox"/> Different work spaces for different tasks																																																																																																							
	<input type="checkbox"/> Allow flexible seating positions (stand, sit on ball, etc.)		<input type="checkbox"/> Create separate or designated work areas																																																																																																							
	<input type="checkbox"/> Post all classroom rules and daily schedules in prominent locations		<input type="checkbox"/> Adjust sounds (e.g., volume of music, voice volume)																																																																																																							
	<input type="checkbox"/> Other: _____		<input type="checkbox"/> Other: _____																																																																																																							
Material	<input type="checkbox"/> Task-structuring	<input type="checkbox"/> High interest materials	<input type="checkbox"/> Visual schedule (class, individual)																																																																																																							
	<input type="checkbox"/> Graphic organizer	<input type="checkbox"/> Communication system	<input type="checkbox"/> Hands-on learning or manipulatives																																																																																																							
	<input type="checkbox"/> Notebook organizer	<input type="checkbox"/> Curriculum adjustments	<input type="checkbox"/> Personal interests used for motivation																																																																																																							
	<input type="checkbox"/> Allow for "do-overs"	<input type="checkbox"/> Enlarged print-size books	<input type="checkbox"/> Adjust the difficulty/length/amount of the assignment																																																																																																							
	<input type="checkbox"/> Assistive technology devices		<input type="checkbox"/> Skilled/ability level material (age-appropriate, size, etc.)																																																																																																							
	<input type="checkbox"/> Other: _____																																																																																																									
Interaction	<input type="checkbox"/> Modeling	<input type="checkbox"/> Hands-on learning	<input type="checkbox"/> Conflict resolution skills	<input type="checkbox"/> Choices																																																																																																						
	<input type="checkbox"/> Peer models	<input type="checkbox"/> Prompt (visual, verbal)	<input type="checkbox"/> Verbally praise student	<input type="checkbox"/> Progress reports																																																																																																						
	<input type="checkbox"/> Re-teaching	<input type="checkbox"/> Social skills instruction	<input type="checkbox"/> Use specific supportive words	<input type="checkbox"/> Praise successes																																																																																																						
	<input type="checkbox"/> Use calm, de-escalating language		<input type="checkbox"/> Provide opportunities to respond																																																																																																							
	<input type="checkbox"/> Ongoing communication w/guardian(s)		<input type="checkbox"/> Other: _____																																																																																																							

Behavior Intervention Plan Level I

Student Name: _____ Date of Birth: _____

Page 2

E	MARK THE APPROPRIATE BOX(ES) TO IDENTIFY THE PURPOSE OF SPECIFIC BEHAVIOR FOR EACH AREA BELOW																																					
FUNCTION OF BEHAVIOR	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #d3d3d3;">To get</td> <td><input type="checkbox"/> Attention (peer/staff)</td> <td><input type="checkbox"/> Sensory input</td> <td><input type="checkbox"/> Tangible (desired activity)</td> </tr> <tr> <td style="background-color: #d3d3d3;">To avoid/escape</td> <td><input type="checkbox"/> Attention (peer/staff)</td> <td><input type="checkbox"/> Sensory input</td> <td><input type="checkbox"/> Tangible (undesired activity)</td> </tr> </table> <p style="text-align: center; font-size: small;">Click HERE for more function resources.</p> <p>Describe why the team believes the undesired behavior occurs: (i.e., student engages in the undesired behavior to get _____ OR student engages in the undesired behavior to avoid/escape _____).</p>	To get	<input type="checkbox"/> Attention (peer/staff)	<input type="checkbox"/> Sensory input	<input type="checkbox"/> Tangible (desired activity)	To avoid/escape	<input type="checkbox"/> Attention (peer/staff)	<input type="checkbox"/> Sensory input	<input type="checkbox"/> Tangible (undesired activity)																													
To get	<input type="checkbox"/> Attention (peer/staff)	<input type="checkbox"/> Sensory input	<input type="checkbox"/> Tangible (desired activity)																																			
To avoid/escape	<input type="checkbox"/> Attention (peer/staff)	<input type="checkbox"/> Sensory input	<input type="checkbox"/> Tangible (undesired activity)																																			
F	MARK THE APPROPRIATE BOX(ES) TO PROMOTE APPROPRIATE REPLACEMENT BEHAVIOR THAT SERVES THE SAME FUNCTION AS CURRENT BEHAVIOR																																					
FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIOR	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #d3d3d3;">To get</td> <td><input type="checkbox"/> Ask to help the teacher</td> <td><input type="checkbox"/> Ask to show completed work</td> <td><input type="checkbox"/> Write out feelings</td> </tr> <tr> <td rowspan="4" style="background-color: #d3d3d3;">To avoid/escape</td> <td><input type="checkbox"/> Ask to work with a peer</td> <td><input type="checkbox"/> Request to talk about feelings with an adult</td> <td><input type="checkbox"/> Develop a plan to earn item</td> </tr> <tr> <td><input type="checkbox"/> Negotiate a plan with teacher to get item back at a more appropriate time</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know</td> <td colspan="2"></td> </tr> <tr> <td><input type="checkbox"/> Refer to a visual schedule to know when it is his/her turn</td> <td colspan="2"><input type="checkbox"/> Other: _____</td> </tr> <tr> <td rowspan="2" style="background-color: #d3d3d3;">To avoid/escape</td> <td><input type="checkbox"/> Request teacher's help</td> <td><input type="checkbox"/> Request to work on an alternate assignment</td> <td><input type="checkbox"/> Ask for a break</td> </tr> <tr> <td><input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know</td> <td colspan="2"><input type="checkbox"/> Other: _____</td> </tr> </table> <p>Describe replacement behavior/positive behavior: (insert in boxes below to form a goal in the IEP) (How can the student get or escape in a more appropriate way?)</p> <table border="1" style="width:100%; border-collapse: collapse; font-size: x-small;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="width: 15%;">By when</th> <th style="width: 15%;">Who</th> <th style="width: 20%;">Will do I behavior</th> <th style="width: 20%;">Under what conditions</th> <th style="width: 20%;">At what level of severity</th> <th style="width: 10%;">As measured how and by whom</th> </tr> </thead> <tbody> <tr> <td>By annual IEP date</td> <td>Student name</td> <td>Insert selection from section F</td> <td>When given/presented with</td> <td>In ___ out of ___ opportunities over a ___ month period</td> <td>How long, how well, for what period of time? (at least two methods of data collection)</td> </tr> </tbody> </table>	To get	<input type="checkbox"/> Ask to help the teacher	<input type="checkbox"/> Ask to show completed work	<input type="checkbox"/> Write out feelings	To avoid/escape	<input type="checkbox"/> Ask to work with a peer	<input type="checkbox"/> Request to talk about feelings with an adult	<input type="checkbox"/> Develop a plan to earn item	<input type="checkbox"/> Negotiate a plan with teacher to get item back at a more appropriate time			<input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know			<input type="checkbox"/> Refer to a visual schedule to know when it is his/her turn	<input type="checkbox"/> Other: _____		To avoid/escape	<input type="checkbox"/> Request teacher's help	<input type="checkbox"/> Request to work on an alternate assignment	<input type="checkbox"/> Ask for a break	<input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know	<input type="checkbox"/> Other: _____		By when	Who	Will do I behavior	Under what conditions	At what level of severity	As measured how and by whom	By annual IEP date	Student name	Insert selection from section F	When given/presented with	In ___ out of ___ opportunities over a ___ month period	How long, how well, for what period of time? (at least two methods of data collection)	
To get	<input type="checkbox"/> Ask to help the teacher	<input type="checkbox"/> Ask to show completed work	<input type="checkbox"/> Write out feelings																																			
To avoid/escape	<input type="checkbox"/> Ask to work with a peer	<input type="checkbox"/> Request to talk about feelings with an adult	<input type="checkbox"/> Develop a plan to earn item																																			
	<input type="checkbox"/> Negotiate a plan with teacher to get item back at a more appropriate time																																					
	<input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know																																					
	<input type="checkbox"/> Refer to a visual schedule to know when it is his/her turn	<input type="checkbox"/> Other: _____																																				
To avoid/escape	<input type="checkbox"/> Request teacher's help	<input type="checkbox"/> Request to work on an alternate assignment	<input type="checkbox"/> Ask for a break																																			
	<input type="checkbox"/> Use words, cards, pictures, or signals to let the teacher know	<input type="checkbox"/> Other: _____																																				
By when	Who	Will do I behavior	Under what conditions	At what level of severity	As measured how and by whom																																	
By annual IEP date	Student name	Insert selection from section F	When given/presented with	In ___ out of ___ opportunities over a ___ month period	How long, how well, for what period of time? (at least two methods of data collection)																																	
G	MARK APPLICABLE POSITIVE BEHAVIOR REINFORCEMENTS																																					
BEHAVIOR GOAL	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 20%; background-color: #d3d3d3;">Physical</td> <td><input type="checkbox"/> Handshakes</td> <td><input type="checkbox"/> High fives</td> <td><input type="checkbox"/> Smiles</td> <td><input type="checkbox"/> Other: _____</td> </tr> <tr> <td style="background-color: #d3d3d3;">Verbal</td> <td><input type="checkbox"/> Peer recognition</td> <td><input type="checkbox"/> Recognition of student's strengths & talents</td> <td colspan="2"><input type="checkbox"/> Use of specific praises</td> </tr> <tr> <td rowspan="2" style="background-color: #d3d3d3;">Tangible</td> <td><input type="checkbox"/> Certificate</td> <td><input type="checkbox"/> Positive phone calls or notes</td> <td colspan="2"><input type="checkbox"/> Positive coupons</td> </tr> <tr> <td><input type="checkbox"/> Preferred activity</td> <td colspan="3"><input type="checkbox"/> Other: _____</td> </tr> <tr> <td style="background-color: #d3d3d3;">Value System</td> <td><input type="checkbox"/> Points</td> <td><input type="checkbox"/> Tokens</td> <td colspan="2"><input type="checkbox"/> Other: _____</td> </tr> <tr> <td rowspan="3" style="background-color: #d3d3d3;">Privileges</td> <td><input type="checkbox"/> Listen to music</td> <td><input type="checkbox"/> Free time</td> <td><input type="checkbox"/> Exempt assignment</td> <td><input type="checkbox"/> Time on the computer</td> </tr> <tr> <td><input type="checkbox"/> Seating location</td> <td><input type="checkbox"/> Extra test points</td> <td colspan="2"><input type="checkbox"/> Other: Click HERE for more reinforcement resources.</td> </tr> <tr> <td colspan="4"><input type="checkbox"/> Preferred activity (describe): _____</td> </tr> </table>	Physical	<input type="checkbox"/> Handshakes	<input type="checkbox"/> High fives	<input type="checkbox"/> Smiles	<input type="checkbox"/> Other: _____	Verbal	<input type="checkbox"/> Peer recognition	<input type="checkbox"/> Recognition of student's strengths & talents	<input type="checkbox"/> Use of specific praises		Tangible	<input type="checkbox"/> Certificate	<input type="checkbox"/> Positive phone calls or notes	<input type="checkbox"/> Positive coupons		<input type="checkbox"/> Preferred activity	<input type="checkbox"/> Other: _____			Value System	<input type="checkbox"/> Points	<input type="checkbox"/> Tokens	<input type="checkbox"/> Other: _____		Privileges	<input type="checkbox"/> Listen to music	<input type="checkbox"/> Free time	<input type="checkbox"/> Exempt assignment	<input type="checkbox"/> Time on the computer	<input type="checkbox"/> Seating location	<input type="checkbox"/> Extra test points	<input type="checkbox"/> Other: Click HERE for more reinforcement resources.		<input type="checkbox"/> Preferred activity (describe): _____			
Physical	<input type="checkbox"/> Handshakes	<input type="checkbox"/> High fives	<input type="checkbox"/> Smiles	<input type="checkbox"/> Other: _____																																		
Verbal	<input type="checkbox"/> Peer recognition	<input type="checkbox"/> Recognition of student's strengths & talents	<input type="checkbox"/> Use of specific praises																																			
Tangible	<input type="checkbox"/> Certificate	<input type="checkbox"/> Positive phone calls or notes	<input type="checkbox"/> Positive coupons																																			
	<input type="checkbox"/> Preferred activity	<input type="checkbox"/> Other: _____																																				
Value System	<input type="checkbox"/> Points	<input type="checkbox"/> Tokens	<input type="checkbox"/> Other: _____																																			
Privileges	<input type="checkbox"/> Listen to music	<input type="checkbox"/> Free time	<input type="checkbox"/> Exempt assignment	<input type="checkbox"/> Time on the computer																																		
	<input type="checkbox"/> Seating location	<input type="checkbox"/> Extra test points	<input type="checkbox"/> Other: Click HERE for more reinforcement resources.																																			
	<input type="checkbox"/> Preferred activity (describe): _____																																					
H	Indicate the next steps in case the undesired behavior continues or escalates. State how the staff will redirect the undesired behavior and/or maintain the safety of everyone. If the interventions in Level I do not work, the team should collect data and convene a meeting to consider modifications or construction of a BIP Level II. CPI or ProACT should be utilized in terms of prevention, evasion, and physical intervention.																																					
REINFORCEMENT	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> HOW WILL BEHAVIOR CHANGE BE MEASURED? <input type="checkbox"/> Behavioral logs: _____ <input type="checkbox"/> Daily charting: _____ <input type="checkbox"/> Daily reporting: _____ <input type="checkbox"/> Weekly reports: _____ <input type="checkbox"/> Implementation Sheet <input type="checkbox"/> Other: Click HERE for more Measurements and Communication Resources. By whom? _____ </td> <td style="width: 50%; vertical-align: top;"> MANNER AND CONTENT OF COMMUNICATION <input type="checkbox"/> Phone calls: _____ <input type="checkbox"/> E-mail: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ By whom? _____ To whom? _____ How often? _____ </td> </tr> </table>	HOW WILL BEHAVIOR CHANGE BE MEASURED? <input type="checkbox"/> Behavioral logs: _____ <input type="checkbox"/> Daily charting: _____ <input type="checkbox"/> Daily reporting: _____ <input type="checkbox"/> Weekly reports: _____ <input type="checkbox"/> Implementation Sheet <input type="checkbox"/> Other: Click HERE for more Measurements and Communication Resources. By whom? _____	MANNER AND CONTENT OF COMMUNICATION <input type="checkbox"/> Phone calls: _____ <input type="checkbox"/> E-mail: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ By whom? _____ To whom? _____ How often? _____																																			
HOW WILL BEHAVIOR CHANGE BE MEASURED? <input type="checkbox"/> Behavioral logs: _____ <input type="checkbox"/> Daily charting: _____ <input type="checkbox"/> Daily reporting: _____ <input type="checkbox"/> Weekly reports: _____ <input type="checkbox"/> Implementation Sheet <input type="checkbox"/> Other: Click HERE for more Measurements and Communication Resources. By whom? _____	MANNER AND CONTENT OF COMMUNICATION <input type="checkbox"/> Phone calls: _____ <input type="checkbox"/> E-mail: _____ <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ By whom? _____ To whom? _____ How often? _____																																					
I	CRISIS PLAN																																					
CURS PLAN	PARTICIPANTS IN PLAN DEVELOPMENT																																					
COMMUNICATION	<table style="width:100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Participant: _____</td> <td style="width: 33%;">Participant: _____</td> <td style="width: 33%;">Participant: _____</td> </tr> <tr> <td>Participant: _____</td> <td>Participant: _____</td> <td>Participant: _____</td> </tr> <tr> <td>Participant: _____</td> <td>Participant: _____</td> <td>Participant: _____</td> </tr> </table>	Participant: _____	Participant: _____	Participant: _____	Participant: _____	Participant: _____	Participant: _____	Participant: _____	Participant: _____	Participant: _____																												
Participant: _____	Participant: _____	Participant: _____																																				
Participant: _____	Participant: _____	Participant: _____																																				
Participant: _____	Participant: _____	Participant: _____																																				

APPENDIX E: D/M Form 137 – Behavior Intervention Plan (BIP) Level II

Page 1

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



Behavioral Intervention Plan (BIP) Level II

For behavior interfering with student's learning or the learning of his/her peers

Complete BIP Level II for Moderate, Serious, or Extreme Behaviors, or after a Functional Behavioral Assessment (FBA) has been completed.

This BIP attaches to: IEP Date: _____ Team Meeting Date: _____
 Student Name: _____ Today's Date: _____ Next Review Date: _____

1. **The behavior impeding learning is:** *(Describe what it looks like.)*

2. **It impedes learning because:**

3. **The need for a Behavioral Intervention Plan:** Moderate Serious Extreme
4. **The frequency/intensity/duration of behavior:**

Reported by: _____ and/or Observed by: _____

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

OBSERVATION & ANALYSIS	<p>5. Indicate the predictors for the behavior: <i>(List situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice.)</i></p> <p>6. Indicate what supports the student using the undesired behavior: <i>(List what is missing in the environment and curriculum, or what is in the environment and curriculum that needs changing: physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice.)</i></p>
REMOVE STUDENT'S NEED TO USE THE UNDESIRABLE BEHAVIOR	
INTERVENTION	<p>7. Indicate the environmental changes, structure, and supports necessary to remove the student's need to use this behavior: <i>(List changes in physical setting, social setting, instructional strategies, curriculum and activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice to remove the likelihood of behavior.) Note environmental strategies on form DM68D.</i></p> <p>Who will establish? _____ Who will monitor? _____ Frequency? _____</p>

D/M 137 Rev. 04/16

Behavioral Intervention Plan, Diana Browning Wright, PENT, 2013. Adapted with permission.

Page ____ of ____

Behavior Intervention Plan Level II

Student Name: _____ Date of Birth: _____

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

OBSERVATION & ANALYSIS

8. The team believes the behavior occurs because: *(State the function of behavior in terms of getting or avoiding/escaping something.)*

ACCEPT A REPLACEMENT BEHAVIOR THAT MEETS SAME NEED

9. The team believes the student should do the following instead of the undesired behavior: *(List how the student should get an avoid/escape to get his/her need met in an acceptable way.)*

INTERVENTION

10. The teaching strategies, curriculum, or materials needed: *(List successive teaching steps for students to learn replacement behaviors.)*

Who will establish? _____ Who will monitor? _____ Frequency? _____

11. Indicate the reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s):

Selection of reinforcers based on: _____

Reinforcer for using replacement behavior
By whom? _____

Reinforcers for general increase in positive behaviors
Frequency? _____

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

12. The strategies that will be employed if the undesired behavior occurs again:

a. Prompt student to switch to the replacement behavior:

Who will establish? _____ Who will monitor? _____ Frequency? _____

b. Describe how staff should handle the situation if the undesired behavior continues to occur and/or escalate:

Who will establish? _____ Who will monitor? _____ Frequency? _____

c. Positive discussions with student after behavior ends:

Who will establish? _____ Who will monitor? _____ Frequency? _____

***OPTIONAL**

d. *Any necessary further classroom or school consequences:

Who will establish? _____ Who will monitor? _____ Frequency? _____

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

Behavior Intervention Plan Level II

Student Name: _____ Date of Birth: _____

OUTCOME PART IV: BEHAVIORAL GOALS

13. Behavior Goal(s) *Include this/these goal(s) in IEP:*

a. **REQUIRED: FUNCTIONALLY EQUIVALENT REPLACEMENT BEHAVIORAL (FERB) GOAL**

By when	Who	Will do X behavior (line 9)	For the purpose of Y (line 8)	Instead of Z behavior (line 1)	For the purpose of Y (line 8)	Under what conditions	At what level of proficiency	As measured by whom and how

b. **OPTIONAL GOAL: INCREASE GENERAL POSITIVE OR DECREASE UNDESIRE BEHAVIOR**

By when	Who	Will do what or will NOT do what	Under what conditions	At what level of proficiency	As measured by whom and how

The above behavioral goal(s) are to increase the use of replacement behavior and may include:

- Goal(s) to reduce frequency of undesired behavior
- Goal(s) to develop new general skills that remove the student's need to use the undesired behavior

OBSERVATION AND ANALYSIS CONCLUSION

Are curriculum accommodations or modifications also necessary? Yes No

Where described: _____

Are environmental supports/changes necessary? Yes No

Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? Yes No

Are both teaching of new replacement behavior AND reinforcement needed? Yes No

This BIP is to be coordinated with the service plans of other agencies? Yes No

Person responsible for contact between agencies: _____

COMMUNICATION PART V: COMMUNICATION PROVISIONS

14. The manner and content of communication:

Who	Under what condition(s) (a) Contingent? (b) Continuous?	Delivery manner	Expected frequency	Content	How will this be two-way communication?

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student: _____ Date: _____
- Parent/Guardian: _____ Date: _____
- Parent/Guardian: _____ Date: _____
- Educator/Title: _____ Date: _____
- Educator/Title: _____ Date: _____
- Educator/Title: _____ Date: _____
- Administrator: _____ Date: _____
- Other: _____ Date: _____
- Other: _____ Date: _____

APPENDIX F: Form D/M 114 – Behavioral Emergency Report (BER)

Page 1

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



Behavioral Emergency Report

DIRECTIONS: Review/complete the information below and mark the appropriate box. Forward the completed Behavioral Emergency Report (BER) to the site administrator and to the director of special education for review. Please note that a BER must be completed whenever an emergency intervention is used (such as a Pro-ACT®/CPI approved restraint) or serious property damage occurs. The parent(s) and residential care provider, if applicable, must be notified of the incident within one school day.

- If the student does not have a behavioral plan (Behavioral Intervention Plan - BIP), the district must schedule an IEP team meeting within two days (D/M 68M) to review the completed emergency report to determine the necessity for a functional behavioral assessment (FBA), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the assessment, not developing an interim plan, or both. *EC 36321.1(g)*
- If the student has a behavioral intervention plan (BIP), the district must schedule an IEP team meeting within two days (D/M 68M) to review the completed emergency report to determine whether any incident involving a previously unseen serious behavior problem or where a previously designed intervention is not effective, warrants further assessment (Functional Behavioral Assessment - FBA) or revision of the BIP. *EC 36321.1(h)*

Student Name: _____ Age: _____ Gender: Male Female
 District of Attendance: _____ District of Residence: _____
 Date of Incident: _____ Time of Incident: _____ Setting/Location of Incident: _____
 One of the following methods was used and/or applied: Physical Restraint Site Security Law Enforcement Personnel

Describe the incident: *(in specific terms)*

List staff/others involved: *(Note: For confidentiality reasons, other students shall be identified as Student A, B, etc.)*

Indicate Pro-ACT®/CPI emergency intervention used:

Explain the details of injuries sustained by the individual or others, including staff, and the treatment provided:

If follow-up required, please explain:

Report completed by: _____ Title/Position: _____

A copy of the Behavioral Emergency Report was provided to the following:

<input type="checkbox"/> Site Administrator	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other
<input type="checkbox"/> Parent/Guardian (within 1 school day)	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other
<input type="checkbox"/> Special Education Director	Date/Time: _____	<input type="checkbox"/> phone <input type="checkbox"/> fax <input type="checkbox"/> e-mail <input type="checkbox"/> other



Chapter 21: Civil Rights Protection and 504 Accommodations

Legal References

Section 504 of the
Rehabilitation Act of
1973
Regulations 104.3

IDEA 2004

Americans with
Disabilities Act
Title II, III

Last Updated:
9/22/2017

SECTION A	Section 504 of the Rehabilitation Act of 1973
SECTION B	Americans with Disabilities Act (ADA)
APPENDIX A	Office of Civil Rights (OCR) Response to Veir Inquiry Re: Various Matters
APPENDIX B	Sample Section 504 and the ADA Notice of Procedural Safeguards

Introduction

Section 504 of the Rehabilitation Act of 1973 provides regulations to prevent discriminatory actions to those individuals defined as disabled. The definition of an individual with disabilities is provided within this chapter.

Section A - Section 504 of the Rehabilitation Act of 1973

Children may be disabled as defined in Section 504, even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). Children who are identified as individuals with disabilities according to IDEA criteria are not addressed under the Section 504 guidelines. The needs of IDEA-eligible children are provided under state and federal laws.

Each Local Education Agency (LEA) within the Desert/Mountain Special Education Local Plan Area (SELPA) is required to develop policies and procedures to ensure children who are disabled within the meaning of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with the required general education modifications, as well as related aids or services that are designed to meet the needs of each child with a disability as adequately as the needs of each child without a disability.

DEFINITIONS

Title 34 of the Code of Federal Regulations Subpart A § 104.3 provides the following definitions:

Handicapped person: Any person who (i) has a physical or mental impairment which substantially limits one or more major life activities; (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

Physical or mental impairment: (a) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive, digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or (b) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Major life activities: Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.

Has a record of such impairment: Has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

Is regarded as having an impairment: (a) Has a physical or mental impairment that does not substantially limit major life activities, but that is treated by a recipient as constituting such a limitation; (b) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or (c) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

Identification and Referral Procedures

Children who, because of a disability, need or who are believed to need Section 504 support, special education, or related services in order to receive a free appropriate public education (FAPE) may be referred by a parent, teacher, other certificated school personnel, or community agency. This referral is submitted to the LEA Section 504 team for consideration.

The Section 504 team will review the child's school history, individual needs, the meaning of evaluation data, and the modification options as well as academic, and social and behavioral records to determine if an evaluation under Section 504 or IDEA is appropriate. If a request for evaluation is denied, the parent shall be informed in writing of this decision as well as provided information regarding their procedural rights to appeal.

Evaluation of the Child

Evaluation of the child for Section 504 eligibility should be completed by a Section 504 team. This evaluation should include an evaluation of the nature of the child's disability and the impact of the disability on the child's education. The evaluation should include consideration of any behaviors that interfere with regular participation of a child who otherwise meets the criteria for participation in the educational program or activities.

No final determination will be made by the Section 504 team of whether the child will or will not be identified as a child with a disability within the meaning of Section 504, without first inviting the parent of the child to participate in the meeting concerning such determination.

A final decision will be made by the Section 504 team in writing. The parent of the child shall be notified of the Section 504 procedural safeguards available to them, including the right to an impartial hearing and review pursuant to Title 34 of the Code of Federal Regulations § 104.36.

Plan for Services

The Section 504 team will complete a service plan document that describes the disability and the modifications as well as related aids or supports needed. The plan will specify how the interventions will be provided and by whom. All staff who work with the child in the school will be informed of the Section 504 plan.

A child with a disability requiring interventions in accordance with Section 504 shall be placed in the general education environment with the use of supplementary aids and services unless it is demonstrated that such placement cannot be achieved satisfactorily. Children with disabilities shall be educated with those who are not disabled to the maximum extent appropriate to the individual needs of the child.

Review of Student Progress

The Section 504 team will coordinate the monitoring of the child's progress as well as the effectiveness of the service plan annually. Prior to any subsequent significant change in placement, a comprehensive reevaluation of the child's needs will be conducted. If the Section 504 plan for services is implemented and then found to be ineffective, the child should then be assessed for IDEA eligibility.

Procedural Safeguards

The parents shall be notified in writing of all LEA decisions concerning the identification, evaluation, or educational placement of children pursuant to Section 504. The parent shall have the right to request an impartial Section 504 Administrative Hearing with opportunity for participation by the parent and their counsel.

Section B - Americans with Disabilities Act (ADA)

Barriers to employment, transportation, public accommodations, public services, and telecommunications have imposed staggering economic and social costs on American society and have undermined well-intentioned efforts to educate, rehabilitate, and employ individuals with disabilities. By breaking down these barriers, the Americans with Disabilities Act (ADA) enables society to benefit from the skills and talents of individuals with disabilities, will allow all to gain from their increased purchasing power and ability to use it, and will lead to fuller, more productive lives for all Americans.

The ADA gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, state and local services, and telecommunications.

It is divided into five titles:

Title I - Employment

Business must provide reasonable accommodations to protect the rights of individuals with disabilities in all aspects of employment. Possible changes may include restructuring jobs, altering the layout of workstations, or modifying equipment. Employment aspects may include the application process, hiring, wages, benefits, and all other aspects of employment. Medical examinations are highly regulated.

Title II - Public Services

Public services, which include state and local government instrumentalities, the National Railroad Passenger Corporation, and other commuter authorities, cannot deny services to individuals with disabilities, participation in programs or activities which are available to individuals without disabilities. In addition, public transportation systems, such as public transit buses, must be accessible to individuals with disabilities.

Title III - Public Accommodations

All new construction and modifications must be accessible to individuals with disabilities. For existing facilities, barriers to services must be removed if readily achievable. Public accommodations include facilities such as restaurants, hotels, grocery stores, retail stores, etc., as well as privately owned transportation systems.

Title IV - Telecommunications

Telecommunications companies offering telephone service to the general public must have telephone relay service to individuals who use telecommunication devices for the deaf (TTYs) or similar devices.

Title V - Miscellaneous

Includes a provision prohibiting either (a) coercing or threatening, or (b) retaliating against the disabled or those attempting to aid individuals with disabilities in asserting their rights under the ADA.

The ADA's protection applies primarily, but not exclusively, to "disabled" individuals. An individual is "disabled" if he or she meets at least any one of the following tests:

- He or she has a physical or mental impairment that substantially limits one or more of his/her major life activities.

- He or she has a record of such an impairment.
- He or she is regarded as having such an impairment.

Other individuals who are protected in certain circumstances include (1) those, such as parents, who have an association with an individual known to have a disability, and (2) those who are coerced or subjected to retaliation for assisting individuals with disabilities in asserting their rights under the ADA.

While the employment provisions of the ADA apply to employers of fifteen employees or more, its public accommodations provisions apply to all sizes of business, regardless of number of employees. State and local governments are covered regardless of size.

Effective enforcement of this landmark civil rights legislation is a high priority of the Federal Government. Find out more about the ADA and other laws that protect the rights of individuals with disabilities at https://www.ada.gov/ada_intro.htm.

For answers to additional questions, call the ADA Information Line at (800) 514-0301 (voice) or (800) 514-0383 (TDD).

Additional ADA resources are listed in the Resources section located at the web site listed above.

Addresses for ADA Information

Architectural and Transportation Barriers Compliance Board
1331 F Street, NW Suite 1000
Washington, DC 20004-1111

Federal Communications Commission
1919 M Street, NW
Washington, DC 20554

U.S. Department of Justice
Civil Rights Division
950 Pennsylvania Avenue, NW
Disability Rights Section - NYAY
Washington, DC 20530

U.S. Department of Transportation
Federal Transit Administration
400 Seventh Street, SW
Washington, DC 20590

U.S. Equal Employment Opportunity Commission
1801 L Street, NW
Washington, DC 20507

OCR Response to Veir Inquiry Re: Various Matters

20 IDELR 864

Carole Veir, Ed.D.
TACHO President
Texas Association of Section 504
Coordinators & Hearing Officers
P.O. Box 1826
Wimbereley, TX 78676

Digest of Inquiry

[Date Not Provided]

- May a medical statement from a student suspected of being disabled be required when the district is unable to identify a specific medical or physical impairment that substantially limits a major life activity?
- Must a district provide special types of food when a student is determined to need dietary modifications at school?
- Are districts responsible for providing services to private school students with disabilities? Must districts conduct child find activities at private schools?
- Do students who are referred for special education eligibility but who do not meet IDEA criteria, automatically become eligible under Section 504?
- Can a student who is identified as eligible under both the IDEA and Section 504 receive certain IDEA services while still being provided Section 504 services within the regular classroom, or should such a student receive all services for his/her disability pursuant to the IDEA?
- Do districts have the right to take parents to due process hearings under Section 504?
- If a student is identified as in need of modifications or services under Section 504, but the parent chooses to provide the student with home schooling, does the district continue to be responsible for providing services to the student within the home environment?
- What is the difference between the terms “related aids and services” and “supplemental aids and services” under the Section 504 regulations? What is the difference between the phrases “regular or special education and related aids and services” and “special education or related services...in a regular or special education program” under the Section 504 regulations?
- If a student with a disability, who is eligible under Section 504, is constantly disruptive on the school bus, may the district revoke the student’s bus privileges, even if the student requires transportation to get to school?

OCR Response to Veir Inquiry Re: Various Matters

Digest of Response

(December 1, 1993)

Medical Assessment Required Only if District Suspects a Disability

A district may not require a parent or a student to provide a medical statement if the district suspects that the student has a disability that would result in Section 504 eligibility. In such a circumstance, the district is obligated to conduct an evaluation of the student, including a medical assessment, if necessary, at no cost to the parents. On the other hand, if the district does not believe that the student has a disability that would result in Section 504 eligibility, then the district must inform the parents of their due process rights to challenge the decision not to evaluate.

Special Foods May be Required for Students with Disabilities

Unlike medication, which a district is not responsible for providing to any student, if the district provides food services to students generally, then it would also be required to provide appropriate food services to a student with a disability who has special dietary needs, on the same basis that food services are provided to students without disabilities. Thus, as determined on a case-by-case basis, the district may be required to provide special foods to meet the individual needs of a student with a disability.

Parentally-Placed Students Lack Entitlement to Services

If a district has made FAPE available to a student with disabilities, and the parent or guardian nevertheless places the student at a private school, then the district is not required to provide services to the student at the private school. Furthermore, while districts are required to take steps annually to identify and locate students with disabilities who are not receiving public educations, the Section 504 regulations do not specify the manner in which a district may undertake this child find responsibility. Accordingly, steps other than conducting child find activities at private school locations may be sufficient, such as disseminating notices to private schools and state and local agencies and placing notices in newspapers.

IDEA Ineligibility Does Not Automatically Result in Section 504 Eligibility

Depending on the severity of their disabling conditions, students who do not meet IDEA eligibility criteria may or may not fit within the definition of Section 504 eligibility. Section 504 eligibility is not automatically bestowed on a student who is referred for a special education evaluation and who is subsequently determined not to be IDEA-eligible.

Section 504 Requirements Met by Compliance with IDEA

OCR cannot conceive of any situation in which children identified as IDEA-eligible are not also entitled to Section 504 protection. However, pursuant to the Section 504 regulations, the implementation of an IEP in accordance with the IDEA is one means of meeting the Section 504 requirements for a student with a disability, assuming that the student is being served for the same disability under both the IDEA and Section 504.

Districts May Take Parents to Section 504 Hearings

Districts may take parents to due process hearings under Section 504, and in some circumstances, are required to do so. For example, if a child is receiving Section 504 services and the parents subsequently withdraw their consent to the provision of these services, then the district may not simply accede to the parents' wishes, but rather, must take the parents to a hearing under Section 504, if the district continues to believe that the services are necessary.

OCR Response to Veir Inquiry Re: Various Matters

Home-Schooled Students Not Entitled to Section 504 Services

If a district has offered FAPE to a student who has been identified under Section 504, but the parent decides not to enroll the student in public education program (such as a parental decision to provide the student with home schooling), then the district is not responsible under Section 504 for the provision of educational services to the student.

Certain Section 504 Terms and Definitions are Interchangeable

The meaning of the terms “related aids and services” and “Supplemental aids and services” under the Section 504 regulations at 34 CFR 104.33(b) and 104.34(a), respectively, are identical and, therefore, interchangeable. The phrases “regular or special education and related aids and services” and “special education or related services...in a regular or special education program” under the Section 504 regulations at 34 CFR 104.33(b) and 104.35(a), respectively, also have identical meanings.

Transportation Services May Not be Unilaterally Terminated

If transportation is deemed to be a related service for a student with a disability, then the district may not revoke transportation services, even when the student has exhibited disruptive or dangerous behavior during transit to and from school, without taking steps to conform to all of the Section 504 requirements that are applicable to disciplinary sanctions. A district may, however, seek to change the mode or method of providing transportation services if a student with a disability poses a danger to himself or others.

I am pleased to respond to your letter to Assistant Secretary for Civil Rights, Norma V. Cantu, on behalf of the Texas Association of Section 504 Coordinators and Hearing Officers. In your letter, you ask 10 questions. I will restate each question, and follow each with a response.

- 1. Can a district require a medical statement for students for whom they cannot pinpoint a medical or physical impairment that is substantially limiting a major life activity within the schools and for which assistance is needed in the school? If the incident was many years ago, must the district have a medical record or statement prior to ruling eligibility?**

A district cannot require a parent or student to provide a medical statement *if* the district suspects that the student has a disability that would necessitate the provision of regular or special education and related aids and services under the regulations implementing Section 504 of the Rehabilitation Act of 1973 (Section 504). However, a school district is not required to evaluate a student who the school district does not believe has a disability, *e.g.* a mental or physical impairment which substantially limits a major life activity, such as learning. A district is required to conduct an evaluation of any person who, because of disability, needs, or whom the district believes to need, regular or special education and related services before placing the person in a regular or special education program with related services, 34 C.F.R. §104.35(a). If a school district determines, based on the facts and circumstances of the individual case, that a medical assessment is necessary to make an appropriate evaluation consistent with 34 C.F.R. § 104.35(a) and (b), the district must ensure that the child receives this assessment at no cost to the parents. If alternate assessment methods meet the evaluation criteria, these methods may be used in lieu of a medical assessment. If a district does not believe that a student has a disability and refuses to evaluate the child, the district must inform the parents of their due process rights under 34 C.F.R § 104.36.

Please note that we did not respond to the second question regarding a medical record because we did not understand the context, *e.g.*, What does “if the incident was many years ago” mean?

OCR Response to Veir Inquiry Re: Various Matters

- 2. Are districts required to provide the food when dietary modifications are needed? Or do parents provide the food and the school prepare it (like with medication)?**

It depends. A recipient, in providing any aid, benefit, or service, may not deny or afford a person with a disability an opportunity to participate in, or benefit from, an aid, benefit, or service, such as the provision of food services, that is not equal to, or as effective as, that provided to persons without disability. The recipient also is required to provide free appropriate public education to each qualified person with a disability. The provision of an appropriate education is the provision of regular or special education and related aids and services that are designed to meet the individual educational needs of persons with disabilities as adequately as the needs of persons without disabilities are met. 34 C.F.R. § 104.33 (a) and (b). Unlike medicine, which the school is not required to provide for any student, if the school provides food to students generally, it would also have to provide an appropriate lunch to the student with disabilities who has special dietary needs on the same basis that food is provided to students without disabilities. Depending on the circumstances, the school may have to provide special foods to meet the individual needs of the student with disabilities. This responsibility is determined on a case-by-case basis.

- 3. Are the public schools that have responsibilities under Section 504 also responsible for providing services to students in private schools? Must a child find be conducted in the private schools by the public entity? Must the public schools provide evaluations for private school children who are suspected of having a substantial limitation in one or more life activities if the parents request one? If the public school must serve these children, must the public school provide the transportation? Can these services be after school, or must they be held during the school hours? Is there a potential for a conflict such as that in *Aquilar v. Felton* and Chapter 1 issues?**

If a recipient has made available a free appropriate public education to a person with a disability and the person's parent or guardian chooses to place the person in a private school, Section 504 does not require the recipient to provide services in the private school. 34 C.F.R. § 104.33(c)(4). Please note I have not answered your other questions because they were premised on the notion that under Section 504, public schools must serve persons with disabilities, placed in private school by a parent.

The Section 504 regulation at 34 C.F.R. § 104.32 does not require public schools to take steps annually to identify and locate children with disabilities who are not receiving a public education and to publicize to children with disabilities and their parents the rights and duties established by Section 504 and the regulation implementing Section 504. The regulation does not specify the manner in which a district must meet its location and notification responsibility. There are many means available including notices to private schools, state and local agencies, and notices placed in newspapers.

- 4. For students who are referred to Special Education but do not qualify under IDEA criteria, do they automatically become Section 504 students? (Board policies of most districts state that the students automatically become Section 504 if they do not qualify for IDEA services.)**

Under Section 504, a "person with disabilities" is defined as any person who has a physical or mental impairment which substantially limits a major life activity. Thus, depending on the severity of their condition, students who do not meet the standards under Part B of the Individuals with Disabilities Education Act (IDEA) may or may not fit within the Section 504 definition. It is not automatic.

OCR Response to Veir Inquiry Re: Various Matters

5. **Can a student be identified as IDEA eligible and be receiving some services under IDEA, and also be identified as a Section 504 student and be receiving different assistance in the regular classroom under Section 504? If the child is eligible for IDEA for the disability, shouldn't they receive all services for their disability under IDEA?**

For purposes of this response, we assumed that the student described in the question is being served for the same disability under IDEA and Section 504. In order to be eligible for services under the IDEA, a child must be found to have one or more of the 13 disability categories specified *and* must also be found to need special education. The Office for Civil Rights cannot conceive of any situation in which these children would not also be entitled to the protection extended by Section 504. A student identified as IDEA eligible and receiving services under the IDEA in order to receive a free and appropriate public education could receive the same assistance in order to comply with Section 504. Section 104.33(b)(2) states that implementation of an individualized education program developed in accordance with IDEA is one means of meeting Section 504's requirement for the provision of regular and special education and related aids and services designed to meet individual educational needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **It is clear that a parent can take the school district to a hearing regarding their Section 504 student. Can a district take a parent to hearing as well?**

Yes. For instance, if a child is receiving services the school district thinks are necessary for the provision of a free appropriate public education under Section 504, and the parent decides he/she no longer wants the child to receive the services; the district cannot simply accede to the parent's wishes. It *must* use the Section 504 due process hearing requirements or other proceedings if the school district believes the child needs the services.

7. **If a child is identified as in need of modifications/services under Section 504, and the parent decides to home-school the child, is the district still responsible for providing services in the home for this child because they are in the jurisdictional area of the school's responsibility?**

No. Where a district has offered an appropriate education, a district is not responsible, under Section 504, for the provision of educational services to students not enrolled in the public education program based on the personal choice of the parent or guardian. 34 C.F.R. § 104.33 (o)(4).

8. **Section 104.33(b) speaks to "related aids and services." What is the difference between this and 104.34(a) "supplemental aid and services?" Section 104.33(b) speaks to "regular or special education and related aids and services," whereas 104.35 speaks to "special education or related services ... in a regular or special education program." Please provide clarification as to the meaning of these phrases and how they are to be interpreted.**

Under Section 504, the meaning of the terms "related aids and services" and "supplemental aids and services" is identical, and the terms are interchangeable. The phrases "regular or special education and related aids and services" in Section 104.35(a) and "special education or related services ... in a regular or special education program" also have identical meanings.

9. **If a Section 504 child is, due to his handicapping condition, constantly disruptive on the school bus, can the district have the child's bus privileges removed if s/he needs the transportation to**

OCR Response to Veir Inquiry Re: Various Matters

get to school? If so, must the district still provide transportation? How about when the child is a threat to the safety of other children on the bus?

If transportation is a related service for a child with disabilities, any incident of misconduct on the bus should be viewed in the same manner as any disciplinary incident in the school. A district cannot revoke transportation services just as a district could not suspend a student with disabilities in excess of 10 days or, in some cases, impose cumulative suspensions exceeding 10 days without taking a number of prior actions. A district can change the mode or method of providing transportation services if a student with disabilities is endangering himself or others, just as a district can place a child with disabilities in a more restrictive setting if the child becomes dangerous.

- 10. Must a child who has a record of impairment, who was protected by Section 503 at one time but is no longer in need of any special accommodations, be disciplined in the same manner as a child who is currently receiving accommodations due to a current impairment? In other words, both students are Section 504, one is current and the other has a record of an impairment although not currently receiving services, but is the student who is not currently receiving Section 504 services and protection still entitled to the manifestation determination prior to disciplinary actions?**

Your question was somewhat confusing because we could not determine whether you were concerned about a person who no longer has a disability or who no longer requires services. A child with a disability who *does* not require services is still entitled to the protections afforded by Section 504.

I hope this information has been helpful. If you have any questions, please call Ms. Gale Barron Black at (202) 205-8524.

Jean P. Peelan

Director, Elementary and Secondary Education, Policy Division, Office for Civil Rights

Sample Section 504 and the ADA Notice of Procedural Safeguards

(Source: Perry A. Zirkel)

For students suspected of being eligible solely under the Section 504 and the Americans with Disabilities Act definition of an individual with a disability, but not also eligible under the generally more limited “disability” definition in the Individuals with Disabilities Education Act, questions commonly arise as to compliance procedures with the regard to parental notice.

In the accompanying box, we provide the essential ingredients of such a form.

In addition, districts may wish to add other, discretionary features, such as:

1. An introductory section citing and describing the nondiscrimination obligation of Section 504 and the ADA.
2. More details about the listed procedural rights, such as an explanation of the term “educational placement” and “significant change in placement” in this pure (rather than overlapping with the IDEA) 504/ADA context and about the regulatory requirements for evaluation and placement.
3. A list of the eligible child’s substantive rights, such as the Sec. 504 definition of free and appropriate public education and its least restrictive environment requirements for academic and nonacademic settings.
4. And other, more general requirements, such as your grievance procedure and 504/ADA coordinator. In any event, it is advisable to develop a procedure to document parents’ receipt of this notice.

Do not confuse this notice of procedural safeguards with its IDEA counterpart (34 C.F.R. §§ 300.503-300.504), which is more extensive and only applies to “double-covered” students, i.e., those who are eligible under the IDEA, not just 504/ADA. Similarly, do not confuse this Sec. 504 individual-notice requirement (34 C.F.R. § 104.36) with its more general minimal institutional-notice requirement (34 C.F.R. § 104.8 and 28 C.F.R. § 35.106) of nondiscrimination based on disability.

Sample Section 504 and the ADA Notice of Procedural Safeguards

(Source: Perry A. Zirkel)

Use this procedural safeguards notice drafted by Perry Zirkel to ensure that you are in compliance with Section 504 and the Americans with Disabilities Act. Refer to the article above for ideas on how you can customize this form to fit the needs of your particular district.

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the _____ School District provides you, as the parent or guardian, with the following procedural safeguards in relation to your child:

1. You have a right to receive a copy of this notice upon the district's identification, evaluation, refusal to provide an evaluation, educational placement, denial of educational placement and any significant change in said placement of your child.
2. You have the right to an evaluation of your child if the district has reason to believe that your child has a mental or physical impairment that substantially limits learning or some other major life activity ...
 - a) Before the initial placement.
 - b) Before any subsequent significant change in placement.
3. You have the right to an opportunity to examine all relevant records for your child.
4. You have the right to an impartial hearing, with participation by you and representation by counsel, concerning the identification, evaluation or educational placement of your child.
5. You have the right to appeal the final decision of the impartial hearing officer to a court of competent jurisdiction.

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.



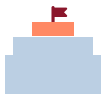
LEVEL 1 SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.



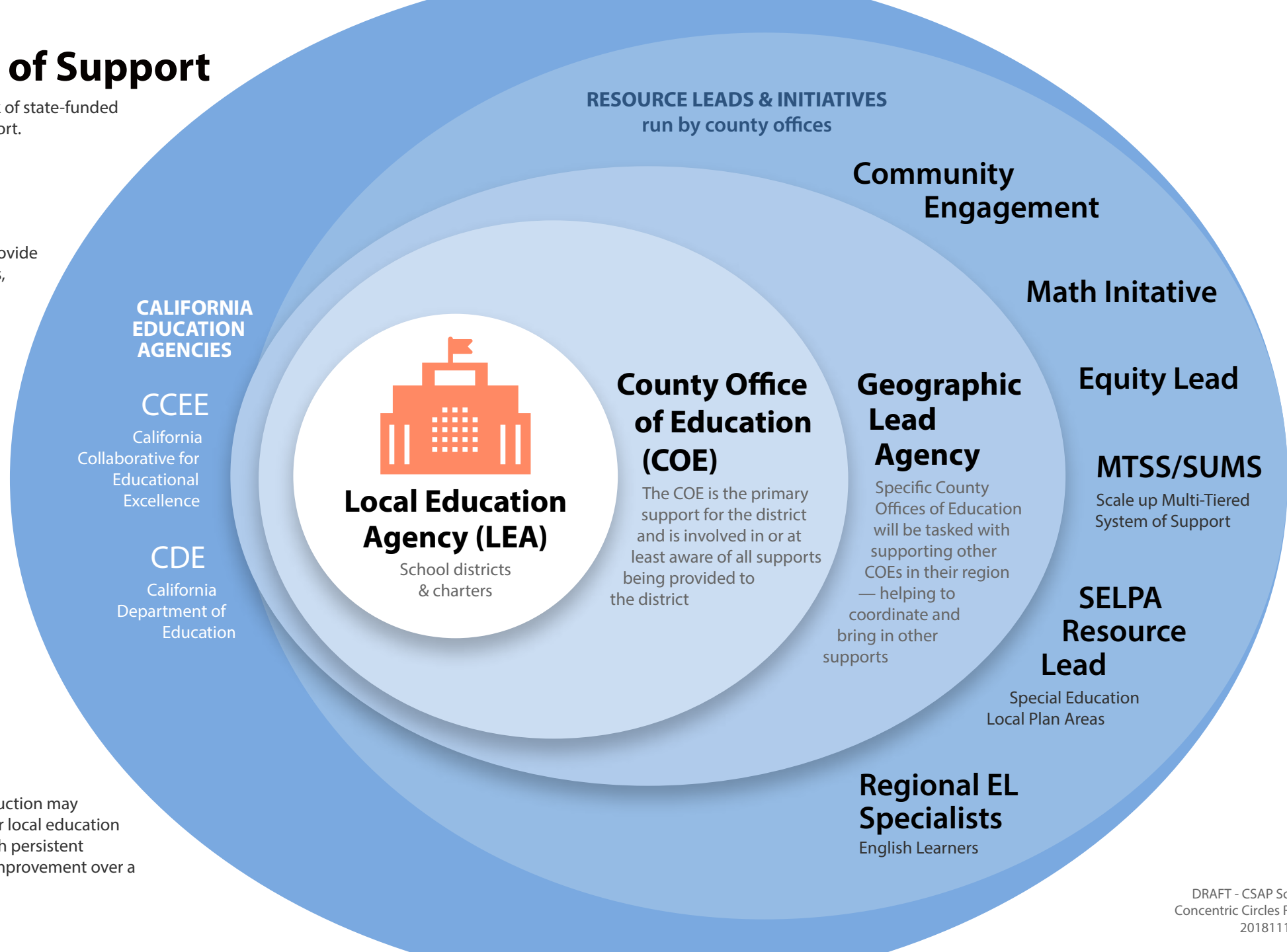
LEVEL 2 DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.



LEVEL 3 INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



2018 CALIFORNIA SCHOOL DASHBOARD

UPDATES AND CHANGES

The 2017 Dashboard evaluated schools, districts and county offices of education on **four state indicators** (graduation rates, suspension rates, test scores and English learner progress) using California's color-coded performance levels that take both status and change into account. The 2018 Dashboard brings **two additional color-coded indicators** into the Dashboard for the first time, reflecting the completion of a multi-year data collection cycle. Updates and changes for 2018 include:

- **Chronic Absenteeism.** Schools, districts and county offices of education that serve K-8 students will be evaluated for the first time with a red-through-blue color on the Chronic Absenteeism Indicator.
- **College/Career.** Schools, districts and county offices of education that serve 9–12 students will be evaluated for the first time with a red-through-blue color on the College/Career Indicator.
- **Grade 11 Test Scores.** Schools, districts and county offices of education that administer the Smarter Balanced Assessments in math and English language arts in grade 11 will be evaluated for the first time with a red-through-blue color on the Academic Indicator.
- **Dashboard Alternative School Status (DASS) Schools.** The performance of students who attend alternative schools (such as continuation schools and community day schools) will now be factored into Dashboard indicators. Many of these schools are operated by county offices of education, and therefore these agencies will be evaluated by color-coded indicators for the first time.
- **Graduation Rate.** The four-year cohort graduation rate reflects changes in methodology in compliance with U.S. Department of Education requirements.
- **Participation Rate.** Schools, districts and county offices of education will see an adjustment to their performance on the Academic Indicator if less than 95 percent of students participated in the state assessments.
- **Three-by-Five Grids.** Schools, districts and county offices of education with less than 150 students will have the three-by-five grid applied to the Graduation Rate, Suspension Rate and Chronic Absenteeism indicators to prevent large swings in data caused by the small populations of students.
- **English Learner Progress.** With the transition to the new English Learner Proficiency Assessments for California (ELPAC), the English Learner Progress indicator will only report on the results of this assessment on the 2018 Dashboard for information purposes.

CALIFORNIA'S ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT SYSTEM | KEY POINTS

California is making a series of major shifts in public education with one overriding goal: To improve learning so all students can be successful in school, college, work and life. The California School Dashboard, the Local Control and Accountability Plan and the California System of Support are key features of this effort.

KEY POINTS

- **Students are more than just test scores.** The Dashboard gives parents a fuller picture of student performance by displaying statewide data on graduation rates, suspension rates, school attendance rates, college/career readiness rates *and* test scores. It also includes local information about school climate and conditions, parent engagement and basic services.
- **California is putting equity issues up front and center.** The Dashboard breaks down information by student group (low-income, English learner, foster youth, etc.) to help local communities see gaps and resources to support struggling students.
- **California is empowering important conversations.** Local education communities know the local education landscape. But talking frankly about challenges isn't always easy. The Dashboard works in tandem with the Local Control and Accountability Plan process to spark robust discussions about goals, gaps and resource distribution at the local level.
- **All schools and districts have strengths and challenges.** Every school and district can improve. To do so, local communities need to know what they're doing right and where there are issues to address.
- **California is providing unprecedented support to struggling districts -- not punishing them.** Negative labels and sanctions don't help school districts diagnose problems or learn how to help themselves.
- **California is helping districts help themselves.** California is too big and too diverse for top-down mandates to work. The California System of Support is focused on helping local districts tap into rich local resources so they can develop the skills and knowledge educators need to improve student learning.
- **California is creating a connected network of expertise.** Districts can have multiple, complex and localized needs. The System of Support connects districts to specialists who have tackled similar issues and have the experience to help.
- **California is reducing red tape at the local level.** Federal accountability requirements have been folded into California's continuous improvement system, streamlining and strengthening support to struggling schools.

California's Accountability and Continuous Improvement System

Revised November 2, 2018

This memorandum provides information about the California accountability system and system of support framework. It includes the following six sections:

- California School Dashboard – Development of Indicators (page 1)
- Criteria for Identification of Local Educational Agencies for Differentiated Assistance (page 2)
- Overview of California's System of Support (page 3)
- Statutory Provisions on Differentiated Assistance (page 4)
- Criteria for School Identification Under ESSA (page 6)
- Local Educational Agency and School Identification Under LCFF and ESSA (page 7)

All the information in this memorandum is taken directly from Education Code and official documents from the State Board of Education and the California Department of Education.

CALIFORNIA SCHOOL DASHBOARD – DEVELOPMENT OF INDICATORS

Source: SBE September 2018 Agenda Item 1

Current State Indicators

- English Language Arts (3-8 and 11)
- Mathematics (3-8 and 11)
- Chronic Absenteeism (K-8)
- Suspension Rate (K-12)
- Graduation Rate (9-12)
- College/Career Indicator (9-12)

Current Local Indicators

- Priority 1: Basics
- Priority 2: Implementation of Academic Standards
- Priority 3: Parent Engagement
- Priority 6: School Climate
- Priority 7: Access to Broad Course of Study

Potential Future Dashboard Developmental Work through 2020:

- Inclusion of the English Learner Progress Indicator based on the new ELPAC assessments
- Development of the Student Growth Model/Closure Gap Model
- Development of additional modified methods for DASS schools, such as the CCI and other select indicators
- Development of a proposed Science Indicator based on the California Science Test results

CRITERIA FOR IDENTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR DIFFERENTIATED ASSISTANCE

Source: April 2018 System of Support FAQ

Basics (LCFF Priority 1)

- Not Met for Two or More Years on Local Performance Indicator

Implementation of State Academic Standards (LCFF Priority 2)

- Not Met for Two or More Years on Local Performance Indicator

Parent Engagement (LCFF Priority 3)

- Not Met for Two or More Years on Local Performance Indicator

Pupil Achievement (LCFF Priority 4)

- Red on both English Language Arts and Math tests *OR*
- Red on English Language Arts or Math tests *AND* orange on the other test *OR*
- Red on the English Language Indicator (English Learner Student Group only)

Pupil Engagement (LCFF Priority 5)

- Red on Graduation Rate Indicator *OR*
- Red on Chronic Absence Indicator

School Climate (LCFF Priority 6)

- Red on Suspension Rate Indicator *OR*
- Not Met for Two or More Years on Local Performance Indicator

Access to a Broad Course of Study (LCFF Priority 7)

- Not Met for Two or More Years on Local Performance Indicator

Outcomes in a Broad Course of Study (LCFF Priority 8)

- Red on College/Career Indicator

OVERVIEW OF CALIFORNIA’S SYSTEM OF SUPPORT

Source: SBE September 2018 Agenda Item 2

The goal for support at all levels is to assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. This means that the outcomes for this work include not only improvement on Dashboard indicators from year to year, but also progressing on interim measurements that LEAs collect locally and use throughout the year.

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

- **Support for all LEAs and Schools (Level 1):** Various state and local agencies provide an array of resources and voluntary assistance that **all** LEAs may use to improve student performance.
- **Differentiated Assistance (Level 2):** County offices of education must offer **differentiated assistance** to a school district if **any student group met the criteria for two or more LCFF priorities**. EC 52071(b), 52071.5(b).
- **Intensive Intervention (Level 3):** As the accountability system moves forward, the Superintendent of Public Instruction, with approval of the State Board of Education, may intervene in a school district if **three or more student groups (or all the student groups if there are less than three) met the criteria for two or more LCFF priorities in three out of four consecutive years**. EC 52072, 52072.5.
- Charter school authorizers must offer differentiated assistance to a charter school, and may refer the charter school to the California Collaborative for Educational Excellence, if three or more student groups (or all the student groups if there are less than three student groups) met the criteria for one or more state or school priority identified in the charter for three out of four consecutive school years. EC 47607.3.

As reflected in the table below, key shifts in support reflect the intent of the LCFF for differentiated assistance to be tailored to locally identified needs, rather than imposed as a one-size-fits-all solution.

Education Improvement Before LCFF	Education Improvement After LCFF
Top down transactional exchanges focused on schools in isolation	Support providers work alongside LEAs and their schools to identify key challenges and opportunities
Packaged approaches for interventions	Systemic approach tailored to locally identified needs and strengths
Isolated team decision making	Engaging with local educators and communities as part of decision making
Redundancy and contradictions across state and federal programs	Streamlined and coherent expectations for LEAs across state and federal programs
Assistance disconnected from local priorities and focus	Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP

STATUTORY PROVISIONS ON DIFFERENTIATED ASSISTANCE

Source: AB 1808, Statutes of 2018

Requirements in Law: The budget trailer bill, AB 1808, amends existing law to clarify the expectations and requirements for COEs to provide differentiated assistance to school districts, and the ability of a school district to seek assistance from the COE and other providers.

ARTICLE 4.5. Local Control and Accountability Plans and the Statewide System of Support

52071.

(a) If the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance consistent with paragraphs (1) or (2) of subdivision (c). If a school district has not been identified for technical assistance pursuant to subdivision (c) or for state intervention pursuant to subdivisions (b) and (c) of Section 52072, and if the service requested creates an unreasonable or untenable cost burden for the county superintendent of schools, the county superintendent of schools may assess the school district a fee not to exceed the cost of the service.

(b) If a county superintendent of schools does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a governing board of a school district, the county superintendent of schools shall provide technical assistance focused on revising the local control and accountability plan or annual update so that it can be approved.

(c) For any school district for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (g) of Section 52064.5, the county superintendent of schools shall provide technical assistance focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs, including, but not limited to, any of the following:

(1) Assisting the school district to identify its strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060. This shall include working collaboratively with the school district to review performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (f) of Section 52064.5 and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.

(2) Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district. The county superintendent of schools, in consultation with the school district, may solicit another service provider, which may include, but is not limited to, a school district, county office of education, or charter school, to act as a partner to the school district in need of technical assistance.

(3) Obtaining from the school district timely documentation demonstrating that it has completed the activities described in paragraphs (1) and (2), or substantially similar activities, or has selected another service provider pursuant to subdivision (f) to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities, and ongoing communication with the school district to assess the school district's progress in improving pupil outcomes.

(4) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.

(d) Upon request of a county superintendent of schools or a school district, a geographic lead agency identified pursuant to Section 52073 may provide technical assistance pursuant to subdivision (c). A geographic lead agency identified pursuant to Section 52073 may request that another geographic lead agency, an expert lead agency identified pursuant to Section 52073.1, a special education resource lead

identified pursuant to Section 52073.2, or the California Collaborative for Educational Excellence provide the assistance described in this subdivision.

(e) A school district shall accept the technical assistance provided by the county superintendent of schools pursuant to subdivisions (b) and (c). For purposes of accepting technical assistance provided by the county superintendent of schools pursuant to subdivision (c), a school district may satisfy this requirement by providing the timely documentation to, and maintaining regular communication with, the county superintendent of schools as specified in paragraph (3) of subdivision (c).

(f) This section shall not preclude a school district from soliciting technical assistance from entities other than its county superintendent of schools at its own cost.

Amount in Dollars	2018-19 Budget Act Investments in System of Support <i>Source: SBE August 7, 2018 Informational Memorandum</i>
\$53 M ongoing	Technical Assistance funding for COEs: Differentiated assistance to school districts. A formula provides base funding for each COE with two or more districts (\$200,000), plus additional funding based on the number of school districts identified for differentiated assistance each year (\$100,000, \$200,000 or \$300,000). NEW
\$11.5 M ongoing	CCEE: Ongoing funding and greater detail around CCEE’s activities, including ongoing statewide trainings, support of geographic lead agencies, and direct technical assistance to LEAs.
\$10 M ongoing	Special Education Resource Lead Agencies: 6 to 10 SELPAs to work with COEs to improve outcomes for students with disabilities. At least three resource leads must focus directly on building SELPA capacity statewide to work with COEs. NEW
\$4 M ongoing	Geographic Lead Agencies: 9 COEs selected to build the capacity of other COEs in their area, coordinating and calibrating differentiated assistance across their area, providing differentiated assistance to a school district if its own COE is unable to, and identifying existing resources and developing new resources in response to emerging needs identified within the system of support. NEW
\$10 M ongoing	Formula Funds to COEs based on schools identified for school improvement under ESSA
\$13.3 M one-time	Community Engagement Lead Agency: Funding available through 2023-24 to support initiative designed to build the capacity of communities, school districts, and COEs statewide to engage each other more meaningfully in the LCAP development process, have difficult conversations, build trusting relationships, and to identify effective models of community engagement and metrics to evaluate those models. Work will be led by the San Bernardino COE, the California Association for Bilingual Education and Families in Schools. NEW
\$15 M one-time	Improving School Climate Lead Agency (Multi-Tiered System of Support): Expands MTSS framework to foster a positive school climate in academic and behavioral areas. Requires implementation plan align to system of support. Orange County Department of Education and Butte COE are the lead agencies.
\$11 M one-time	Early Math Initiative: Federal funds for a statewide early math initiative focused on students in Pre-K – 3 rd grade that will include development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. NEW
\$2 M one-time	English Learner Support: 11 Regional COEs, led by the San Diego COE, that receive Title III funding required to provide technical assistance to LEAs on federal requirements related to English Learners.

CRITERIA FOR SCHOOL IDENTIFICATION UNDER ESSA

Source: SBE August 22, 2018 Informational Memorandum

ESSA requires states to identify multiple categories of schools for different types of support:

1. At least the lowest performing 5 percent of Title I schools (comprehensive support)
2. High schools with graduation rates below 67 percent (comprehensive support)
3. Schools with “consistently underperforming” student groups (targeted support)
4. Schools identified under #3 where a student group on its own is performing at or below the level of schools identified under 1 (additional targeted support)

Under ESSA, the following actions are required when the state identifies schools for **comprehensive support** (i.e., the lowest performing Title I schools and high schools with graduation rates below 67 percent):

- The LEA in which the school is located must develop and implement a “comprehensive support and improvement plan” for the school that considers all accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, and identifies any resource inequities.
- The school, LEA, and State educational agency must approve the plan.
- The State educational agency must monitor and periodically review the plan.

As noted in the April 2018 agenda Item 1, Attachment 1

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01a1.docx>), the SBE could consider modifying the Local Control and Accountability Plan (LCAP) plan summary template to include school-level prompts so that school improvement requirements for LEAs with comprehensive support schools can be addressed through the LCAP process. The LEA must adopt the LCAP annually, which would satisfy ESSA’s requirement that the LEA approve the school’s planned improvement strategies. The existing LCAP review and approval process provides an avenue for addressing the requirement that CDE also approve the plan. Incorporating this information into the LCAP would help ensure that the school improvement strategies align with the LCAP and that the LEA considers how it is supporting the comprehensive support schools within the LCAP development process.

Under ESSA, the following actions are required when the state identifies schools for **targeted support**:

- The school must develop and implement a “targeted support and improvement plan” for any identified student group at the school that considers all accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment.
- For schools identified for additional targeted support, the plan must also identify any resource inequities to be addressed.
- The LEA must approve the plan.
- The LEA must monitor the plan.

Under existing state law, schools that receive Title I funding must annually develop a School Plan for Student Achievement (SPSA). Per Assembly Bill 716 signed into law in September 2018, the SPSA must be approved by the local governing board, which would satisfy ESSA’s requirement that the LEA approve the school’s planned improvement strategies. District superintendents must ensure that the strategies in the district’s LCAP and school SPSAs align. Utilizing the SPSA would therefore help reinforce the importance of LEAs ensuring that school-level strategies align with the broader LEA-level strategies reflected in the LCAP.

LOCAL EDUCATIONAL AGENCY AND SCHOOL IDENTIFICATION UNDER LCFF AND ESSA

The table below is a summary of the identification criteria for state and federal accountability activities, reflecting state law and California’s approved Every Student Succeeds Act State Plan and the proposed process for addressing the school improvement requirements.

Activity	Identification Criteria	Level	Process	Timeline
Local Control Funding Formula (LCFF)	Any student group meets criteria for 2 or more LCFF priorities/indicators	Local educational agencies	COE differentiated assistance	Identified every year
Comprehensive Support Lowest Performing Title I Schools	California will use the color combinations that schools receive on California School Dashboard indicators to identify the lowest performing 5 percent of Title I schools statewide for comprehensive support. The selection criteria for the selection of at least the lowest performing of 5 percent of Title I schools is based on all of the following criteria: <ul style="list-style-type: none"> • Schools with all red indicators; • Schools with all red but one indicator of any other color; • Schools with all red and orange indicators; and • Schools with five or more indicators where the majority are red. 	School Title I schools only	LCAP summary prompt reflecting school improvement strategy in approved School Plan for Student Achievement (SPSA), subject to COE approval	First identified January 2019 Identified once every 3 years
Comprehensive Support Graduation Rate below 67%	California will use the average of two years of graduation rate data to identify schools with a high school graduation rate less than 67 percent. Any school with a graduation rate less than 67 percent averaged over two years will be identified for comprehensive assistance. See June information memorandum.	School High schools only	LCAP summary prompt reflecting approved SPSA, subject to COE approval	First identified January 2019 Identified once every 3 years
Targeted Support	Schools identified for Targeted Support are those with one or more “consistently underperforming” student groups, defined as any student group that both: <ul style="list-style-type: none"> • Receives at least two color-coded performance ratings on California’s Dashboard indicators; and • On its own, meets the criteria for being identified for Comprehensive Support in two consecutive years. 	School, based on student group performance Any school	SPSA, approved by LEA (must align to LCAP and follow CDE template)	First identified January 2019 Identified every year**
Additional Targeted Support	California will identify schools for additional targeted support from among the schools with one of more “consistently underperforming” student group. Schools with one or more “consistently underperforming” student group will be identified for additional targeted support if any student group at the school, on its own, meets the criteria used to identify the lowest performing Title I schools for comprehensive support.	School, based on student group performance Any school	SPSA, approved by LEA (must align to LCAP and follow CDE template)	First identified January 2019 Identified once every 3 years

California ESSA Implementation Timeline, 2018-21

2018–19	2019–20	2020–21	2021–2022
LCFF Comprehensive Support <i>Cohort 1</i> Targeted Support** Additional Targeted Support <i>Cohort 1</i>	LCFF Targeted Support <i>LCAP Federal Addendum due to CDE by July 2019</i> <i>LEA Report Cards, with per-pupil expenditure data incorporated for first time (annual)</i>	LCFF Targeted Support	LCFF Comprehensive Support <i>Cohort 2</i> Targeted Support** Additional Targeted Support <i>Cohort 2</i>

***Note: Because of the interrelated selection criteria, schools are only identified for “targeted support” in the years when schools are not identified for “additional targeted support.” Additional targeted support schools are selected from among schools with “consistently underperforming” student groups, and all schools with “consistently underperforming” student groups will meet the criteria for additional targeted support.*



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

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

MEMORANDUM

DATE: December 13, 2018

TO: Special Education Directors

FROM: Linda Llamas, Director *LL*

SUBJECT: Desert/Mountain Children's Center Client Reports

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

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

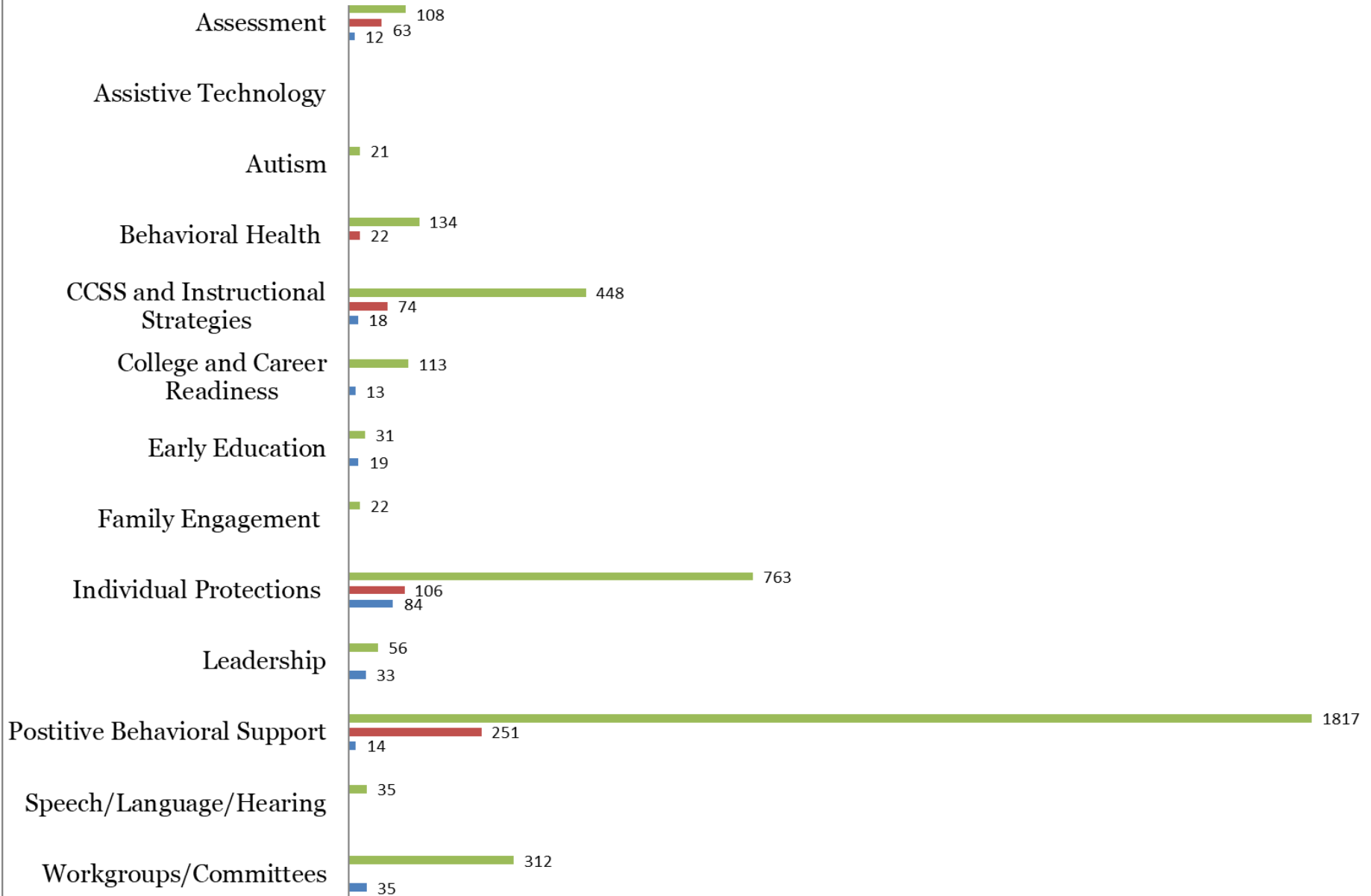
If you should have any questions, please contact me at (760) 955-3606 or by email at linda.llamas@cahelp.org

D/M SELPA PROFESSIONAL LEARNING PARTICIPATION SUMMARY

NOVEMBER 2018 - 744 PARTICIPANTS

3,860 YEAR-TO-DATE PARTICIPANTS

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



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

D = Complaint Dismissed W = Complaint Withdrawn

DISTRICT												CASE ACTIVITY FOR CURRENT YEAR				
	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17	17/18	18/19	Total	D / W	Resolution	Mediation	Settled	Hearing
Adelanto SD	0	2	0	3	6	5.5	2.5	5	3	0.5	27.5	0	0.5	0	0	0
Apple Valley USD	2	1.33	0	0	2	1	1.5	1.5	0	3.5	12.83	0.5	0	0	2	1
Baker USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Barstow USD	0	1	0	0	0	0	1	3.5	0	2	7.5	0	0	2	0	0
Bear Valley USD	0	0	1	0	0	0	0	1	2	0	4	0	0	0	0	0
Helendale SD	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
Hesperia USD	2.5	1	5.5	4	3	5	7.5	7	6	5	46.5	1	0	0.5	3.5	0
Lucerne Valley USD	0	4	0	1	2	1	1	2	0	0	11	0	0	0	0	0
Needles USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oro Grande SD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Silver Valley USD	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Snowline USD	0	0	2	1	1	5	4.5	6.5	2	4	26	0	2	1	1	0
Trona USD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Victor Elementary SD	1	1	1	1	4.33	3.33	1.83	2.5	6.5	0	22.49	0	0	0	0	0
Victor Valley Union High SD	2.5	0	2	4	3.33	4.3	7.83	4	4	5.5	37.46	1	0	2	1	1.5
Academy for Academic Excellenc	0	1.33	0	0	4	2	0	1	2	0	10.33	0	0	0	0	0
CA Charter Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Desert/Mountain OPS	0	0.34	0.5	1	1.33	0.83	4.33	3	1.5	1.5	14.33	0.5	0.5	0	0	0.5
Excelsior Education Center	0	0	0	0	0	0	0	0	0	0.5	0.5	0	0	0	0.5	0
Explorer Elementary	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech Elementary P. L.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	0	0	0	0	0	0
High Tech Middle	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0
High Tech High	0	0	2	2	0	1	0	0	0	0	5	0	0	0	0	0
High Tech High International	0	0	0	1	2	0	0	0	0	0	3	0	0	0	0	0
High Tech High Media Arts	0	2	0	0	2	0	0	0	0	0	4	0	0	0	0	0
High Tech Middle Media Arts	0	0	0	0	0	0	0	0	2	0	2	0	0	0	0	0
High Tech High Statewide Benefi	0	1	2	0	2	1	1	3	2	0	12	0	0	0	0	0
SELPA-WIDE TOTALS	8	15	17	18	33	29.96	33	40	34	22.5	245.44	3	3	5.5	8	3

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

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

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

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

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
<p style="text-align: center;">5. Hesperia USD & Excelsior Charter School Case No. 2018071045</p>	<ol style="list-style-type: none"> 1. Child find; failure to assess 2. Failure to assess in all areas of suspected disability/inadequate assessment 3. Goals are not meaningful or appropriate 4. Program and supports 5. Procedural safeguards; denial of parent right to meaningfully participate in education program 6. Denial of FAPE 	07/25/18	08/09/18	09/20/18	10/19/18	10/30/18- 11/01/18	<p>All-day resolution was held with parent and advocate (attorney declined to attend); offer of settlement was negotiated/tendered but full settlement has not been reached 09/20/18 – mediation 10/04/18 – settled following mediation with written agreement - CLOSED</p>
<p style="text-align: center;">6. Hesperia USD Case No. 2018071261</p>	<ol style="list-style-type: none"> 1. Program and supports 2. Placement 3. Failure to assess in all areas of suspected disability 4. FBA/ERMHS Assessments 5. Speech and language assessment 6. Assistive Technology assessment 7. Denial of FAPE 	07/31/18	08/13/18	N/A	09/17/18	09/26/18	<p>8/13/18 – case settled at resolution with written agreement – CLOSED</p>

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
7. Hesperia USD Case No. 2018080008	<ol style="list-style-type: none"> 1. Failure to conduct triennial assessment 2. Failure to assess in all areas of suspected disability 3. Supports and services 4. Procedural safeguards; denial of parent right to meaningfully participate in education program 5. PLPs and goals 6. Denial of FAPE 	08/01/18	08/13/18	N/A	09/17/18	09/25/18	Prior to resolution, LEA learned parent had not been a resident of the district nor resided at the address listed in the complaint prior to the end of 17/18 school year; parent had not filed Inter-District Transfer for student or his five siblings. At resolution, parent admitted her address was not within district boundaries and her attorney stopped the resolution in order to address the factual inconsistencies in the complaint – 08/28/18 - withdrawn at resolution - CLOSED
8. Victor Valley UHSD Case No. 2018080981	<ol style="list-style-type: none"> 1. Placement and supports 2. Assessments and additional supports 3. FAPE 	08/23/18 10/26/18	09/05/18	N/A	10/08/18	10/17/18	09/05/18 – resolution meeting 10/04/18 – awaiting NPS placement decision 10/26/18 – still awaiting resolution settlement agreement – delayed due to placement options and death

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
							in the family; settled prior to hearing - CLOSED
9. Apple Valley USD D/M Operations Case No. 2018090014	1. Placement and supports 2. Assessments 3. LRE 4. FAPE	08/31/18	09/13/18	11/30/18		1/29 – 1/31/19	09/13/18 – resolution meeting – agreed to reconvene after NPS visits take place 11/30/18-Mediation held; no settlement reached
10. Victor Valley UHSD Case No. 2018090033	1. Placement and supports 2. Assessments 3. FAPE	08/31/18	09/28/18		09/28/18	10/12/18	9/28/18 – CLOSED written settlement county provision w/1:1 aide, not stayput; transportation; IEE for SLA & AAC;
11. Apple Valley USD & Victor Valley UHSD Case No. 2018090305	1. Withheld info when failed to offer behavior plan 2. Denied FAPE when failed to address behaviors 3. Deprived of Ed Benefit when failed to provide AAC 4. Denied FAPE – no SLP assessment	09/14/18	10/02/18		12/28/18	1/8 – 1/10/19	Pursuing the waiving of statute of limitations; likely going to hearing; seeking placement 10/26/18 – placement issue
12. Victor Valley UHSD Case No. 2018090720	1. Academic struggles; SL deficits; behavior problems	09/18/18	10/02/18	12/6/18		2/5 – 2/7/19	10/26/18 – agreed to requested IEE, parent refused to sign; student expelled May 2018 for assault on teacher; resolution stopped by attorney

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
13. Barstow USD Case No. 2018090940	1. Failure to hold IEP pursuant to assessment of 9/28/17 2. Goals not reasonably calculated 3. Failure to conduct ERMHS 4. Denied FAPE with no referral for CAPD	09/25/18	10/22/18	12/10/18	1/4/19	1/15- 1/17/19	10/22/18 – resolution meeting scheduled; matter proceeding to mediation on 12/10/18
14. Apple Valley USD Case No. 2018090891	1. Failure to assess 2. Child Find	09/27/18	10/03/18				10/03/18 – settled at resolution meeting; provide assessment; provide comp. ed. - CLOSED
15. Victor Valley UHSD Case No. 2018090862	1. Denial of FAPE 2. LRE placement	09/25/18	10/10/18		11/09/18	11/20/18	WITHDRAWN - CLOSED
16. Snowline JUSD Case No. 2018100029	1. Appropriate placement and services	09/28/18	10/10/18		11/19/18	11/27/18	10/18/18 – settled at resolution meeting 1. Behavior intervention training 2. NPA at training 3. IEE – FBA – CLOSED
17. Barstow USD Case No. 2018100504	1. Ongoing behavior issues 2. Denial of FAPE	10/09/18	10/23/18	1/10/19		3/5 – 3/7/19	Seeking comp ed IEE – Psycho Ed, FBA BII/BCBA, ERMS
18. Hesperia USD Case No. 2018100445	1. Child Find 2. Failure to assess in all areas 3. Procedural	10/09/18	Waived	12/12/18	1/18/19	1/29 – 1/31/19	

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
19. Victor Valley UHSD Case No. 2018110333	<ol style="list-style-type: none"> 1. Child find 2. Behavior 3. Declining grades 4. Residential placement 	11/8/18	12/3/18	TBD	12/24/18	1/3/19	Student incarcerated; settlement offer pending parent approval
20. Snowline JUSD 2018110496	<ol style="list-style-type: none"> 1. Manifestation determination dispute & expulsion 2. Extensive discipline history without FBA or ERMHS 3. Counseling & compensatory education 	11/13/18	11/19/18	TBD		1/8 – 1/10/19	Expedited dates were dismissed by parent attorney; matter to proceed to mediation when scheduled
21. Snowline JUSD (district filing against parent) 2018110911	<ol style="list-style-type: none"> 1. Lack of parent consent to implement IEP 2. Order to implement 	11/27/18	N/A	TBD	12/12/18	12/27/18	District has not been able to secure parent consent to implement the student's IEP and seeks order from OAH; parent has cross-filed against district (see #23 below)
22. Snowline JUSD/SBCSS DM Operations 2018120028	<ol style="list-style-type: none"> 1. Failure to assess in all areas 2. Denial of FAPE <ol style="list-style-type: none"> a. IEP not specially designed b. Goals not reasonably calculated 3. Lack of educational benefit <ol style="list-style-type: none"> a. All issues not related to DHH 	11/30/18	12/11/18	TBD	1/18/19	1/24/19	Resolution meeting is pending.

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

LEA Case Number	Issue(s)	Date Filed	Resolution Scheduled	Mediation Scheduled	Pre-Hearing Conference	Due Process Hearing	Status
	4. Seeking Implementation of complete IEE, ESY services, etc.						
23. Snowline JUSD/Adelanto Elem SD	1. Lack of progress on goals 2. Goals repeated year after year 3. Violation of classroom care plan 4. Hostile environment 5. Least restrictive environment 6. Seeking 1:1 nurse and NPS	12/4/18	TBD	TBD	TBD	TBD	Parent cross-filing for #21 above, against both district of residence and current district of service

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

2000-2001	\$39,301.51
2001-2002	\$97,094.90
2002-2003	\$37,695.13
2003-2004	\$100,013.02
2004-2005	\$136,514.09
2005-2006	\$191,605.08
2006-2007	\$140,793.00
2007-2008	\$171,614.04
2008-2009	\$263,390.71
2009-2010	\$114,076.96
2010-2011	\$293,578.50
2011-2012	\$567,958.10
2012-2013	\$321,646.04
2013-2014	\$250,372.65
2014-2015	\$297,277.76
2015-2016	\$204,756.26
2016-2017	\$233,130.03
2017-2018	\$247,459.52
2018-2019	\$108,499.54



Performance Indicator Review

Special Education Division California Department of Education 2018–2019



TOM TORLAKSON
State Superintendent
of Public Instruction

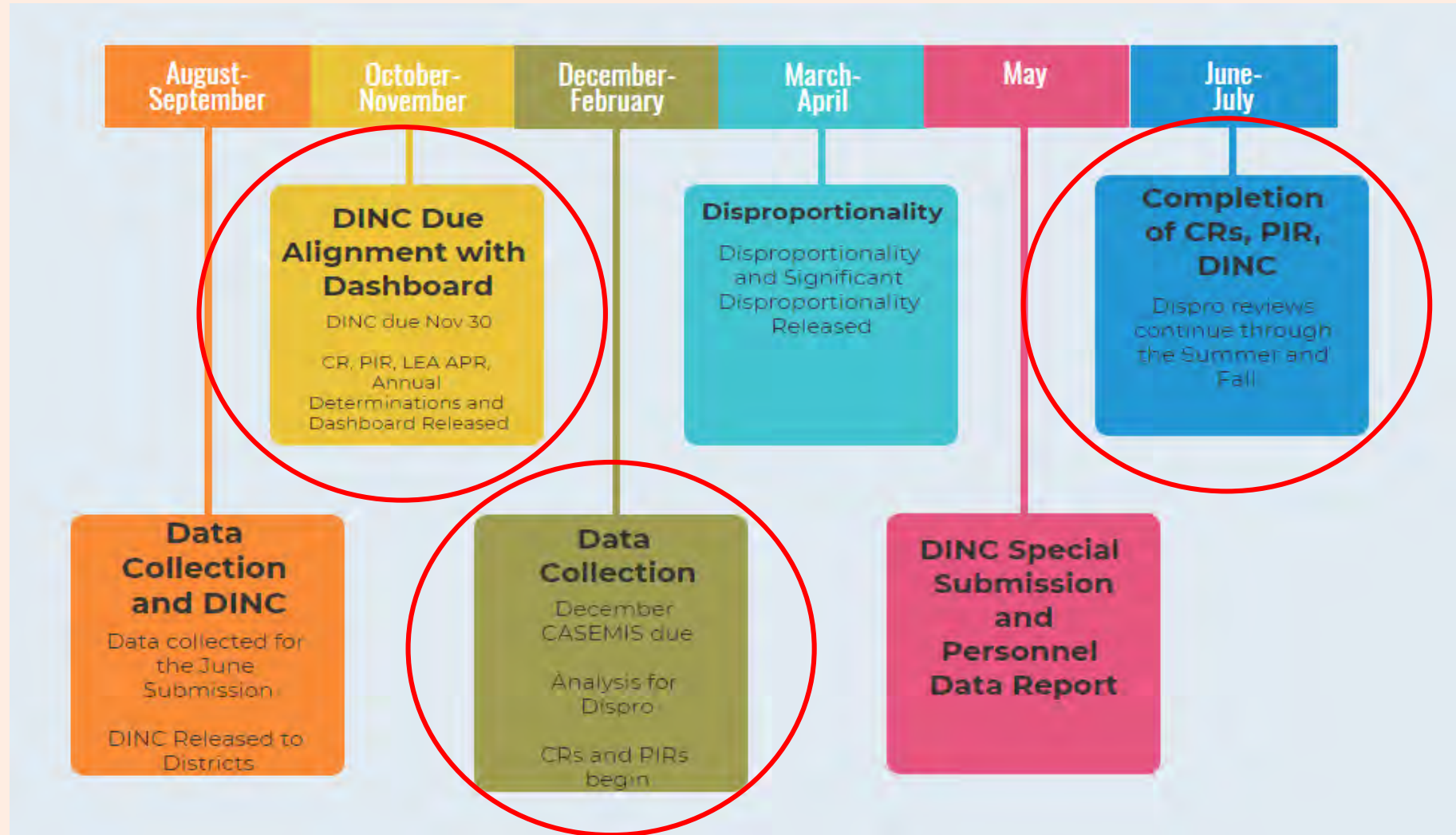
Background

- The Performance Indicator Review (PIR) is a component of the Annual Submission Process (ASP)
- The PIR is part of Special Education Division (SED) overall Quality Assurance Process
- It is designed to meet, along with our other processes, the requirements of a system of general supervision required by Title 34, *Code of Federal Regulations*, Section 300.600
- All LEAs participate in selection



TOM TORLAKSON
State Superintendent
of Public Instruction

Aligning the Monitoring Changes to the Monitoring Calendar





TOM TORLAKSON
State Superintendent
of Public Instruction

Percent of Students with Disabilities Who are in One or More of the Local Control Funding Formula (LCFF) Student Groups

LCFF	Percentage
Unduplicated Total in LCFF	71%
Non LCFF	29%



TOM TORLAKSON
State Superintendent
of Public Instruction

LEA Selection for PIR

- Indicator 1* – Graduation Four Year Rate
- Indicator 2 – Dropout Four Year Rate
- Indicator 3* – Statewide Assessments
- Indicator 4A* – Suspension and Expulsion
- Indicator 5 – Least Restrictive Environment
- Indicator 8 – Parent Involvement
- Indicator 14 – Post-school Outcomes



TOM TORLAKSON
State Superintendent
of Public Instruction

PIR Selection



- APR Targets Met?
 - Dropout Rate
 - Statewide Assessment Participation
 - LRE
 - Parent Involvement
 - Post-school Outcomes
- Dashboard
 - Graduation Rate
 - Statewide Assessments
 - Overall Discipline



RED



ORANGE



TOM TORLAKSON
State Superintendent
of Public Instruction

2017–2018 APR

Local Level Annual Performance Report

Name and Code: Wonderland Unified, 8765309

SELPA Name and Code: Wonderland, 4444

Annual Determination 2017-18: TBD

Enrollment: 37,096

Special Education Percent: 13.21%

School Dashboard: <https://www.caschooldashboard.org/>

Monitoring Activities 2017-18:

Performance Indicator Review (PIR) Disproportionality (Dispro) - Year 2 Data Identified Noncompliance (DINC)



TOM TORLAKSON
State Superintendent
of Public Instruction

2017–2018 APR

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
1	4 Year Cohort Graduation Rate *	58.50	>90.0%	No	NA
2	Dropout Rate *	1.70%	<11.72%	Yes	NA
3	Assessment: ELA Participation	95.25%	>95.0%	Yes	NA
3	Math Participation Rate	88.91%	>95.0%	No	PIR
3	ELA Achievement Rate	7.93%	>14.9%	No	NA
3	Math Achievement Rate	6.58%	>12.6%	No	NA
4a	Discipline (>10 days) Rate *	1.46	<2.76	Yes	NA
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes	NA
5a	LRE Rate: In Regular Class more than 80%	57.56%	>51.2%	Yes	NA
5b	In Regular Class less than 40%	27.54%	<22.6%	No	PIR
5c	Separate Schools	4.02%	<4.0%	No	PIR
6a	Preschool LRE: Regular Program	39.47%	>43.8%	No	NA
6b	Separate Class	50.86%	<32.4%	No	NA
7a	Positive Socio-Emotional Skills Substantially Increased	75.00%	>72.7%	Yes	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	81.59%	>82.1%	No	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	84.15%	>70.0%	Yes	NA



TOM TORLAKSON
State Superintendent
of Public Instruction

2017–2018 APR

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
1	4 Year Cohort Graduation Rate *	58.50	>90.0%	No	NA
2	Dropout Rate *	1.70%	<11.72%	Yes	NA
3	Assessment: ELA Participation	95.25%	>95.0%	Yes	NA
3	Math Participation Rate	88.91%	>95.0%	No	PIR
3	ELA Achievement Rate	7.93%	>14.9%	No	NA
3	Math Achievement Rate	6.58%	>12.6%	No	NA
4a	Discipline (>10 days) Rate *	1.46	<2.76	Yes	NA
4b	Discipline (>10 days) Areas Disproportionate *	0	0	Yes	NA
5a	LRE Rate: In Regular Class more than 80%	57.56%	>51.2%	Yes	NA
5b	In Regular Class less than 40%	27.54%	<22.6%	No	PIR
5c	Separate Schools	4.02%	<4.0%	No	PIR
6a	Preschool LRE: Regular Program	39.47%	>43.8%	No	NA
6b	Separate Class	50.86%	<32.4%	No	NA
7a	Positive Socio-Emotional Skills Substantially Increased	75.00%	>72.7%	Yes	NA
7a	Positive Socio-Emotional Skills Functioning within age expectations	81.59%	>82.1%	No	NA
7b	Acquisition of Knowledge/Skills Substantially Increased	84.15%	>70.0%	Yes	NA



TOM TORLAKSON
State Superintendent
of Public Instruction

2017–2018 APR

No.	Indicator	Rate	Target	Target Met?	Monitoring Activities
7b	Acquisition of Knowledge/Skills Functioning within age expectations	76.96%	>82.5%	No	NA
7c	Use of Appropriate Behaviors Substantially Increased	81.82%	>75.0%	Yes	NA
7c	Use of Appropriate Behaviors Functioning within age expectations	77.16%	>79.0%	No	NA
8	Parent Involvement Rate	99.25%	>92.0%	Yes	NA
9	Overall Disproportionality Areas	0	0	Yes	NA
10	Disproportionality by Disability Areas	1	0	No	Dispro
11	Rate of Eligibility Determined within 60 days	86.77%	100%	No	DINC
12	Rate of Part C to Part B Students with Timely IEPs	84.62%	100%	No	DINC
13	Rate of Students with Transition Goals/Services	99.56%	100%	No	DINC
14a	Rate of Post School Outcomes: Higher Education	15.56%	>56.3%	No	PIR
14b	Competitive Employment or Higher Education	57.78%	>76.4%	No	PIR
14c	Any Employment or Education	100.00%	>85.0%	Yes	NA
NA	Rate of Timely IEPs	13	0	No	DINC
NA	Rate of Timely Triennials	19	0	No	DINC
NA	LRE Disproportionality Areas	NA	0	Yes	NA
NA	Discipline Disproportionality Areas	5	0	No	Dispro

* This is a delayed Indicator and the data is from the 2016-17 school year.



TOM TORLAKSON
State Superintendent
of Public Instruction



Getting to Know the California School Dashboard

10 Measures of School Success

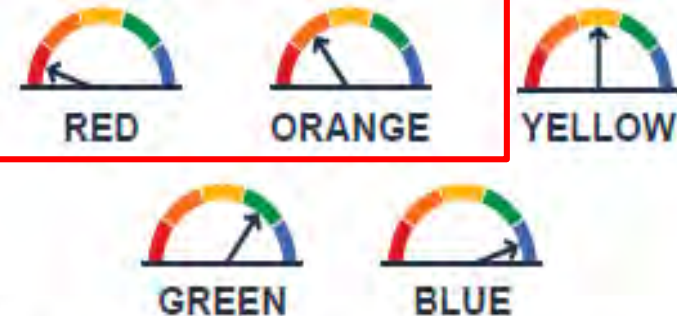
State Measures

Six state measures allow for comparisons across schools and districts based on information collected statewide.

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

Results are presented for all districts, schools, and defined student groups (e.g., racial groups, low income, English learners, homeless, foster youth, students with disabilities).

Schools and districts receive one of five color-coded performance levels on each of the six state measures.



The performance level (color) is based on current and prior year data.



TOM TORLAKSON
State Superintendent
of Public Instruction

Notification

- Letter identifies unmet indicators
- Link to detailed information <https://www.cde.ca.gov/re/lc/>
 - Plan requirements
 - Data explanation
 - Sample activities
- Forms to complete



TOM TORLAKSON
State Superintendent
of Public Instruction

A General Overview of PIR Activities

- LEA submits a signed **Assurances Form**
- LEA submits an **Improvement Plan** to SELPA
 - Only for LEAs which have unmet Indicators
- SELPA checks plans for the required components
- SELPA submits all plans to CDE via email
 - PIR@cde.ca.gov



TOM TORLAKSON
State Superintendent
of Public Instruction

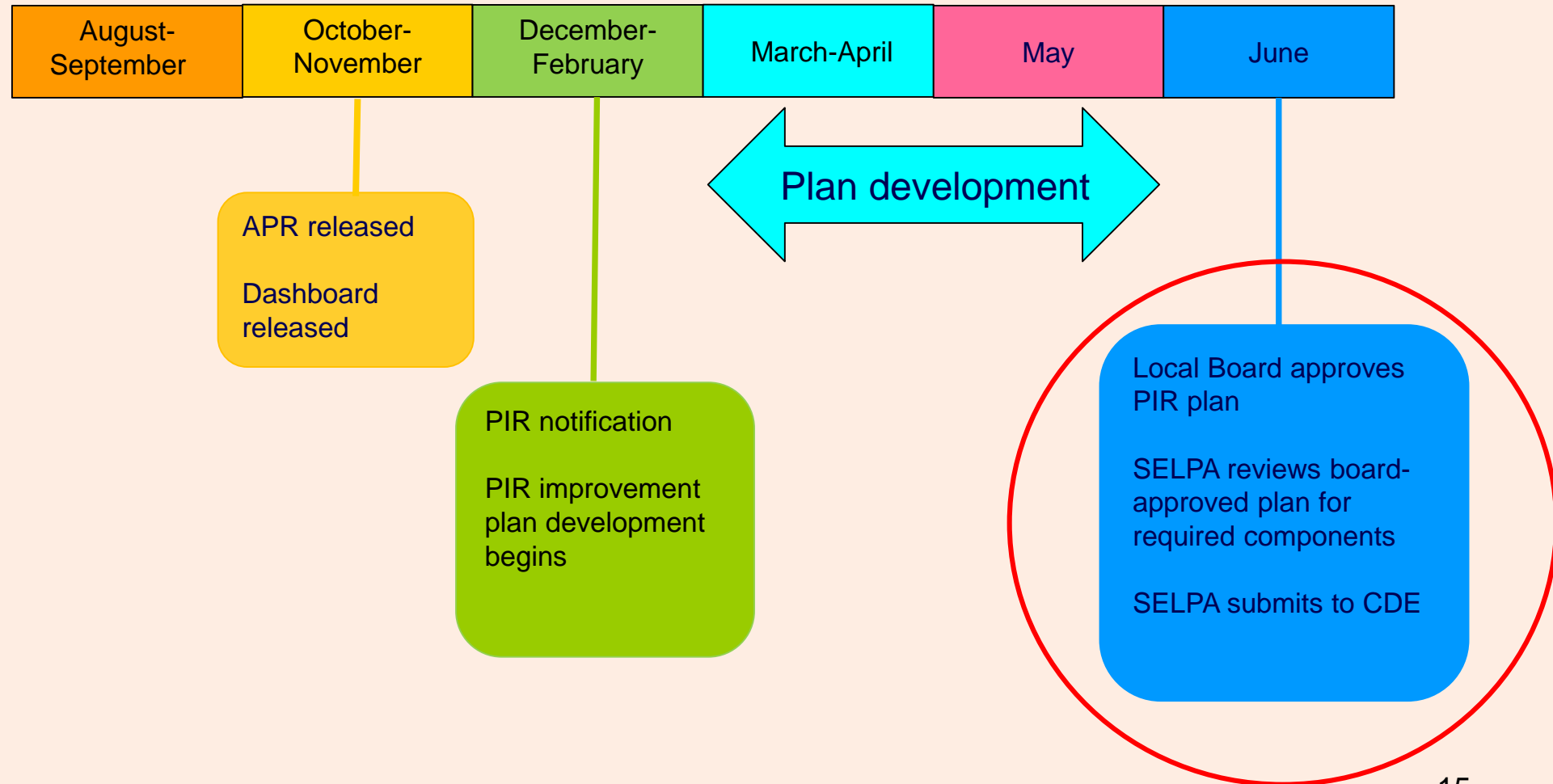
SELPA Role

- Play an active role in helping LEAs to understand the calculation of SPPIs and the implications of a failure to meet the targets established for LEAs in California
- Assist the LEA in:
 - Identifying and correcting noncompliant policies, procedures, and practices
 - Identifying new strategies and activities that would contribute to LEA improvement
 - Locating resources
- Collect and review all LEA plans
 - Required components
- Submit LEA's improvement plans to the CDE



TOM TORLAKSON
State Superintendent
of Public Instruction

Timeline for PIR





TOM TORLAKSON
State Superintendent
of Public Instruction





TOM TORLAKSON
 State Superintendent
 of Public Instruction



#	Consultant	Email
1	Anthony Sotelo	ASotelo@cde.ca.gov
2	Anthony Sotelo	ASotelo@cde.ca.gov
3	Lynne Boone	LBoone@cde.ca.gov
4	Vincent Pastorino	VPastorino@cde.ca.gov
5	John Burch	JBurch@cde.ca.gov
6	John Burch	JBurch@cde.ca.gov
7	Anthony Sotelo	ASotelo@cde.ca.gov
8	John Burch	JBurch@cde.ca.gov
9	Vincent Pastorino	VPastorino@cde.ca.gov
10	Anthony Sotelo	ASotelo@cde.ca.gov
11	Lisa Bojé	LBoje@cde.ca.gov

8.4 Nonpublic Schools Update
Verbal Report, No Materials

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	SCIENCE (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
American Sign Language (ASL) <i>(Does not apply to CAA)</i>	-	-	A	A	A	-
Audio Transcript (includes braille transcript)	-	-	A	-	A	A <i>(Spanish for listening passages)</i>
Braille <i>(Does not apply to CAA)</i>	A	A	A	A	A	A
Breaks	U	U	U	U	U	U
Calculator <i>(Does not apply to CAA)</i>	-	-	-	U <i>(Grades 6-8 & 11; for specific items)</i>	U <i>(Four-function calculator for Grade 5; scientific calculator for Grade 8 and HS)</i>	-
Closed Captioning <i>(Does not apply to CAA)</i>	-	-	A	-	A	A
Color Contrast	D	D	D	D	D	D
Digital Notepad	U	U	U	U	U	U
English Dictionary	-	U <i>(For ELA full write performance tasks, not short ¶ responses)</i>	-	-	-	-
English Glossary	U	U	U	U	U	-
Expandable Items	U	U	U	U	U	U
Expandable Passages	U	U	U	U	U	U
Global Notes	-	U <i>(For ELA full write performance tasks, not short ¶ responses)</i>	-	-	-	-
Highlighter	U	U	U	U	U	U
Keyboard Navigation	U	U	U	U	U	U
Line Reader	U	U	U	U	U	U
Mark for Review	U	U	U	U	U	U
Masking	D	D	D	D	D	D
Math Tools (i.e., embedded ruler, embedded protractor)	-	-	-	U <i>(For specific items)</i>	U	-

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or *special form* CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with **parent/guardian and student input, as appropriate**) or **specified in the student's IEP or Section 504 plan**.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 1 EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	SCIENCE (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Mouse Pointer (size and color)	D	D	D	D	D	D
Science Charts (i.e., calendar, periodic table of the elements, conversion charts)	-	-	-	-	U	-
Science Tools (i.e., analog clock, laboratory equipment)	-	-	-	-	U	-
Spell Check	-	U	-	-	-	-
Streamline	D	D	D	D	D	D
Strikethrough	U	U	U	U	U	U
Text-to-Speech (Does not apply to CAA)	D (for ELA items, not passages)	D	D	D	D	D (for stimuli and items)
	A (for ELA reading passages)					A (for reading passages)
Thesaurus	-	U (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-
Translated Test Directions (Does not apply to CAA)	-	-	-	D (w/Spanish stacked translation only)	D	-
Translations (see Embedded Designated Support Glossaries) (Does not apply to CAA)	-	-	-	D	D	U
Translations (Spanish Stacked) (Does not apply to CAA)	-	-	-	D	D	-
Turn Off Any Universal Tool	D	D	D	D	D	D
Writing Tools for Student-Generated Responses (i.e., bold, italic, bullets, undo/redo)	U (For specific items)	U (For specific items)	U (For specific items)	U (For specific items)	U	U
Zoom (in/out)	U	U	U	U	U	U

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	SCIENCE (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
100s Number Table (http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf)	-	-	-	A (Beginning in Grade 4)	D	-

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or *special form* CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	SCIENCE (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Abacus	-	-	-	A	A	-
Alternate Response Options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches)	A	A	A	A	A	A
American Sign Language	-	-	-	-	-	-
Amplification	D	D	D	D	D	D
Bilingual Dictionary	-	D (For ELA full write performance tasks, no short ¶ responses)	-	-	-	-
Braille (special form)	A	A	A	A	-	-
Breaks	U	U	U	U	U	U
Calculator	-	-	-	A (For allowed items, Grades 6-8, and 11)	D (basic calculator for Grade 5; scientific calculator for Grade 8 and HS)	-
Color Contrast	D	D	D	D	D	D
Color Overlay	D	D	D	D	D	D
English Dictionary	-	U (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-
Large-Print Versions of a Paper-Pencil Test (as available)	A	A	A	A	-	-
Magnification	D	D	D	D	D	D
* Medical Device (Does not apply to CAA) (Device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security)	D	D	D	D	D	D
Multiplication Table (http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf)	-	-	-	A (Beginning in Grade 4)	D	-
Noise Buffers (e.g., individual carrel or study enclosure or noise-canceling headphones)	D	D	D	D	D	D

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or special form CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 2 NON-EMBEDDED SUPPORTS	ENGLISH LANGUAGE ARTS (ELA)					
	READING	WRITING	LISTENING	MATHEMATICS	SCIENCE (CAST)	Primary Language Assessment (PLA) in Spanish (CSA)
Print on Demand (to set, e-mail caltac@ets.org)	A	A	A	A	A	A
Read Aloud (see Read Aloud Guidelines)	D (For items not passages)	D	D	D (For Spanish stacked translation, see Read Aloud Spanish Guidelines)	D	D (For items not passages)
	A (For ELA reading passages)					A (For reading passages)
Science Charts (state-approved only; i.e., calendar, Periodic Table of the Elements, reference sheets)	-	-	-	-	D	-
Scratch Paper (blank, lined, graph, white board, digital graph paper , electronic assistive devices without Internet as allowed)	U	U	U	U	U	U
Scribe (see Scribing Protocol)	D	A	D	D	D	D (For non-writing items)
						A (For writing items)
Separate setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)	D	D	D	D	D	D
Simplified Test Directions (see Simplified Test Directions Guidelines)	D	D	D	D	D	D
Speech-to-Text	A	A	A	A	A	-
Thesaurus	-	U (For ELA full write performance tasks, not short ¶ responses)	-	-	-	-
Translated Test Directions (see Accessibility Guide)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D (Consortium-provided PDFs for online test)	D	D
Translations (glossary)	-	-	-	D (Consortium-provided PDFs for paper-pencil tests only)	-	-
Word Prediction	A	A	A	A	A	-
Unlisted Resources	The LEA CAASPP coordinator or CAASPP testing site coordinator may submit a request through the Test Operations Management System (TOMS) for an unlisted resource. Requests must be received at least 10 business days before the student's first day of CAASPP testing. For more information about the unlisted resources and a list of the pre-identified unlisted resources, refer to Part 4 of the matrix)					

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or *special form* CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 3 CAA	INSTRUCTIONAL SUPPORTS AND RESOURCES
	CALIFORNIA ALTERNATE ASSESSMENT
<p>Most universal tools, designated supports, and accommodations listed in Parts 1 and 2 are available for the California Alternate Assessments (CAAs) for ELA and mathematics through the online testing interface, but because the CAAs are administered to students one-on-one by a test examiner and because they may also be administered in the "language of instruction," some embedded resources are not provided. For the CAA Science Field Test, due to the design, any instructional supports used in daily instruction may be used for the embedded performance tasks. The following are not available for CAA:</p> <p>Embedded resources NOT available for CAA:</p> <ul style="list-style-type: none"> Braille (either by means of an embosser or a refreshable display) * Closed captioning Text-to-Speech American Sign Language videos (The test examiner is allowed to sign to the student as the language of instruction) Translation glossaries <p><i>* Test examiner can request print-on-demand functionality to produce such documents. For a handful of ELA items in Grades three and four that have decoding as part of the construct, support and guidance will be available to LEAs for braille the appropriate text.</i></p> <p>The "language of instruction" may include instructional or physical supports needed for communication and instruction. Some test practices (e.g., hand-over-hand), as noted in the Test Administration Manual (http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2016-17.pdf), are inappropriate and not allowed. Examples of permissible instructional and physical supports include:</p> <p>(1) INSTRUCTIONAL SUPPORTS:</p> <ul style="list-style-type: none"> Allowing the student to use an augmentative communication device (e.g., Audiovox, switch) Allowing nonverbal students to respond with gestures, movements, or vocalization in place of speech Accepting eye gaze (http://www.caaspp.org/rsc/pdfs/CAASPP.eye-gaze-guidance.pdf) as a way of indicating a response Accepting a change in muscle tone or a change in facial expression as an observed behavior Allowing students to direct another person (aide or test examiner) in performing physical tasks Allowing use of the student's calculator, 100s number table, or other instructional supports instead of the embedded supports provided through the testing platform as long as those supports do not impact the test construct. <p>(2) PHYSICAL SUPPORTS:</p> <ul style="list-style-type: none"> Structuring the test environment to eliminate distractions for students who are particularly distractible Positioning and stabilizing the student to allow for the most controlled movement possible 	

PART 4 UNLISTED RESOURCES	INSTRUCTIONAL SUPPORTS AND RESOURCES
	CALIFORNIA ALTERNATE ASSESSMENT
<p>Unlisted resources are <u>not</u> universal tools, designated supports, or accommodations. Unlisted resources shall be made available if specified in the eligible student's individualized education program (IEP) or Section 504 plan and only on approval by the California Department of Education (CDE).</p>	

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or special form CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 4 UNLISTED RESOURCES	INSTRUCTIONAL SUPPORTS AND RESOURCES
	CALIFORNIA ALTERNATE ASSESSMENT

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

Approval of an unlisted resource that has not been previously identified (p.20) will be granted by the CDE on the basis of the IEP team's and/or Section 504 plan's designation and if the unlisted resource does not compromise the test's security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured after testing has been completed.

IEP teams should be made aware of the following regulation, although teams should not allow the impact of an LEA's accountability to outweigh the needs of the student in making decisions related to accessibility supports. If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the student and the student will receive an individual score report. The student will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA." (Title 5 of the California Code of Regulations § 853.8)

The CDE and/or the Smarter Balanced Assessment Consortium has identified non-embedded unlisted resources for English language arts, mathematics, science, and primary language that change the construct being tested. The LEA may use the CAASPP Unlisted Resources Request form, available in TOMS (<http://bit.ly/2xOemJa>), to request the use unlisted resources required by a student's IEP or Section 504 plan.

PART 4 NON-EMBEDDED RESOURCES	IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED					
	Reading	Writing	Listening	Mathematics	2018 CAST Field Test	Primary Language - STS for Reading Language Arts
100s Number Table				X (grade 3)		
Bilingual Dictionary	X			X	X	X
Calculator (used on non-allowed items)				X (grades 6-8, and 11)		
Calculator				X (grades 3-5)		
English Dictionary	X		X	X	X	X
Math Tools (i.e., non-embedded ruler, non-embedded protractor)				X		
Multiplication Table				X (grade 3)		
Signed Exact English	X	X	X	X	X	X (for reading passages)
Thesaurus	X		X	X	X	X
Translations (not provided by Smarter Balanced)	X	X	X	X	X	

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or special form CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR

Student Name: _____ DOB: _____ Date: _____

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

PURPOSE AND USE: This document should be used in conjunction with the Smarter Balanced Consortium: Usability, Accessibility, and Accommodations Guidelines, and California Code of Regulations, Title 5 (5 CCR) sections 850 through 864 of the California Assessment of Student Performance and Progress (CAASPP) regulations, to determine the use of resources for individual students. The appropriate use of universal tools, designated supports, and/or accommodations on CAASPP tests is restricted to only those identified in this document.

PART 4 NON-EMBEDDED RESOURCES	IDENTIFIED NON-EMBEDDED UNLISTED RESOURCES THAT CHANGE THE CONSTRUCT BEING MEASURED					Primary Language - STS for Reading Language Arts
	Reading	Writing	Listening	Mathematics	2018 CAST Field Test	
Translated Word Lists	X	X	X	X	X	

EMBEDDED SUPPORTS: Digitally-delivered features/settings available as part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

NON-EMBEDDED SUPPORTS: Supports available, when provided by the Local Educational Agency (LEA), for either computer-administered or **special form** CAASPP tests. These supports are not part of the technology platform for the computer-administered CAASPP tests. These supports do not change or alter the construct being measured.

UNLISTED RESOURCE(S): Instructional support(s) that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. It may or may not change the construct of the assessment.

UNIVERSAL TOOLS (U): Available to all students on the basis of student preference and selection.

DESIGNATED SUPPORTS (D): Available to all students when determined for use by an educator or team of educators (with **parent/guardian and student input, as appropriate**) or **specified in the student's IEP or Section 504 plan**.

ACCOMMODATIONS (A): Must be permitted on CAASPP tests to all eligible students if specified in his/her IEP or Section 504 plan.

UNLISTED RESOURCES (X): Unlisted Resources that change the construct of the test being measured.

*NEW RESOURCE ADDED FOR THE 2018-19 SCHOOL YEAR



Web IEP, Web Bridge, and Web DA Request for User Login and Password

TO BE COMPLETED BY SELPA

USERNAME(S): _____ _____	PASSWORD(S): _____ _____	<input type="checkbox"/> DM SELPA <input type="checkbox"/> DM CHARTER SELPA
CLASS NUMBER(S): _____		

IMPORTANT: PASSWORDS ARE CONFIDENTIAL INFORMATION. PLEASE COMPLETE THIS FORM IN A SECURE ENVIRONMENT WITH LIMITED STAFF ACCESS AND/OR VIEWING.

TO BE COMPLETED BY THE LOCAL EDUCATIONAL AGENCY (LEA)

DIRECTIONS: Complete each section below and submit form D/M 140B in its entirety to Colette Garland, MIS Support Analyst, Desert/Mountain SELPA, 17800 Highway 18, Apple Valley, CA 92307. The SELPA will assign a user login and password and forward a copy of the request form(s) to the assigned user and Special Education Director. A copy will be maintained at the Desert/Mountain SELPA office. For additional information or assistance in completing this form, contact (760) 955-3565.

USER INFORMATION

Assigned Individual: _____ Title/Position: _____
 School Site(s): _____ LEA(s): _____
 Contact Phone: _____ Fax No.: _____
 E-mail Address: _____

USER ACCOUNT

Web DA:	<input type="checkbox"/> Create New Account	<input type="checkbox"/> Change/Update Account	<input type="checkbox"/> Delete Account	<input type="checkbox"/> Suspend Account
Web Bridge:	<input type="checkbox"/> Create New Account	<input type="checkbox"/> Change/Update Account	<input type="checkbox"/> Delete Account	<input type="checkbox"/> Suspend Account
Web IEP:	<input type="checkbox"/> Create New Account	<input type="checkbox"/> Change/Update Account	<input type="checkbox"/> Delete Account	<input type="checkbox"/> Suspend Account

ACCESS TO

Web DA:	<input type="checkbox"/> Web DA User Only	<input type="checkbox"/> LEA Only	<input type="checkbox"/> Site Only	<input type="checkbox"/> Caseload Only
Web Bridge:	<input type="checkbox"/> Web DA User Only			
Web IEP:	<input type="checkbox"/> Web DA User Only	<input type="checkbox"/> LEA Only	<input type="checkbox"/> Site Only	<input type="checkbox"/> Caseload Only

ACCESS TYPE

Web DA:	<input type="checkbox"/> Full Access	<input type="checkbox"/> Basic Access	<input type="checkbox"/> View Only Access	<input type="checkbox"/> Custom Access
Web IEP:	<input type="checkbox"/> Full Access	<input type="checkbox"/> Basic Access	<input type="checkbox"/> View Only Access	<input type="checkbox"/> Translation Access <input type="checkbox"/> Custom Access
Explain Custom Access:	<i>(SELPA Use only)</i>			

DESCRIPTION OF ACCESS TYPE:

Basic: User may update existing records of students enrolled in special education at any site within the LEA.

Custom: User is assigned specific access to records of students enrolled in special education.

Full: User may add a new student record to Web IEP for any site within the LEA and may update existing records of students enrolled in special education within the LEA. User has access to update any student record within the Web IEP that has previously been exited by another LEA.

View Only: User may view any student record in the Web IEP. User cannot update records.

TO BE COMPLETED BY THE SELPA

SELPA Approval: _____	Date: _____
-----------------------	-------------

Web IEP, Web Bridge, and/or Web DA User Agreement

LEA(S): _____ SCHOOL SITE(S): _____
ASSIGNED INDIVIDUAL: _____

PLEASE READ THIS DOCUMENT CAREFULLY. YOUR SIGNATURE IS REQUIRED BEFORE YOU WILL BE PROVIDED WITH ACCESS TO WEB IEP.

TERMS AND CONDITIONS

Acceptable Use. Only professional and responsible use is authorized and use is restricted to SELPA member LEA employees only. Individuals using Web IEP, Web Bridge, and/or Web DA without authority, or in excess of their authority, are subject to having their Web IEP, Web Bridge, and/or Web DA access terminated.

Confidentiality. Web IEP, Web Bridge, and/or Web DA are mechanisms for the user to develop and print IEPs for special education students. IEPs are confidential student records that are subject to each LEA's confidentiality policies. Any user who willfully releases confidential or privileged information contained within Web IEP, Web Bridge, and/or Web DA will be terminated from access to one or more programs and reported to their LEA for further action.

Privileges. The activities of authorized users may be monitored. Anyone using Web IEP, Web Bridge, and/or Web DA consents to such monitoring and is advised that if such monitoring reveals possible evidence of improper use, the Desert/Mountain SELPA and Charter SELPA reserves the right to terminate access.

Termination of Employment. Upon termination of employment, the employee's access to Web IEP, Web Bridge, and/or Web DA will cease.

Personal Responsibility. Users will accept personal responsibility for reporting any misuse of Web IEP, Web Bridge, and/or Web DA to their immediate supervisor and/or Special Education Director.

Training and Access. Users must receive Web IEP, Web Bridge, and/or Web DA training prior to the SELPA authorizing access. Access to all programs are secure and encrypted; users must receive a username and password from the SELPA. Users shall not share their username and password with anyone.

Services. SELPA makes no warranties of any kind, whether expressed or implied, for the service it is providing. SELPA will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays or service interruptions caused by the system or the employee's errors or omissions.

Updating. SELPA must be notified in writing of any changes in user account information. Annually, the SELPA will provide its member LEAs with a report of authorized users. This report shall be updated by the LEA Special Education Director or designee and returned to the SELPA.

Internet Access. SELPA is not responsible for providing users with internet access to Web IEP, Web Bridge, and/or Web DA. This is the responsibility of each member LEA, and as such, is subject to its LEA policies.

Equipment. SELPA is not responsible for providing users with hardware and/or software to enable them to utilize Web IEP, Web Bridge, and/or Web DA. This is the responsibility of each member LEA, and as such, is subject to its LEA policies.

AS AN EMPLOYEE OF THE DESERT/MOUNTAIN SELPA AND CHARTER SELPA MEMBER LEA, I, THE UNDERSIGNED AGREE TO ALL TERMS AND CONDITIONS RELATED TO THE WEB IEP, WEB BRIDGE, AND/OR WEB DA AS STATED ABOVE.

Special Education Director Signature: _____ Date: _____

Special Education Director Signature: (if needed) _____ Date: _____

Employee Signature: _____ Date: _____



IEP AT A GLANCE
C O N F I D E N T I A L

Last Name: _____	First Name: _____	Birthdate: _____	Grade: _____	Age: _____	Today's Date: _____
Attending School: _____	Student ID #: _____	SSID #: _____	Next Annual Review Date: _____	Next Triennial Date: _____	
Parent/Guardian/Surrogate: _____	Case Manager: _____	Case Manager E-mail Address: _____			
Home Ph #: _____	Work Ph #: _____	Emg. Ph #: _____	Primary Disability: _____	Secondary Disability: _____	

SPECIAL EDUCATION AND RELATED SERVICES

	SERVICE (CODE NO.)**	PROVIDER	LOCATION OF SERVICE (CODE NO.)	PROJECTED START DATE	PROJECTED END DATE	FREQUENCY (CODE NO.)	DURATION (MINUTES PER FREQUENCY)
Primary	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
2	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
3	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
4	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
5	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
6	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
7	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
8	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
9	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
10	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
11	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
12	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
13	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
14	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
15	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
16	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
17	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						
18	<input type="checkbox"/> Indiv. <input type="checkbox"/> Group						

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

COMMENTS:

Student Name: _____ DOB: _____ Student ID #: _____

IEP AT A GLANCE

OFFER OF FREE APPROPRIATE PUBLIC EDUCATION (FAPE):

PERFORMANCE LEVELS/STATEMENT OF NEED(S)

Area	Baseline	Annual Goal

TRANSITION

Area	Baseline	Post-Secondary Goal	Annual Goal

Student Name: _____ DOB: _____ Student ID #: _____

IEP AT A GLANCE

BEHAVIOR: BIP ATTACHED:

HEALTH CONCERNS:

SUPPLEMENTARY AIDS AND SUPPORTS

	Support	Personnel or Student	Location	Frequency	Duration (Minutes per frequency)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					

TWO EVENTS — ONE PRICE

CAHELP Presents the 2019

I-MTSS Interconnected Multi-Tiered Systems of Supports SYMPOSIUM

Recharging Your Batteries:
Classroom Management

Presented By

LAURA RIFFEL, PH.D.



Description

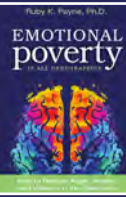
Dr. Laura Riffel, also known as the BEHAVIOR DOCTOR, will provide educators with strategies that maximize research-based interventions proven to work with specific behaviors including non-compliance, blurting, disrespect and more.

Date & Time

Friday, February 1, 2019
8:00 a.m. - 4:00 p.m.

Where

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



Emotional Poverty In All Demographics

How to Reduce Anger, Anxiety, and Violence in the Classroom

CAHELP Presents

Presented By

Ruby Payne, Ph.D.

Description

With school safety now a primary concern for educators, Dr. Ruby Payne discusses what motivates good behavior and the underlying emotional causes of unsafe/disruptive behavior.

Date & Time

Thursday, February 21, 2019
8:00 a.m. - 4:00 p.m.

Where

National Orange Show Events Center
690 S. Arrowhead Gate 9, San Bernardino, CA 92408

**Price \$250
For Both Events**



Registration For Both Events

<https://sbcsc.k12oms.org/52-156941>

To ensure that we provide enough materials for everyone, please register online on the Organizational Management System (OMS). For registration assistance, contact [Caryn DeLaTorre](#) at (760) 955-3552. For additional information regarding the training content, please contact [Corinne Foley](#) at (760) 955-3569.

Special Accommodations

Please submit any special accommodation requests at least 15 working days prior to the training by notating your request when registering for the event on [OMS Registration](#) (url: <https://sbcsc.k12oms.org/52-156941>).





CAHELP Presents the 2019

I-MTSS

INTERCONNECTED MULTI-TIERED SYSTEMS OF SUPPORT

Symposium



Recharging Your Batteries: Classroom Management

Presented By

Dr. Laura Riffel,
Behavior Doctor Seminars

When

February 1, 2019

Location

17800 Highway 18,
Apple Valley, CA 92307

Description

Dr. Laura Riffel, also known across the country as the Behavior Doctor, will provide skills for behavioral intervention at the universal, group, and targeted tiers. Behaviors addressed will include non-compliance, blurting, disrespect, and more. These research-based interventions work with many children from diverse and difficult backgrounds. Dr. Laura will provide step-by-step instructions for implementing contingency and reinforcements in the classroom.

Come and spend the day with the Behavior Doctor!

Time

Registration begins at 8:00 a.m.

Training time from 8:30 a.m. - 4:00 p.m.

Cost

\$90 per attendee

Registration

Please register online at:

<https://sbcss.k12oms.org/52-156937>

Special Accommodation

Please submit accommodation requests at least fifteen (15) working days prior to the training by notating your request when registering.



CAHELP
17800 Highway 18
Apple Valley, CA 92307



Caryn De La Torre
CarynDeLaTorre@cahelp.org
760.955.3592



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

Emotional Poverty In All Demographics

How to Reduce Anger, Anxiety, and Violence in the Classroom

Presented By

Ruby Payne, Ph.D.

Description

- ◆ Provides understandings of origins of anger, anxiety, and avoidance.
- ◆ Gives a language to talk about brain regulation, integration, and emotional competence.
- ◆ Provides tools for educators to address and reduce anger, anxiety, avoidance, and violence.
- ◆ Helps educators manage the “emotional classroom dance.”
- ◆ Provides tools to motivate good behavior.
- ◆ Identifies some of the differences in male and female emotional processing.

Date

Thursday, February 21, 2019

Time

8:30 a.m. - 3:30 p.m.

Registration 8:00 - 8:30 a.m.

Where

National Orange Show Events Center
690 S. Arrowhead Gate 9, San Bernardino, CA 92408

Cost

\$185 Early Bird prior to December 1, 2018

\$225 After Early Bird Special

Special Accommodations

Please submit any special accommodation requests at least 15 working days prior to the training by notating your request when registering for the event on OMS Registration (<https://sbcss.k12oms.org/52-154534>).

Registration

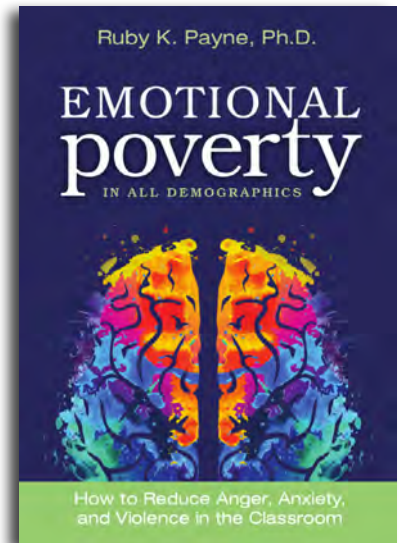
<https://sbcss.k12oms.org/52-154534>

Deadline to register is January 13, 2019.

To ensure that we provide enough materials for everyone, please register online on the Organizational Management System (OMS) (<https://sbcss.k12oms.org>) in the appropriate calendar month/year for the event, by January 13, 2019. For registration assistance, contact [Caryn DeLaTorre](#) at (760) 955-3552. For additional information regarding the training content, please contact [Corinne Foley](#) at (760) 955-3569. There are no refunds for no-shows or cancellations after the registration deadline.



Price includes Dr. Payne's book valued at \$30, continental breakfast, and lunch!





CAPTAIN

California Autism Professional Training and Information Network

Resources

- <http://www.captain.ca.gov>
- <https://www.facebook.com/CAPTAINXEBPs/>
- Instagram: CAPTAINXEBPS



Who We Serve

RESOURCES

CAPTAIN Website
www.captain.ca.gov

Autism Focused Intervention Resources and Modules (AFIRM)
afirm.fpg.unc.edu

The National Professional Development Center
autismpdc.fpg.unc.edu/

National Autism Center
www.nationalautismcenter.org

ASD Toddler Initiative
<http://asdtoddler.fpg.unc.edu/>

The Center on Secondary Education for Student with Autism Spectrum Disorders
<http://cseas.fpg.unc.edu/>

captainxebps@gmail.com

[captain_x_](#)

CAPTAIN X

California Autism Professional Training and Information Network
Region 10

CAPTAIN X Newsletter

Volume 4
Fall 2018

Thanksgiving Edition

The holidays are typically regarded with anticipation and joy, but for many families with children with Autism, the holidays may bring added stressors. Children are taken out of their comfort zones and taken to unfamiliar places with lots of people and the food is different. Changes to their usual routines and environment may be overwhelming and cause distress. When typical routines are altered due to the festivities, it is best to plan for what you can anticipate, and expect the unexpected.



- Preparing for the Holidays**
- Plan in advance for the day and begin to talk about it early on.
 - Dress in comfortable clothes and bring a change of clothing if it is necessary to be dressed for pictures or dinner.
 - Pack a "backup bag" with your child's favorite "go to" toys and games.
 - Bring food that you know your child will enjoy.
 - Consider having this discussion with your host or hostess before the event so they can make a room or area of their home quiet, safe, and comfortable for your child.
 - Plan an exit strategy-You know how long your child will last at this type of function. Some parents find it beneficial to drive separately in case their child needs to leave earlier than expected or planned.
 - Have fun!

Region 10 Autism Committee and CAPTAIN X present...

The 4th Annual Regional Autism Conference

Navigating the Social World Using EBPs

For individuals with autism, navigating the social world, whether it's holding conversations, interacting with others, maintaining friendships, participating in group work, or simply knowing how to engage in leisure time activities, while keeping it socially acceptable, can be challenging! The focus of this conference is to share how Evidence-Based Practices (EBPs) can be used to support individuals with autism develop valuable social and leisure skills, become socially savvy and successfully navigate the social world.

KEYNOTE SPEAKER: Ann England, M.A., CCC-SLP-I
Ann England, M.A., CCC-SLP-I, is the Co-Coordinator of CAPTAIN and the Assistant Director of the Diagnostic Center, Northern California, California Department of Education. She is also on the leadership team of EENT, California's statewide initiative on positive behaviors, supports and strategies. Ann provides professional development throughout California and nationally on the topic of ASD and has served on the California Legislature Blue Ribbon Commission on Autism, Task Force on Education and Professional Development. Ann is the author of the online resource, *Autism Spectrum Q&A* at www.autismqandaa.com, and also oversees and maintains the CAPTAIN website at the Diagnostic Center, Northern California at www.captainx.org.

Registrarsion & Breakfast
8:00am – 8:30 am
Conference
8:30am – 3:30pm

Sign Up Early, Space is limited!

Registration Deadline –
April 5, 2018

Back by popular demand!
Panel Discussion with individuals with autism who will provide firsthand accounts of their experience in navigating the social world.

Eight breakout sessions will be offered:

- Navigating the Social World: How will you get there?
- Social Skills: Laying the Foundations for Success
- Barriers to Social Development: Addressing Self-Stimulatory Behavior, Rigidity, and other Inhibitory Behavior
- "Not Naughty, In Need": Using Neurological Interventions to Support Behavior and Social Skills
- Task Analysis for Social Skills
- Using Video Modeling to Address Invariant Social & Behavioral Needs
- Communicating with Others: Pragmatics Speaking
- Taking Action: Social Skills Groups at Work

REGISTRATION:
<https://docs.google.com/forms/d/167888>

Purchase and send checks payable to SBCCS to the Desert Mountain SELPA, c/o Julie Wheeler, 11800 Highway 18, Apple Valley, CA 92207. Purchase orders may be faxed to (760) 242-6263, attention: Julie Wheeler. Cancellations will be accepted through April 6, 2018 with a full refund. But WILL NOT be issued after the deadline. In the event that the presentation is cancelled, registrants will receive a full refund. For registration assistance, please call Julie Wheeler at (760) 950-3302.

Learn the Signs. Act Early.

The journey of your child's early years includes many developmental milestones for how he or she plays, talks, speaks, and acts. Look inside to learn what to look for in your child. Talk with your child's doctor about these milestones. Not reaching these milestones, or reaching them much later than other children, could be a sign of a developmental delay.

YOU KNOW YOUR CHILD BEST If you are concerned about your child's development, talk to the doctor. If you have concerns about your child's development here is who you can call for further support:

Early Start Family Resource Network
Parent to Parent Support Resources and Information
800-974-5553 • www.esfrn.org

Exceptional Parents Unlimited
Parent Training and Information
909-490-1338 • www.epuchildren.org

Inland Regional Center
Spring Hope 909-222 • www.inrcd.org

Centers for Disease Control and Prevention
Learn the Signs. Act Early.
www.cdc.gov/actearly

Special Education Local Plan Areas (SELPA)

San Bernardino County

West Coast SELPA
(909) 475-9151 • www.westcoast.selpa.org

Desert Mountain SELPA
(760) 951-3551
info@desertmountaincommunity_education_center.com

East Valley SELPA
(909) 512-4007
info@elvalley.selpa.org

Fontana Unified School District SELPA
(909) 832-7660 x29274 • www.fusd.net/eligamts/eligamts.html

Morongo Unified School District SELPA
(760) 951-3551
info@morongounified.com

San Bernardino City Unified School District SELPA
(909) 880-8883
www.sbcsd.net/eligamts/eligamts.html

Riverside County

Corona-Norco Unified School District SELPA
(951) 736-5000 • www.cornorco.k12.ca.us/73697/242

Moreno Valley Unified School District SELPA
(951) 371-7500 • 712400 • www.moreno.k12.ca.us/

Northwest Riverside Unified School District SELPA
(951) 351-1000 x83500 • www.nrwslip.org/737/239

Riverside County SELPA
(951) 490-0175 • www.rcselpa.org/

Imperial Valley Unified School District SELPA
(619) 349-7000
www.imvalley.k12.ca.us/eligamts.html

Track Your Child's Developmental Milestones

For parents of children from birth to 5 years

Learn the Signs. Act Early.

Your child's early development is a journey. Use this map of milestones to know what to look for along the way.

The Trust for Autism Prevention and CAPTAIN
CAPTAIN
California Autism Professional Training and Information Network
[captain.ca.gov](http://www.captain.ca.gov)

Date: _____

Student _____

English Language Proficiency Assessment Participation Consideration

Alternate assessments provide an alternate means to measure the English language proficiency of students with disabilities whose individualized education program (IEP) teams have determined that they are unable to participate in the ELPAC even with universal tools, designated supports or accommodations. In order to aid an IEP team in its determination of whether a student should use alternate assessments, the following may be considered:

Circle “Agree” or “Disagree” for each item:

- | | | |
|--------------|-----------------|--|
| Agree | Disagree | The student requires extensive instruction in multiple settings to acquire, maintain, and generalize skills necessary for application in school, work, home, and community environment. |
| Agree | Disagree | The student demonstrates academic/cognitive ability and adaptive behavior that require substantial adjustments to the general curriculum. The student may participate in many of the same activities as their non-disabled peers; however, their learning objectives and expected outcomes focus on the functional applications of the general curriculum. |
| Agree | Disagree | The student cannot address the performance level assessed in the ELPAC, even with accommodations. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based on the amount of time the student is receiving special education services. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based on excessive or extended absences. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based on language, cultural, or economic difference. |
| Agree | Disagree | The decision to participate in the alternate assessment is not based on the deafness/blindness, visual, auditory, and/or motor disabilities. |
| Agree | Disagree | The decision to participate in the alternate assessment is not primarily based on a specific categorical label. |
| Agree | Disagree | The decision for alternate assessment is an IEP team decision, rather than an administrative decision. |

If the answer to any of the statements is “Disagree”, the team should consider including the student in the ELPAC with the use of any necessary accommodations. Specify whether the student will be assessed using the alternate in all domains or which domain(s) of the ELPAC the alternate assessment(s) is replacing.

IEP Team Decision: _____ is eligible for participating in the ELPAC.

All domains OR Indicate the domain(s) the student will participate in the ELPAC Listening Speaking Reading Writing

IEP Team Decision: _____ is **not** eligible for participating in the ELPAC.



California Association of Health & Education Linked Professions
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-242-5363
W www.cahelp.org

MEMORANDUM

DATE: December 7, 2018

TO: Directors of Special Education

FROM: Kathleen Peters, Program Manager

SUBJECT: Occupational and Physical Therapy Reports

Attached are the occupational and physical therapy *Referral Status* and *Current Students Direct Services Reports* by district.

If you have any questions concerning either report, please contact me at (760) 955-3568 or via email at kathleen.peters@cahelp.org.



California Association of Health & Education Linked Professions
17800 Highway 18
Apple Valley, CA 92307-1219

P 760-552-6700
F 760-242-5363
W www.cahelp.org

MEMORANDUM

Date: December 5, 2018
To: Directors of Special Education
From: Jenae Holtz, Chief Executive Officer *jh*

Subject: Audiological Service Reports

Attached are the Audiological Service Reports for the month of November 2018 by district.

If you have any questions concerning these reports, please contact Linda Rodriguez, Program Specialist at (760) 955-3681 or via email at linda.rodriguez@cahelp.org.

Desert Mountain SELPA
2018-2019 Non-Public School Placement Report

	JULY				AUGUST				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER			
	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL	District Placed	Residential Placed	LCI/Foster Placed	TOTAL
Adelanto	3		1	4	4		2	6	5		1	6	5		2	7	6		2	8				
Apple Valley	14		10	24	14		12	26	11		12	23	11		12	22	12		9	21				
Baker																								
Barstow	5	2		7	3	2		5	3	2		5	2	2		4	1	2		3				
Bear Valley		3		3		3		3		3		3		3		3		3		3				
Helendale																								
Hesperia	7	1		8	6	1		7	6	1		7	6			6	6			6				
High Tech High																								
Lucerne Valley	1	1		2	2			2	1	1		2	1	1		2		1		1				
Needles																								
Oro Grande																								
Silver Valley																								
Snowline	5	5		10	5	5		10	4	6		10	5	6		11	9	6		15				
Trona																								
Victor Elem	3			3	3			3	3			3	3			3	3			3				
VVUHSD	8	5	1	14	10	5	1	16	11	5	1	17	15	6	1	22	15	6	1	22				
TOTALS	46	17	12	75	47	15	16	78	44	17	15	76	48	18	15	81	52	18	12	82				
2017-18 TOTALS	32	17	5	54	30	16	5	51	33	16	6	55	30	17	5	51	21	17	6	44	23	17	5	45
2016-17 TOTALS	88	21	15	124	79	20	13	112	79	17	14	110	87	17	14	118	90	19	14	123	90	21	14	125
2015-16 TOTALS	89	25	15	129	86	23	13	122	90	25	17	132	88	21	20	129	93	21	16	130	89	25	15	129

Upcoming Trainings

Date/Time	Event	Location
12/18/2018 8:30 AM - 3:30 PM	HOLA LANGUAGE SERVICES-INTERPRETING IN SPECIAL EDUCATIONA SETTINGS	DMESC
1/7/2019 9:00 AM - 3:00 PM	PBIS COHORT 10 TRONA TEAM TRAINING	TRONA
1/8/2019 8:30 AM - 3:30 PM	RESILIENCY FOR YOUTH	DMESC
1/10/2019 8:30 AM - 3:30 PM	DISABILITIES AWARENESS OVERVIEW WITH SIMULATION	DMESC
1/10/2019 8:30 AM - 3:30 PM	Pathway: The Paraprofessional Supporting the Classroom: Certificate of Completion for Supporting Students with Autism and/or Behavioral Challenges (Spring Session)	
1/10/2019 8:00 AM - 12:00 PM	PBIS TOT TRAINING PREP	DMESC
1/11/2019 8:30 AM - 3:00 PM	THE FACILITATED IEP	DMESC
1/15/2019 8:30 AM - 3:30 PM	PATHWAY: UNIVERSAL DESIGN FOR LEARNING: ACCESS FOR ALL (UDL) - SPRING SESSION	
1/16/2019 1:30 PM - 3:30 PM	CONTENT REVIEW FOR EC PBIS BOOTCAMP	DMESC
1/16/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
 17800 Highway 18, Apple Valley, California 92307
 (760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
1/16/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
1/17/2019 8:30 AM - 3:30 PM	A SERVICE PROVIDERS GUIDE TO AUTISM SPECTRUM DISORDERS	DMESC
1/17/2019 8:30 AM - 3:30 PM	PBIS SUSTAINABILITY NETWORK	DMESC
1/18/2019 8:30 AM - 3:30 PM	PBIS TEAM WORKGROUP	DMESC
1/18/2019 2:30 PM - 4:00 PM	WEBIEP SPANISH TRANSLATORS' WORKGROUP	DMESC
1/22/2019 8:30 AM - 12:30 PM	1:1 PARAPROFESSIONAL ASSISTANCE: DETERMINING THE NEED & WORKING EFFECTIVELY WITH ONE	DMESC
1/22/2019 8:30 AM - 3:30 PM	EC PBIS BOOTCAMP	DMESC
1/22/2019 10:00 A - 1:00 PM	STRATEGIES FOR POSITIVE PARENTING	DMESC
1/23/2019 8:00 AM - 4:00 PM	BASIC RESTORATIVE PRACTICES	DMESC
1/24/2019 8:30 AM - 3:30 AM	THE PARAPROFESSIONAL SUPPORTING THE CLASSROOM	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
 17800 Highway 18, Apple Valley, California 92307
 (760) 552-6700 Office * (760) 242-5363 Fax

California Association of Health and Education Linked Professions

Upcoming Trainings

Date/Time	Event	Location
1/25/2019 1:30 PM - 3:30 PM	EARLY CHILDHOOD PROFESSIONAL LEARNING COLLABORATIVE GROUP	DMESC
1/25/2019 12:30 PM - 3:30 PM	EMOTIONAL INTELLIGENCE	DMESC
1/25/2019 8:30 AM - 3:30 PM	WHY TRY? LEVEL 1	DMESC
1/30/2019 12:30 PM - 3:30 PM	ASQ 3 AND ASQ SE2	DMESC
1/30/2019 8:00 AM - 11:00 A	ASQ 3 AND ASQ SE2	DMESC
1/30/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
1/31/2019 1:00 PM - 4:00 PM	SLP COLLABORATION GROUP	
2/1/2019 8:00 AM - 4:00 PM	IMTSS SYMPOSIUM	DMESC
2/1/2019 8:00 AM - 4:00 PM	I-MTSS SYMPOSIUM AND DR. RUBY PAYNE	DMESC
2/5/2019 8:30 AM - 3:30 PM	DYSLEXIA: ASSESSMENTS AND ACADEMICS	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
17800 Highway 18, Apple Valley, California 92307
(760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
2/5/2019 8:30 AM - 3:30 PM	NONVIOLENT CRISIS INTERVENTION TRAINING (CPI)	DMESC
2/6/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
2/6/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
2/7/2019 8:30 AM - 3:30 PM	AUTISM SPECTRUM DISORDER AND BEHAVIOR	YUCCA ROOM
2/7/2019 8:30 AM - 4:00 PM	MANAGING SCHOOL CRISIS: FROM THEORY TO APPLICATION	DMESC
2/7/2019 8:00 AM - 3:30 PM	TRANSITION PLANNING FOR ALL STUDENTS	VV ANNEX, TRAINING RM 1 & 2
2/8/2019 2:00 PM - 4:00 PM	WRITING LEGALLY COMPLIANT IEP NOTES	DMESC
2/12/2019 8:30 AM - 12:30 PM	CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)	DMESC
2/12/2019 8:30 AM - 3:30 PM	THE PARAPROFESSIONAL SUPPORTING BEHAVIOR	DMESC
2/13/2019 12:30 PM - 3:30 PM	Social Skills Training: An Evidence-Based Practice for Individuals with Autism	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
 17800 Highway 18, Apple Valley, California 92307
 (760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
2/13/2019 1:00 PM - 4:00 PM	WEBIEP AFTERNOON SESSION	DMESC
2/13/2019 8:30 AM - 11:30 A	WEBIEP MORNING SESSION	DMESC
2/20/2019 8:30 AM - 3:30 PM	CO-TEACHING: THE POWER OF TWO	
2/20/2019 8:30 AM - 11:30 A	EARLY CHILDHOOD ENVIRONMENTS: DESIGNING EFFECTIVE CLASSROOMS FOR ALL STUDENTS	DMESC
2/21/2019 5:00 PM - 7:00 PM	COMMUNITY ADVISORY COMMITTEE	DMESC
2/21/2019 8:00 AM - 4:00 PM	EMOTIONAL POVERTY	NATIONAL ORANGE SHOW
2/22/2019 10:00 A - 2:00 PM	SCHOOL PSYCHOLOGISTS COMMITTEE MEETING	DMESC
2/22/2019 8:30 AM - 3:30 PM	STEERING AND SPECIAL EDUCATION DIRECTORS' TRAINING	DMESC
2/26/2019 8:00 AM - 3:30 PM	HOW DOES YOUR ENGINE RUN?	DMESC
2/26/2019 8:30 AM - 3:30 PM	THE ROLE OF UNIVERSAL SCREENING IN TIERED SYSTEMS OF SUPPORT	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
 17800 Highway 18, Apple Valley, California 92307
 (760) 552-6700 Office * (760) 242-5363 Fax

Upcoming Trainings

Date/Time	Event	Location
2/27/2019 10:00 A - 1:00 PM	A PARENT'S GUIDE TO SUPPORTING AN INDIVIDUAL WITH AUTISM	DMESC

For more information, visit the CAHELP Staff Development calendar ([url: www.cahelp.org/calendar](http://www.cahelp.org/calendar))
17800 Highway 18, Apple Valley, California 92307
(760) 552-6700 Office * (760) 242-5363 Fax