



Chapter 3: Instructional Planning and the Individualized Education Program (IEP)

Table of Contents

Chapter 3: Instructional Planning and the Individualized Education Program (IEP).....	1
Introduction.....	2
Section A – Individualized Education Program (IEP) Meeting: Preparation, Process, and Follow-up.....	2
Activities Prior to the Meeting.....	3
Meeting Notification (D/M 67).....	3
Professional Conduct (Civility)	4
Responsibilities of Team Members	4
Involving General Education Teachers in Implementation of the IEP	4
IEP Meeting Agenda.....	5
Additional Considerations for Writing Effective Individualized Education Programs	5
Providing a Copy of the IEP to the IEP Team Members	5
IDEA 2004 and the IEP Process	5
Making IEP Assessments More Meaningful	8
Section B - Members of the IEP Team	9
Section C - Parent/Guardian Participation/Parents’ Rights	11
Section D - Contents of the IEP	13
Section E - Development, Review, and Revision of the IEP	16
Section F - Timelines for the IEP and for the Provision of Services	19
Section G - Transfer Students.....	20
Legal References.....	21
Appendix A: Roles and Responsibilities in Special Education: Case Manager	22
Appendix B: Roles and Responsibilities in Special Education: Related Service Provider	27

Introduction

The Individualized Education Program (IEP) document is the foundation that directs instructional planning for a child with a disability. Therefore, the process of preparing for, conducting, and following-up on any IEP meeting is crucial. This chapter will give an overview of the IEP meeting process.

The Charter Special Education Local Plan Area (SELPA) IEP is used by all participating Charter Local Education Agencies (LEAs) within the Charter SELPA and includes all required components as specified in law.

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

The Charter LEA Administrator or designee shall notify parents in writing of their rights related to identification, referral, assessment, instructional planning, implementation, and review, including the Charter SELPA's procedures for initiating a referral for assessment to identify individuals eligible for special education (*Education Code § 56301*).

Section A – Individualized Education Program (IEP) Meeting: Preparation, Process, and Follow-up

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

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

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

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

- (a) A pupil has received an initial formal assessment. The team may meet when a pupil receives any subsequent formal assessment.*

- (b) The pupil demonstrates a lack of anticipated progress.*
- (c) The parent or teacher requests a meeting to develop, review, or revise the individualized education program.*
- (d) At least annually, to review the pupil's progress, the individualized education program, including whether the annual goals for the pupil are being achieved, and the appropriateness of placement, and to make any necessary revisions.*

Activities Prior to the Meeting

Each Charter LEA shall make every reasonable effort to ensure that one or both parents of a child with a disability are present at the IEP meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed upon time and place. Activities include notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend. If neither parent can attend, the Charter LEA shall use other methods to ensure parent participation, including individual or conference telephone calls and other reasonable accommodations. When a child reaches the age of majority, the Charter LEA shall provide notice of the IEP to both the child and the parent. If the child is, or may be, participating in the general education environment, at least one general education teacher of the child must be included in the IEP team.

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

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

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

Meeting Notification (D/M 67)

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

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

Professional Conduct (Civility)

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

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

Responsibilities of Team Members

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

Involving General Education Teachers in Implementation of the IEP

The LEA case carrier is required to inform general education teachers of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications,

and supports specified within the IEP. General education teacher access to the child's IEP is also required.

IEP Meeting Agenda

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

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

Additional Considerations for Writing Effective Individualized Education Programs

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

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

Providing a Copy of the IEP to the IEP Team Members

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

IDEA 2004 and the IEP Process

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

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

- **The IEP team must include the general education teacher**

1. The general education teacher is specifically listed as a member of the IEP team;
 2. There must be evidence that the general education teacher has contributed to the development of the IEP. These contributions may be documented as behavioral interventions, supplementary aids and services, instructional modifications, and supports necessary for the staff to be successful with the child; and
 3. IDEA 2004 makes provisions for the excused absence of a required member of the IEP team. If a member of the team is unable to attend, that person needs to provide to the parents written information that is relevant to the development of the IEP, prior to the IEP meeting. The parents must understand the reasons why the IEP team member is unable to attend and must consent to that person's absence from the meeting. There are places on the signature page of the IEP (D/M 68G) for documentation of such an occurrence as well as an excusal form (D/M 64).
- **Child's access to and involvement in the core curriculum must be evident**
 1. Present levels of educational performances must state the relationship between the child's disability and involvement and progress in the general education curriculum;
 2. Annual goals are to relate to assisting the child's involvement and progress in the general education curriculum based on a current baseline in the present level of performance;
 3. Special education and related services, supplementary aids and services, program modifications and supports for school personnel that encourage connection to the core curriculum must be identified;
 4. A child with a disability must be educated with their non-disabled peers and participate in extracurricular and other nonacademic activities to the maximum extent possible; and
 5. A rationale for nonparticipation with general education children must be provided.
 - **The IEP team must consider "special factors" that are unique to that child. These may include behavior, communication, and assistive technology needs as well as English language acquisition needs for children designated as English Learners (ELs)**
 1. Whether or not a child needs assistive technology devices and/or services;
 2. Positive behavior strategies, including Positive Behavior Intervention Plans are designed for any child whose behavior impedes his/her learning or the learning of others;
 3. An EL child's language needs are identified and supports articulated;
 4. Instruction is provided in Braille for children who are blind or visually impaired;

5. The needs of a child who is deaf or hard of hearing must take into account the child's language and communication, opportunities for direct communication with peers and professionals in that child's language and communication mode, academic level, and opportunities for direct instruction.
- **For each child with a disability, beginning at age 16, or younger if determined appropriate by the IEP team, the IEP must include a statement of needed transition services, including, if appropriate, a statement of the interagency responsibilities or any needed linkages**

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

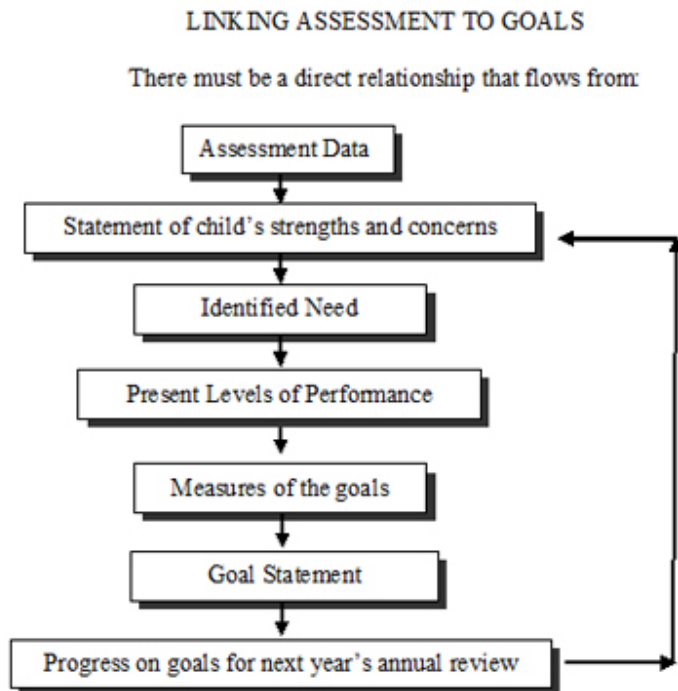
1. Are designated within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment including supported employment, continuing and adult education, adult services, independent living, or community participation;
 2. Are based on the individual child's needs, taking into account the child's preferences and interests; and
 3. Include:
 - i. Instruction; or
 - ii. Training;
 - iii. Community experiences;
 - iv. The development of employment and other post-school adult living; and
 - v. If appropriate, acquisition of daily living skills and functional vocational evaluation.
- **Transition services for a child with a disability may be special education, if provided as specially designed instruction, or related services, if required to assist a child with a disability to benefit from special education**
 1. A statement of the transition service needs to prepare the child for adult living beyond high school addressing the child's courses of study;
 2. An identification of needed agency responsibilities and connections; and
 3. Evidence of an annual review of the plan.

For a complete list of indicators for transition services, refer to Appendix D – Transition Requirements Checklist.

- **Documentation of the child's progress must be provided for parents as frequently as it is provided for children in general education**

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

Making IEP Assessments More Meaningful



Present Levels of Performance

1. Are baselines from assessment(s);
2. Are stated in specific performance terms not simply test scores;
3. Should be based on the Content Standards as applicable; and
4. Link directly to the goal statements.

Goals

1. Flow directly from present levels of performance;

2. Are measurable;
3. Are tied to grade-level standards as applicable;
4. Describe expected outcomes within a 12-month period; and
5. Provide focus and emphasis for instruction.

Section B - Members of the IEP Team

The Charter LEA shall ensure that the IEP team for any child with a disability includes the following members (*Title 34 of the Code of Federal Regulations § 300.321; Education Code §§ 56341, 56341.2, and 56341.5; Title 20 of the United States Code § 1414(d)(1)*):

1. One or both of the child’s parents and/or a representative selected by the parent
2. If the child is or may be participating in the general education program, at least one general education teacher

If more than one general education teacher is providing instructional services to the child, the Charter LEA may designate one such teacher to represent the others; an

3. At least one special education teacher or, where appropriate, at least one special education provider for the child
4. A representative of the Charter LEA who is:
 - (a) Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
 - (b) Knowledgeable about the general education curriculum; and
 - (c) Knowledgeable about the availability of Charter LEA resources.

NOTE: The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, recommend that the person selected as the Charter LEA representative have the authority to commit Charter LEA resources and be able to ensure that whatever services set out in the IEP will be provided.

5. An individual who can interpret the instructional implications of assessment results.

This individual may already be a member of the team as described in items #2-4 above or in item #6 below;

NOTE: Pursuant to Education Code § 56341 and Title 34 of the Code of Federal Regulations § 300.321, the determination as to whether an individual identified in item #6 below has “knowledge or special expertise” must be made by the party (either the Charter LEA or parent) who invited the individual to the IEP team meeting.

The Analysis of Comments to the federal regulations, 71 Fed. Reg. 156, pg. 46670, explain that a person who does not have knowledge and special expertise regarding the student, and who is not requested to be present at the IEP team meeting by the parent/guardian or Charter LEA, would not be permitted to be a member of the team or attend the meeting as an observer. This comment is consistent with an Attorney General opinion (85 Ops.Cal.Atty.Gen. 157 (2002)), which stated that members of the media may not attend an IEP team meeting as observers even though the parents/guardians have consented to such attendance. The Attorney General based this decision on the fact that the media would be "observers," not a "person with knowledge or expertise," as detailed below.

6. At the discretion of the parent or Charter LEA, other individuals who have knowledge or special expertise regarding the child, including related-services personnel, as appropriate.

The determination whether the individual has knowledge or special expertise regarding the child shall be made by the party who invites the individual to be a member of the IEP team (*Education Code § 56341*);

7. Whenever appropriate, the child with a disability;
8. For transition service participants:
 - (a) The child, of any age, with a disability, if the purpose of the meeting is the consideration of the child's postsecondary goals and the transition services needed to assist the child in reaching those goals (*Title 34 of the Code of Federal Regulations § 300.320(b)*). If the child does not attend the IEP team meeting, the Charter LEA shall take other steps to ensure that the child's preferences are considered;
 - (b) To the extent appropriate and with the consent of the parent, a representative of any other agency that is likely to be responsible for providing or paying for transition services; and
 - (c) If a representative of such other local agency has been invited but does not attend the meeting, the Charter LEA shall take other steps to obtain participation of the agency in the planning of any transition services (*Education Code § 56341*).
9. For a child suspected of having a specific learning disability (SLD) in accordance with Title 34 of the Code of Federal Regulations §§ 300.308 and 300.310, at least one individual who is qualified to conduct individual diagnostic examinations of the child, such as a school psychologist, speech language pathologist, or remedial reading teacher (*Education Code § 56341*).

In accordance with Title 34 of the Code of Federal Regulations § 300.310, at least one team member other than the child's general education teacher shall observe the child's academic performance in the general education classroom setting. If the child is younger than five years or not enrolled in school, a team member shall observe the child in an environment appropriate for a child of that age (*Education Code § 56341*); and

10. For a child who has been placed in a group home by the juvenile court, a representative of the group home.

If a child with a disability is identified as potentially requiring mental health services, the Charter LEA shall request the participation of the behavioral health representative in the IEP team meeting (*Education Code § 56331*).

Excusal Provisions

A member of the IEP team shall not be required to attend an IEP team meeting, in whole or in part, if the parent consents and the Charter LEA agrees, in writing, that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting involves a discussion of the member's area of the curriculum or related service, the IEP team member may be excused from the meeting if the parent consents in writing to the excusal (D/M 64) and the member submits to the parent and team written input into the development of the IEP prior to the meeting (*Title 20 of the United States Code § 1414(d)(1)(C)*; *Title 34 of the Code of Federal Regulations § 300.321*; *Education Code § 56341*).

Section C - Parent/Guardian Participation/Parents' Rights

The Charter LEA Administrator or designee shall take steps to ensure that one or both of the parents of the child with a disability are present at each IEP team meeting or are afforded the opportunity to participate. These steps shall include notifying the parent of the meeting early enough to ensure that they will have the opportunity to attend and scheduling the meeting at a mutually agreed upon time and place (*Title 34 of the Code of Federal Regulations § 300.322*; *Education Code § 56341.5*).

The Charter LEA Administrator or designee shall send parent notices of IEP team meetings (D/M 67) that (*Title 34 of the Code of Federal Regulations § 300.322*; *Education Code § 56341.5*):

1. Indicate the purpose, time, and location of the meeting; and
2. Indicate who will be in attendance at the meeting.

NOTE: *Education Code § 56341.5 conforms state law with federal law by requiring that the IEP team meeting notice contain a statement of transition services beginning at age 16 rather than age 14.*

3. For children beginning at age 16 (or younger than 16, if deemed appropriate by the IEP team):
 - (a) Indicate that the purpose of the meeting will be the consideration of postsecondary goals and transition services for the child (*Title 34 of the Code of Federal Regulations § 300.320(b)*; *Education Code § 56345.1(b)*; *Title 20 of the United States Code § 1414(d)(1)(i)(VIII)*);

- (b) Indicate that the Charter LEA will invite the child to the IEP team meeting; and
- (c) Identify any other agency that will be invited to send a representative.

At each IEP team meeting convened by the Charter LEA, the Charter LEA Administrator or specialist on the team shall inform the parent and child of the federal and state procedural safeguards included in the notice of parental rights provided pursuant to Education Code § 56321 (*Education Code § 56500.1*).

The parent shall have the right and opportunity to examine all of his/her child's school records upon request and before any IEP meeting. Upon receipt of an oral or written request, the Charter LEA shall provide complete copies of the records within five business days (*Education Code § 56043(n)*).

If neither parent can attend the meeting, the Charter LEA Administrator or designee shall use other methods to ensure parent participation, including video conferences or individual or conference telephone call (*Title 34 of the Code of Federal Regulations § 300.322; Education Code § 56341.5; Title 20 of the United States Code § 1414(f)*).

An IEP team meeting may be conducted without a parent in attendance if the Charter LEA is unable to convince the parent that he/she should attend. In such cases, the Charter LEA shall maintain a record of its attempts to arrange a mutually agreed upon time and place for the meeting, including (*Title 34 of the Code of Federal Regulations § 300.322; Education Code § 56341.5*):

1. Detailed records of telephone calls made or attempted and the results of those calls
2. Copies of correspondences sent to the parent and any responses received; an
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

NOTE: *Education Code § 56341.1 grants the parent, Charter LEA, SELPA, or county office the right to electronically record the proceedings of IEP team meetings. Audiotape recordings made by a Charter LEA, SELPA, or county office are subject to the federal Family Educational Rights and Privacy Act (Title 20 of the United States Code § 1232g).*

Parents of the Charter LEA shall have the right to audiotape the proceedings of IEP team meetings, provided members of the IEP team are notified of this intent at least 24 hours before the meeting. If the Charter LEA gives notice of intent to audiotape a meeting and the parent objects or refuses to attend because the meeting would be audiotaped, the meeting shall not be audiotaped. Parents also have the right to (*Education Code § 56341.1*):

1. Inspect and review the audiotapes
2. Request that the audiotapes be amended if the parent believes they contain information that is inaccurate, misleading, or in violation of the child's privacy rights or other rights; an

3. Challenge, in a hearing, information that the parent believes is inaccurate, misleading, or in violation of the child's privacy rights or other rights.

The Charter LEA shall take any action necessary to ensure that the parents understand the proceedings of the meeting, including arranging for an interpreter for parents with deafness or whose native language is not English (*Title 34 of the Code of Federal Regulations § 300.322; Education Code § 56345.1*). The Charter LEA shall give the parents of a child with a disability a copy of his/her child's IEP at no cost (*Title 34 of the Code of Federal Regulations § 300.322*).

Section D - Contents of the IEP

The IEP shall be a written statement determined in a meeting of the IEP team. It shall include, but not be limited to, all of the following (*Title 20 of the United States Code § 1414(d)(1)(A); Title 34 of the Code of Federal Regulations § 300.320; Education Code §§ 56043, 56345, and 56345.1*):

1. A statement of the present levels of the child's academic achievement and functional performance, including:
 - (a) The manner in which the child's disability affects his/her involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); and
 - (b) For a preschool child, as appropriate, the manner in which the disability affects his/her participation in appropriate activities.

NOTE: AB 1662 (Ch. 653, Statutes of 2005) amended Education Code § 56345 to require a statement of a student's academic and functional goals, as specified below. Education Code § 56345 expresses the legislative recognition that, although some students may not meet or exceed the growth projected in the annual goals and objectives, Charter LEAs must make a good faith effort to assist students in achieving the goals in their IEP.

2. A statement of measurable annual goals, including academic and functional goals that are designed to do the following:
 - (a) Meet the child's needs that result from his/her disability in order to enable the child to be involved in and progress in the general education curriculum;
 - (b) Meet each of the child's other educational needs that result from his/her disability; and

NOTE: Title 34 of the Code of Federal Regulations § 300.320, as amended by 71 Fed. Reg. 156, and Education Code § 56345 require the following statement in the IEP.

- (c) For a child with a disability who takes alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives (*Title 34 of the Code of Federal Regulations § 300.320(a)(2)(ii)*).

3. A description of the manner in which the progress of the child toward meeting the annual goals described in item #2 above will be measured and when the Charter LEA will provide periodic reports on the progress the child is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards.
4. A statement of the specific special educational instruction and related services and supplementary aids and services, based on peer-reviewed research, to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
 - (a) Advance appropriately toward attaining the annual goals;
 - (b) Be involved and make progress in the general education curriculum in accordance with item #1 above and to participate in extracurricular and other nonacademic activities; and
 - (c) Be educated and participate with other children with disabilities and nondisabled children in the activities described in Education Code § 56345(a).
5. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the general education class and in extracurricular and other nonacademic activities described in item #4 above.

NOTE: Pursuant to Title 20 of the United States Code § 1412(a), students with disabilities must be included in state and Charter LEA assessments, with appropriate accommodations, such as the California Assessment of Student Performance and Progress (CAASPP) (Education Code §§ 60640-60649).

Title 34 of the Code of Federal Regulations § 300.320, as amended by 71 Fed. Reg. 156, and Education Code § 56345 require a description of the individual accommodations that will be used by the child and, if the child will not participate in the regular assessment, a statement as to the reason that determination was made and what alternate assessment will be provided.

6. A statement of any appropriate individual accommodations necessary to measure the academic achievement and functional performance of the child on state and Charter LEA-wide assessments.

If the IEP team determines that the child shall take an alternate assessment instead of a particular regular state or Charter LEA-wide assessment, a statement of all of the following:

- (a) The reason that the child cannot participate in the regular assessment; and
- (b) The reason that the particular alternate assessment selected is appropriate for the child.

7. The projected date for the beginning of the services and modifications described in item #4 above and the anticipated frequency, location, and duration of those services and modifications.

NOTE: As amended by AB 1662 (Ch. 653, Statutes of 2005), Education Code § 56345 now conforms state law with federal law to require that the IEP contain a statement of transition services beginning at age 16 rather than age 14.

8. Beginning not later than the first IEP to be in effect when the child is 16 years of age, or younger if determined appropriate by the IEP team, and updated annually thereafter, the following:
 - (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and
 - (b) The transition services, including courses of study, needed to assist the child in reaching those goals.
9. Beginning at least one year before the child reaches age 18, a statement that the child has been informed of his/her rights, if any, pursuant to Education Code § 56041.5 that will transfer to the child upon reaching age 18.

Where appropriate, the IEP shall also include (*Education Code § 56345*):

- (a) For children in grades 7-12, any alternative means and modes necessary for the child to complete the Charter LEA's prescribed course of study and to meet or exceed proficiency standards required for graduation; and
- (b) Linguistically appropriate goals, objectives, programs, and services for children whose native language is not English;

NOTE: AB 1662 (Ch. 653, Statutes of 2005) amended Education Code § 56345 to require the following determination by the IEP team regarding extended school year services.

- (c) Extended school year services when the IEP team determines, on an individual basis, that the services are necessary for the provision of free appropriate public education (FAPE);
- (d) Provision for transition into the general education program if the child is to be transferred from a special class or center or nonpublic, nonsectarian school into a general education program in a public school for any part of the school day.

The IEP shall include descriptions of activities intended to:

- (a) Integrate the child into the general education program, including indications of the nature of each activity and the time spent on the activity each day or week; and

(b) Support the transition of the child from the special education program into the general education program.

10. Specialized services, materials, and equipment for children with low incidence disabilities, consistent with the guidelines pursuant to Education Code § 56136.

Section E - Development, Review, and Revision of the IEP

In developing the IEP, the IEP team shall consider all of the following (*Title 34 of the Code of Federal Regulations § 300.324; Education Code §§ 56341.1 and 56345; Title 20 of the United States Code § 1414(d)(3)(A)*):

1. The strengths of the child;
2. The concerns of the parents for enhancing the education of their child;
3. The results of the initial assessment or most recent assessment of the child;
4. The academic, developmental, and functional needs of the child;
5. In the case of a child whose behavior impedes his/her learning or that of others, the use of positive behavioral interventions and supports and other strategies to address that behavior;
6. In the case of a child with limited English proficiency, the language needs of the child as such needs relate to the child's IEP;
7. In the case of a child who is blind or visually impaired, the need to provide for instruction in Braille and instruction in the use of Braille. However, such instruction need not be included in the IEP if the IEP team determines that instruction in Braille or the use of Braille is not appropriate for the child. This determination shall be based upon an assessment of the child's reading and writing skills, his/her future needs for instruction in Braille or the use of Braille, and other appropriate reading and writing media;
8. The communication needs of the child, and in the case of a child who is deaf or hard of hearing, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode.

The team shall also consider the related services and program options that provide the child with an equal opportunity for communication access, including the following (*Education Code § 56345*):

- (a) The child's primary language mode and language, which may include the use of spoken language, with or without visual cues, and/or the use of sign language;

- (b) The availability of a sufficient number of age, cognitive, and language peers of similar abilities, which may be met by consolidating services into a local plan area-wide program or providing placement pursuant to Education Code § 56361;
 - (c) Appropriate, direct, and ongoing language access to special education teachers and other specialists who are proficient in the child’s primary language mode and language consistent with existing law regarding teacher training requirements; and
 - (d) Services necessary to ensure communication-accessible academic instructions, school services, and extracurricular activities consistent with the federal Vocational Rehabilitation Act and the federal Americans with Disabilities Act.
9. Whether the child requires assistive technology devices and services.

If, in considering the special factors in items #1-8 above, the IEP team determines that a child needs a particular device or service, including an intervention, accommodation, or other program modification, in order to receive FAPE, the IEP team must include a statement to that effect in the child’s IEP (*Education Code § 56341.1*).

The Charter SELPA Administrator or designee shall ensure that the IEP team (*Title 20 of the United States Code § 1414(d)(4); Title 34 of the Code of Federal Regulations § 300.324; Education Code §§ 56043, 56341.1, and 56380*):

- 1. Reviews the IEP periodically, but at least annually, to determine whether the annual goals for the child are being achieved and the appropriateness of placement;
- 2. Revises the IEP, as appropriate, to address:
 - (a) Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;
 - (b) The results of any reassessment conducted pursuant to Education Code § 56381;
 - (c) Information about the child provided to or by the parents regarding review of evaluation data pursuant to Title 34 of the Code of Federal Regulations § 300.305(a)(2) and Education Code § 56381(b);
 - (d) The child’s anticipated needs; and
 - (e) Other matters.

NOTE: *As amended by 71 Fed. Reg. 156, Title 34 of the Code of Federal Regulations § 300.324 requires that, when conducting a review of the IEP, the IEP team consider the special factors for students with additional behavior or communication needs as listed in items #5-9 above.*

- 3. Considers the special factors listed in items #5-9 above when reviewing the IEP. The IEP team shall also meet (*Education Code § 56343*):

- (a) Whenever the child has received an initial formal assessment and, when desired, when the child receives any subsequent formal assessment; and
- (b) Upon request by the child's parent or teacher to develop, review, or revise the IEP.

If a participating agency other than the Charter LEA fails to provide the transition services described in the child's IEP, the team shall reconvene to identify alternative strategies to meet the transition service objectives set out for the child in the IEP (*Title 20 of the United States Code § 1414(d)*; *Title 34 of the Code of Federal Regulations § 300.324*; *Education Code § 56345.1*).

As a member of the IEP team, the general education teacher shall, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of (*Title 20 of the United States Code § 1414(d)(3)(C)*; *Title 34 of the Code of Federal Regulations § 300.324*; *Education Code § 56341*):

1. Appropriate positive behavioral interventions and supports and other strategies for the child; and
2. Supplementary aids and services, program modifications, and supports for school personnel that will be provided for the child, consistent with Title 34 of the Code of Federal Regulations § 300.320.

To the extent possible, the Charter LEA shall encourage the consolidation of reassessment meetings and other IEP team meetings for a child (*Title 20 of the United States Code § 1414(d)(3)(A)*; *Title 34 of the Code of Federal Regulations § 300.324*).

The child shall be allowed to provide confidential input to any representative of his/her IEP team (*Education Code § 56341.5*).

NOTE: As amended by 71 Fed. Reg. 156, Title 34 of the Code of Federal Regulations § 300.324 requires that the IEP team be informed when the IEP is amended under the circumstances described below.

When a change is necessary to a child's IEP after the annual IEP team meeting for the school year has been held, the parent and the Charter LEA may agree not to convene an IEP team meeting for the purpose of making the change and instead may develop a written document to amend or modify the child's current IEP. The IEP team shall be informed of any such changes. Upon request, the Charter LEA shall provide the parent with a revised copy of the IEP with the incorporated amendments (*Title 20 of the United States Code § 1414(d)(3)(D)*; *Title 34 of the Code of Federal Regulations § 300.324*).

NOTE: Education Code § 56157 specifies that when the Charter LEA has placed a foster child in a nonpublic, nonsectarian school, the Charter LEA must conduct an annual evaluation, as specified below. In addition, Education Code § 56157 requires the nonpublic, nonsectarian school to report to the Charter LEA regarding the educational progress made by the child.

If a child with a disability residing in a licensed children's institution or foster family home has been placed by the Charter LEA in a nonpublic, nonsectarian school, the Charter LEA shall

conduct an annual evaluation as part of the IEP process of whether the placement is the least restrictive environment that is appropriate to meet the child's needs (*Education Code § 56157*).

NOTE: As amended by AB 1662 (Ch. 653, Statutes of 2005), *Education Code § 56043* specifies that if an IEP calls for a residential placement, the IEP must be reviewed every six months.

When an IEP calls for a residential placement as a result of a review by an expanded IEP team, the IEP shall include a provision for a review, at least every six months, by the full IEP team of all of the following (*Education Code § 56043*):

1. The case progress;
2. The continuing need for out-of-home placement;
3. The extent of compliance with the IEP; and
4. Progress toward alleviating the need for out-of-home care.

Section F - Timelines for the IEP and for the Provision of Services

At the beginning of each school year, the Charter LEA shall have an IEP in effect for each child with a disability within the Charter LEA jurisdiction (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56344*).

The Charter LEA shall ensure that a meeting to develop an initial IEP is conducted within 30 days of a determination that a child needs special education and related services. The Charter LEA shall also ensure that, as soon as possible following the development of the IEP, special education and related services are made available to the child in accordance with his/her IEP (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56344*).

An IEP required as a result of an assessment of the child shall be developed within a total time not to exceed 60 days (not counting days between the child's regular school sessions, terms or days of school vacation in excess of five school days) from the date of receipt of the parent written consent for assessment, unless the parent agrees, in writing, to an extension (*Education Code § 56344*).

However, an IEP required as a result of an assessment of a child shall be developed within 30 days after the commencement of the subsequent regular school year for a child for whom a referral has been made 30 days or less prior to the end of the regular school year. In the case of school vacations, the 60-day time limit shall recommence on the date that child's school days reconvene (*Education Code § 56344*).

When a parent requests an IEP team meeting to review the IEP, the team shall meet within 30 days of receiving the parent's written request, not counting days between the child's regular school sessions, terms, or days of school vacation in excess of five school days. If a parent makes an oral

request, the Charter LEA shall notify the parent of the need for a written request and the procedure for filing such a request (*Education Code §§ 56043 and 56343.5*).

NOTE: *Education Code § 56195.8 mandates that the Charter LEA's policy sets forth procedures and timelines for the review of a classroom assignment of an individual with exceptional needs when so requested by that child's general or special education teacher. Education Code § 56195.8 does not state a specific deadline for the review. The Charter LEA shall develop procedures and timelines for such reviews, including procedures which will designate which personnel are responsible for the reviews.*

The Charter LEA shall ensure that the child's IEP is accessible to each general education teacher, special education teacher, related service provider, and any other service provider who is responsible for its implementation. The Charter LEA shall also ensure that such teachers and providers are informed of their specific responsibilities related to implementing the IEP and the specific accommodations, modifications, and supports that must be provided to the child in accordance with the IEP (*Title 34 of the Code of Federal Regulations § 300.323*).

Before providing special education and related services, the Charter LEA shall seek to obtain informed consent. If the parent refuses to consent to the initial initiation of services, the Charter LEA shall not provide the services by utilizing the due process hearing procedures pursuant to Title 20 of the United States Code § 1415(f). If the parent does not consent to all of the components of the IEP, then those components to which the parent has consented shall be implemented so as not to delay providing instruction and services to the child (*Education Code § 56346*).

If the parent refuses all services in the IEP after having consented to those services in the past, the Charter LEA shall file a request for a due process hearing. If the Charter LEA determines that a part of the proposed IEP to which the parent does not consent is necessary in order to provide the child FAPE, a due process hearing shall be initiated in accordance with Title 20 of the United States Code § 1415(f). While the due process hearing is pending, the child shall remain in the current placement unless the parent and the Charter LEA agree otherwise (*Education Code § 56346*).

Section G - Transfer Students

To facilitate a transfer student's transition, the Charter LEA shall take reasonable steps to promptly obtain the records of a child with a disability transferring into the Charter LEA, including his/her IEP and the supporting documents related to the provision of special education services (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

If a child with a disability transfers to the Charter LEA during the school year from a LEA within the same SELPA, the Charter LEA shall continue, without delay, to provide services comparable to those described in the existing IEP, unless the child's parents and Charter LEA agree to develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

If a child with a disability transfers to the Charter LEA during the school year from a California LEA outside of the Charter LEA's SELPA, the Charter LEA shall provide the child with FAPE, including services comparable to those described in the previous LEA's IEP. Within 30 days, the Charter LEA shall, in consultation with the parents, adopt the other LEA's IEP or shall develop, adopt, and implement a new IEP that is consistent with state and federal laws (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*). Immediately upon placement of the child, the case carrier shall be responsible for completing page one of the IEP form (D/M 68A), documenting all relevant information concerning the child and his/her educational program. A signature page (D/M 68G) with the following signatures shall be included in the interim IEP:

- Parent signature, as well as initials agreeing to a 30-day interim placement;
- Administrator or designee signature; and
- Case carrier signature.

A copy of the interim IEP is forwarded to the Charter SELPA or Charter LEA office in order for the child's pertinent information to be entered into the special education database management information system (MIS).

At the 30-day review meeting, all aspects of the IEP need to be reviewed. New goals can be developed, or the previous ones continued if those goals continue to be in accordance with the child's needs. If the previous goals are accepted, the next annual review date must align with the previous goal review date.

If a child with a disability transfers to the Charter LEA during the school year from an out-of-state LEA, the Charter LEA shall provide the child with FAPE, including services comparable to the out-of-state LEA's IEP, in consultation with the parent, until such time as the Charter LEA conducts an assessment, if the Charter LEA determines that such an assessment is necessary, and develops, adopts, and implements a new IEP, if appropriate (*Title 34 of the Code of Federal Regulations § 300.323; Education Code § 56325*).

Legal References

California Education Code Sections

- 32210; 56043; 56136; 56157; 56195.8; 56301; 56325; 56331; 56340-56341; 56341.1; 56341.2; 56341.5; 56343; 56343.5; 56344-56345; 56345.1; 56346; 56361; 56380; 56381; 56500.1; 60640; 60649

Title 34 Code of Federal Regulations (CFR)

- 300.305; 300.310; 300.320; 300.324

Title 20 United States Code

- 1232g FERPA; 1400-1482

Appendix A: Roles and Responsibilities in Special Education: Case Manager

Section A: Referral Process

Section B: Assessment

Section C: Implementing and Monitoring the IEP

Section D: Written Notice and Consent

Section E: Records

Section F: Technical Assistant

Section G: Other

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

A. Referral Process

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

B. Assessment

- Coordinates with the site Student Study Team (SST) or its equivalent for new referrals and assessment staff for the referrals for assessments (including those for non-attending students) and ensures that all required assessment components are addressed.
- Assures that all assessment plans are developed within required timelines if the team agrees assessment is needed (no later than 15 days after parent has put request

in writing). Assists in the development of the Assessment Plan (D/M 66) for initials only. An assessment plan must be completed whenever an assessment for the development or revision of the IEP is to be conducted and must be signed by the parent/guardian prior to the testing.

- Requests assistance of the administrator when assessments need to be conducted by specialists who do not regularly provide services to the school.
- Sends or delivers to parents the Assessment Plan for initial IEP.
- Assists parents in understanding their rights and the special education process and procedures as needed.

Upon Receipt of Signed Assessment Plan:

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

C. Implementing and Monitoring the IEP

- Schedules IEP team meeting with parents and Charter LEA participants. For Annuals and Triennials, it is strongly recommended that the scheduled IEP date be at least three weeks prior to the last annual or triennial meeting date minus one day, as appropriate. This allows for meeting postponement or rescheduling and supports compliance with State IEP meeting timelines.
- Sends Notification of IEP Team Meeting (D/M 67) to parent and other IEP participants.
- NOTE: *Annual reviews must be held 364 days before the date of the previous annual IEP and triennial reviews held two years and 364 days or earlier from the last triennial date. Secures IEP meeting room, assuring that the room is private and free from distractions, has adequate seating, electrical outlets, and if needed, a conference phone and internet services.*
- Contacts all school IEP team members the day of the IEP meeting ensuring they will be in attendance to the IEP, on-time and with the appropriate number of copies of assessments or other documents they will be sharing with the team.

1. During the IEP Meeting:

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

2. After the IEP Meeting:

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

D. Written Notice and Consent

- Collaborates with the administrator, as necessary, to all requests made by parents prior to, during, or after IEP team meetings by completing and sending the Prior Written Notice (see pages 47 and A19) to the parent of the proposed or refused action.
- Ensures that all other parental notices and consents for assessments and initial placements are processed appropriately.

- Ensures these documents are created through the electronic IEP system and copies are placed in the student's special education file.

E. Records

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

F. Technical Assistance

- Requests technical assistance and support from Administration or the Sonoma County Charter SELPA, as needed.

G. Other

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

***Triennials:** (See page 27-28 for more information regarding triennials) are evaluations that must be conducted within two years and 364 days of the previous triennial or within two years and 364 days of the initial assessment. All triennial meeting dates, excluding initial triennial dates, shall coincide with the student's annual IEP date. In some cases, this will necessitate that one of the meeting dates will occur prior to the typically allowed meeting timeline. This prevents an annual IEP meeting and a triennial IEP meeting from being convened on the same student during the IEP year.

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

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

Appendix B: Roles and Responsibilities in Special Education: Related Service Provider

The Related Service Provider is not typically the case manager for students assigned to his/her caseload whom receives specialized academic instruction provided by a special education teacher/specialist. Speech/Language specialists (when not the sole provider of special education services), Occupational Therapists, Educational Related Mental Health Service Providers, and Behavior Specialists are some, but not all, related service providers.

A. Conducts Screenings, When Appropriate

Screening definition: Ed. Code 56321(f) "...the screening of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services". Screening may be provided to guide instruction and curriculum implementation, but may not be conducted to determine if further special education assessment is necessary. Screenings do not require an Assessment Plan; however, it is strongly recommended that the parent be notified prior to any screening on their child.

The related service provider is responsible for the following:

- Informs parent of the need to file a written request for assessment when a verbal request is made.
- Provides assistance in completing this written notice if necessary. Completes an Assessment Plan in collaboration with other special education staff whenever an assessment for the development or revision of the IEP is to be conducted and does not begin assessment until the Assessment Plan is signed and returned by the parent/guardian. Conducts appropriate assessments in the areas of suspected disability.
- Provides a written report of all assessment(s) conducted.
- Provides assessment information at IEP meetings, and makes program and/or service recommendations when appropriate.
- Completes appropriate sections of the SEIS IEP prior to the IEP meeting such as Draft Present Levels of Academic Achievement and Functional Performance and draft Goals/Objectives/Benchmarks.
- Arrives at the IEP Team meeting on time, prepared to share copies of the assessment report, if appropriate, and other documents that will be shared with the IEP team, and, if an annual or triennial, with data on goal progress, attendance record, and other pertinent data.
- Provides direct services as indicated in the IEP.
- Serves as consultant to administrators, other special education support staff, regular classroom teachers, and parents and provides resources as needed.

- Provides in-service training for site school staff and community in order to promote a better understanding of students with disabilities as needed.
- Evaluates student progress and maintains necessary records indicating student performance and attendance, and recommends revisions of the IEP when appropriate. This includes IEP Goal progress reports and benchmarks/objectives (for students participating in the CAPA only) documentation of goals and objectives cited in students' IEPs as appropriate.
- Assists parents in understanding their rights and the special education process and procedures.
- Attends LEA and SELPA level meetings as requested.
- Provides the necessary information to the special education administrator and/or site testing coordinator for all State/LEA charter school assessments.
- Notifies special education administrator and/or site administrator of accurate monthly caseload numbers.
- Submits a monthly list of student adds/drops to the SEIS administrator. Accesses SEIS IEP program daily for updates and notifications.

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

In the case that there is more than one triennial date for the same student due to an addition of services after the initial placement, whichever date is the earliest will become the triennial IEP meeting date for the student. For example: The student's annual Speech IEP date is December 3, 2012. On February 1, 2013, an IEP meeting is convened to discuss the results of assessments conducted by the psychologist and academic special education teacher/specialist based on additional concerns of the school and parent. The student is found eligible for specialized academic instruction services. The next annual date for the student will be December 2, 2013 and the triennial date shall be scheduled to occur on the date of the Speech Triennial date (see page 27-28 for further information).

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