

***Special Education Department
Parent Handbook***



**Grossmont Union High School District
Special Education Department**

<http://www.guhsd.net/departments/educational-services/special-education>

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Team Work

Parent Involvement

Welcome to the Grossmont Union High School District. We look forward to working together to provide your son or daughter with an enriching and rewarding educational experience. Your involvement is vital.

This handbook is designed to give you information about the district's special education services, the process whereby students receive special education services, the wide range of parent support services which are available, and your rights as a parent. When parents and educators work together as partners, a more effective and valuable educational program is developed to meet the special needs of students. Consequently, we believe that it is important for you to:

- ❖ ***Be an active participant in planning your student's educational program.***
- ❖ ***Support your son or daughter's school program whenever possible.***
- ❖ ***Know your rights and those of your son or daughter.***
- ❖ ***Ask questions about your student's educational program.***
- ❖ ***Ask for help if problems arise and work together with school personnel to resolve the issues.***
- ❖ ***Be a confident, informed advocate for your son or daughter.***
- ❖ ***Be aware of the supports available to you in the East County and, when possible, participate in the Community Advisory Council.***
- ❖ ***Encourage your student to be actively involved in the development of his/her IEP.*** Go to <http://difabilitiesawareness.weebly.com/students.html> for more resources.
- ❖ ***Be aware of your student's strengths and educational needs.***

Advocate Teacher and Parent-School Communication

Role of Advocate-Teacher

When a student receives special education services in the Grossmont School District, an advocate-teacher is appointed. This advocate-teacher may change yearly because of program/schedule changes. In cases where a student has contact with more than one special education teacher during the day, one teacher will be the advocate-teacher and assume responsibility for representing the special education teaching staff at the individualized education program (IEP) team meetings.

You will be informed of the name of your student's advocate-teacher and how to contact him or her at the beginning of the school year and again whenever advocacy changes. You can also call the school to get the contact information.

Parent-School Communication

The special education department in the Grossmont District uses the advocate-teacher system to facilitate parent-school communication. The special education advocate-teacher is the first person the parents have immediate contact with at the school regarding their student. Frequent two-way communication through telephone calls, written notes, e-mail, or more formal progress reports is encouraged. The way in which you and the advocate-teacher communicate can be worked out on an individual basis by mutual agreement.

You are encouraged to communicate with other teachers and staff members who work with your student as needs arise.

The special education department chair at the school, the school psychologist, counselor and assistant principal are also part of the team that is available to help you or your student.

If needed, you can always call district level personnel, such as the program specialist or administrator, who serve the program your student attends.

IEP Progress Reports

IEP goal progress reports are mailed home to parents according to the schedule listed below. The progress report indicates how well the student is doing in reaching each IEP annual goal.

- Quarter Schedule Schools (Helix Charter High, Steele Canyon Charter High, IDEA Center, and Chaparral High School)
 - No later than 10 calendar days after the end of each quarter

- All other schools in the Grossmont District
 - No later than 10 calendar days after the end of each semester

Parent Support of the School Program

Ideas to Support your High School Student at Home

For students who are enrolled in a high school course of study, there are many ways that you, as a parent, can support your son or daughter's school program. These include:

- Become knowledgeable about your student's disability and abilities, and how they impact school performance.
- Assist your student in understanding his or her disability and abilities and the accommodations that may be needed in order for him or her to participate to the maximum extent possible in the school program.
- See that your student has a notebook or daily planner in which he/she records homework assignments and test dates.
- See that your student has fully charged the school assigned laptop and has it packed to bring to school each day.
- During a mutually agreed upon designated time, provide a quiet, well-lit, comfortable place where your student can complete homework.
- Help your son/daughter to get organized prior to beginning homework.
 - Review his/her list of assignments.
 - Help estimate the amount of time each assignment will take.
 - Help him/her to determine which assignment to do first/second, etc. (Sometimes it's best to begin with the most difficult/least favorite to get it "out of the way." Other times it's best to begin with the easiest, just to get him/her working.) Use different color sticky notes as needed--hot pink for priority assignments, yellow for assignments to complete later, etc.
 - See that he/she has necessary materials--pencils, pens, highlighters, paper, calculator, etc.
 - Help him/her develop a system of organization so the completed assignments are kept in the same spot.
- Be available to assist your student with homework, but don't let it turn into a "battle."
- Have your student practice presentations with you.
- Review written assignments. Give pointers on grammar and punctuation.

- Review all assignments for completeness and accuracy.
- Talk to your son/daughter about the school day. Include all classes in the discussion.
- Encourage your student to look up unfamiliar words in the dictionary.
- Have a set time when everyone reads a book/magazine/newspaper for pleasure or does an activity together. (The librarian at the local library will be happy to help you find a high-interest book at your student's reading level.)
- If your student has difficulty reading, take turns reading to each other. If a book's story is on video, watch/discuss it with your son/daughter so that he/she can understand the overall storyline.
- Choose an area of interest for your student. Go to the library and help him/her research it. Use the Internet as a resource. Go to places related to the area of interest in the community. Start a collection of information.
- Assign regular home chores and see that your son/daughter follows through to completion to help foster responsibility.
- Watch the nightly news together and discuss current events.
- Have your student obtain weekly progress reports from all of his/her teachers so you'll be aware of grades and missing assignments. Help your son/daughter develop a schedule to make up missing work.
- Provide incentives, if needed, for completed assignments and acceptable grades.
- If your son/daughter is taking any medication that impacts school performance, ensure that he/she takes it.
- Spend time each day just talking with your son/daughter. Do more listening than talking. Give him/her lots of opportunity to ask you questions. Discuss problems and options for solutions.
- Follow through with consequences related to school. Don't threaten to do things that you're not willing or able to enforce.
- Hold your student accountable for school attendance and schoolwork, rather than making excuses for him/her. Work with him/her to find a solution to any problem.

- Call your son's/daughter's advocate-teacher whenever you have questions about school, need more information, want to discuss issues that will affect school performance or just to keep in touch.
- Support the school personnel. If there are problems, call the school and work together to reach a solution.
- Teach your student to be a firm, but gentle advocate for himself/herself.
- Keep your expectations high but also reasonable!

For students with more Extensive Support Needs, here are additional suggestions:

- Have your student assist you in generating the weekly grocery shopping list and help with the shopping (locating the items in the market).
- Guide him/her in simple food preparation.
- Ensure your child carries emergency contact information on their person before leaving the house.
- Discuss the school day with your student. Ask specific questions.
- Use home magazines and books with pictures to encourage communication. Take turns pointing and/or naming pictures and verbalizing what's happening in the pictures.
- If your child uses an AAC device for communication, work with the Speech Therapist and teacher to include visual supports and vocabulary for home activities outside of the school day.
- Assign regular home chores and see that your son/daughter follows through to completion so as to foster responsibility.
- Provide a calendar for your student. Help him/her to mark down upcoming school and family events. If you need a picture schedule, your advocate teacher can assist you in developing one.
- Watch TV reports on current events with your son/daughter and discuss them.
- Encourage independence! Allow your son/daughter to do whatever he/she can on their own.

- Make sure your student gets a good night's sleep and has breakfast in the morning.
- Make school a priority by scheduling appointments and vacations on non-school time.

Support for Parents

Exceptional Family Resource Center

The mission of the Exceptional Family Resource Center is to provide support, information and education for families of children with disabilities and the professionals who assist these families. By offering emotional support and factual information, the Center enables families to help their children reach their fullest potential: <http://efrconline.org/>

State and National Supports and Resources

State and national level resources can be found on the following websites:

Grossmont District Special Education Website:

<http://www.guhds.net/departments/educational-services/special-education>

California Parent Organizations

List of California agencies providing resources for families of children with disabilities.

<http://www.cde.ca.gov/sp/se/qa/caprntorg.asp>

East County SELPA Community Advisory Committee

The SELPA Community Advisory Committee (CAC) is a Special Education organization of parents, professionals and community members from the ten school districts in East County. The primary function of the CAC is to advise school districts in the East County SELPA (Special Education Local Plan Area) on matters concerning students with exceptional needs. The CAC concerns itself with the development of the Local Special Education Plan, and providing and supporting parent education. Business meetings are held at the East County SELPA Office, 924 East Main St., El Cajon.

For more information about the CAC and the current year's meeting schedule go to:

www.sdcoe.net/EastCountyCAC

Resolution of Problems

If you think your student's educational program is not appropriate or is not being followed, you can effect changes through one or more of these methods:

- Try to resolve the problem by talking with your student's special education advocate-teacher.
- Contact the school Assistant Principal that serves Special Education.
- Request a meeting of the individualized education program (IEP) team to discuss specific issues and concerns. You may request an IEP team meeting by contacting either your student's special education advocate-teacher. If there is a staff member who you would like to include in the IEP meeting, let the school know so that person can be invited.
- Contact one of the special education program specialists or administrators listed at: <http://www.guhsd.net/departments/educational-services/special-education>
- If these methods do not work to your satisfaction, you can request mediation or a due process hearing.

Record Keeping

It is important to keep good records of your student's educational program.

Keeping good records will help you to:

- be a participating member of the IEP Team;
- see the growth that takes place over a period of years;
- prepare for meetings;
- monitor your student's IEP;
- obtain appropriate special education services should you move to a new school district;
- communicate with and obtain services from community agencies such as Regional Center, Department of Rehabilitation, or adult programs;
- help your student request support services for continuing education after high school, and in unusual circumstances
- file for a due process hearing or a compliance complaint

One of the most convenient ways of keeping a record of all special education actions regarding your student is a loose-leaf notebook with index tabs used to label the contents.

Within each section of the notebook, keep the documents in chronological order. In that way, you can number the documents and make a table of contents, thereby facilitating future retrieval of records.

Never give the school or anyone else an original document. Give the school or others copies of the originals.

It is recommended that you keep the following documents in your records:

- reports from doctors, private and school professionals;
- report cards and IEP progress reports;
- assessment reports from the school;
- school notices of IEP meetings;
- IEPs
- notes/letters from the school staff;
- copies of any correspondence you have had with the school;
- significant work samples of your student;
- documentation of telephone or personal conversations with school staff and significant events at school regarding your student; and
- any other document that will help you monitor your student's IEP implementation.

Special Education Services

Overview of Grossmont and East County Special Education

Grossmont Union High School District is part of the East County Special Education Local Plan Area (East County SELPA). This regionalized system of delivering special education services is made up of the ten school districts in the East County. The regional SELPA director provides leadership to ensure that the member districts work together in the sharing of resources to meet the educational needs of all the special education students in the area.

The Ten School Districts of the East County SELPA

<u>District</u>	<u>Telephone</u>	<u>Grades</u>
Alpine Union	445-3236	K – 8
Cajon Valley Union	588-3000	K – 8
Dehesa	444-2161	K – 8
Grossmont Union	644-8000	9 – 12
Jamul-Dulzura Union	669-7700	K – 8
La Mesa-Spring Valley	668-5700	K – 8
Lakeside	390-2600	K – 8
Lemon Grove	589-5600	K – 8
Mountain Empire	445-8234	K – 12
Santee	258-2300	K – 8
SELPA Office	590-3920	

Grossmont Union High School District Special Education Administration

Ed Baisley, Director of Special Education

Phone: (619) 644-8115

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Street Address: 1100 Murray Dr. El Cajon, CA 92020

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Grossmont District Special Education Services

The individualized education program (IEP) team determines which of the services described in this section are required in order for the student to:

- Advance appropriately toward attaining the annual goals listed in the IEP;
- Be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and
- Be educated and participate with other students, both disabled and non-disabled.

The team also determines the frequency, duration and location of each service. The services are based on peer-reviewed research to the extent practicable.

Note:

Students who qualify for special education and are enrolled in a private school at parents' expense may be eligible for an individual service plan (ISP).

Specialized Academic Instruction (SAI)

Specialized Academic Instruction (SAI) is the primary service provided to students who qualify for special education and is available at all Grossmont District school sites. Depending on the particular needs of the student, SAI may include one or more of the following:

- Consultation between a special education teacher and general education teacher(s) to assist in providing instructional and assessment adaptations and behavioral interventions, which allow students with special needs to benefit from their general education classes.
- Monitoring of students by a special education teacher through appointments, weekly progress reports, and/or school-home communication.
- Co-teaching in which a special education teacher and a general education instructor teach a class together that includes both general and special education students.
- Instructional support provided by an instructional aide to help students with special needs progress in their classes by assisting with the understanding of assignments and information being presented, and modifying work to accommodate students' special needs. Instructional support is provided in a general education class.

Related Services

Related Services are specialized services, which have been determined by the individualized education program (IEP) team to be necessary for the student to benefit

from special education. The related services described in this section are available at all GUHSD Schools and programs.

- ***Adaptive Physical Education***: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.
- ***Agency Linkages*** (referral and placement): Service coordination and case management that facilitates linkage with community agencies such as the Department of Rehabilitation and Regional Center.
- ***Assistive Technology Services***: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.
- ***Audiological Services***: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the IEP as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included.
- ***Behavior Intervention Services***: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.
- ***Braille Transcription***: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction.
- ***Career Awareness***: Transition services include self-advocacy, career planning, and career guidance.
- ***College Awareness***: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
- ***Counseling and guidance***: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs

for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.

- **Health and Nursing: Other Services:** This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service.
- **Health and Nursing: Specialized Physical Health Care Services:** Specialized physical health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing.
- **Individual Counseling:** One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.
- **Intensive Individual Services:** IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.
- **Interpreter Services:** Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.
- **Language and Speech:** Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.
- **Mentoring:** Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be

either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

- **Note Taking Services:** Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape-recorded information from a class, or aide designated to take notes. This does not include instruction in the process of learning how to take notes.
- **Occupational Therapy:** Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.
- **Orientation and Mobility:** Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.
- **Other Special Education/Related Service:** Any other specialized service required for a student with a disability to receive educational benefit.
- **Other Transition Services:** These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.
- **Parent Counseling:** Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program.
- **Physical Therapy:** These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.

- **Psychological Services:** These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP-required psychological services are expected to supplement the regular guidance and counseling program.
- **Residential Treatment Services:** A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program.
- **Social Work Services:** Social Work services, provided pursuant to an IEP by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.
- **Specialized Deaf and Hard of Hearing Services:** These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.
- **Specialized Orthopedic Services:** Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.
- **Specialized Services for Low Incidence Disabilities:** Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.
- **Specialized Vision Services:** This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.

- **Transcription Services:** Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction
- **Travel Training** (includes mobility training)
- **Vocational Assessment, Counseling, Guidance, and Career Assessment:** Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.

Educationally Related Mental Health Services (ERMHS)

Referral and Assessment

When the IEP team determines a student has mental health needs that impede the ability of the student to benefit from his or her special educational program, then a referral for an Educationally Related Mental Health Services (ERMHS) assessment may be made by the IEP team. The timelines for completing the ERMHS assessment and holding an IEP meeting are the same as for any reevaluation (i.e., 60 calendar days from the date the school district receives parent written consent to the evaluation plan).

Service Options

Upon completion of the assessment, the IEP team, including the parents, meet to review the results and determine what, if any, Educationally Related Mental Health Services (ERMHS) are needed to enable the student to benefit from his or her educational program. The following ERMHS are described under Related Services.

- Individual counseling
- Counseling and guidance
- Day Treatment
- Residential treatment services

Location of Grossmont District Special Education Services

Grossmont District Comprehensive High Schools

Specialized academic instruction (SAI) and related services are available at all 11 comprehensive high schools in the Grossmont District. As determined by the individualized education program (IEP) team, services may be provided within the regular (general education) classroom setting and/or a separate class.

Regional Programs on Grossmont District Comprehensive High School Campuses

The IEP team may recommend a regional special education program on another comprehensive high school campus in order to meet the needs of a student. All of the programs provide specialized academic instruction (SAI) as well as related services determined by the IEP team to be necessary in order for the student to benefit from special education.

Academic Mastery Program (AMP)

AMP is located on the Grossmont High School campus and is designed for students with autism who are working towards a high school diploma. The students exhibit learning, language, and social needs that require special education and related services in a small group setting.

Deaf-Hard of Hearing Program

Grossmont Union High School District contracts with San Diego Unified School District's program located on Madison High School's campus to provide this level of service.

Plus Programs

Serves students exhibiting social, emotional and behavioral needs requiring a small setting with counseling supports.

Home School	Will Attend <i>Plus Program</i> at this Site
El Cajon Valley Steele Canyon Valhalla Granite Hills	El Cajon Plus Program
El Capitan Santana West Hills	El Capitan Plus Program
Grossmont Helix Monte Vista Mount Miguel	Mount Miguel Plus Program

Alternative and Separate Schools

The IEP team may recommend placement at a separate school or facility in order to meet the needs of a student. The programs described below provide specialized academic instruction (SAI) as well as related services determined by the IEP team to be necessary for the student to benefit from his or her special education. These schools may also serve as the district's Interim Alternative Education Settings (IAES).

MERIT Academy	Separate special education school that serves students requiring day treatment/day rehab level of mental health services as well as other students needing a small group educational setting to meet their academic, social and emotional educational needs. The program is located adjacent to Chaparral High School and offers a diploma course of study.
ELITE Academy	Separate special education school that is designed to provide a high degree of behavioral support and structure for students with cognitive impairments who exhibit severe behavioral challenges. The program is located in El Cajon and emphasizes a functional skills curriculum leading to a certificate of completion.

Adult Transition Services for Students 18 through 22 Years of Age

Although the individualized education program (IEP) includes transition services beginning with the IEP that is in effect when the student turns 16 years of age, students who are 18 through 22 years of age and have not received a high school diploma, are eligible for adult transition services that assist the student with moving from school to adult life with emphasis on developing employment and independent living skills.

Depending on the needs of the individual student, adult transition services may include, but are not limited to:

- Assisting the student in developing independent living and community participation skills
- Helping the student access and participate in continuing and adult education programs, public transportation, community services, and adult services such as Regional Center and the Department of Rehabilitation
- Providing vocational education and work experiences that can lead to employment, including supported employment

To learn more about the adult transition services available for your student, please contact your student's special education advocate teacher. Additional information can be found on the district web page:

<http://www.guhsd.net/Departments/Educational-Services/Special-Education/Transition/index.html>

Special Education Transportation Services

When determined by the individualized education program (IEP) team, transportation (without cost to the parents) is provided for students with an IEP so they can access their special education and related services. The following information and topics are included to ensure safety and good relationships between parents, students and the transportation department.

Phone Number and Office Hours

The phone number for the Grossmont School District Transportation Department is 644-8185. The office is open on school days between 4:45 AM. and 5:00 P.M.. Please visit the Transportation Department web page at:

<http://www.guhsd.net/Departments/Business-Services/Transportation/index.html>

Parent Responsibilities

The transportation services offered in your student's IEP will begin approximately 2 weeks after the service has been agreed to at an IEP meeting. The staff in the transportation office use this time to set the schedule and ensure a safe bus stop.

The following list Transportation's rules and regulations established by the District for students, including the rules of conduct while being transported to and from school.

1. Notify the Transportation Department of all student absences. Call at least one hour prior to the scheduled pick-up time the day that the student will be absent. In addition, call at least one hour prior to the scheduled pick-up time the day the student will resume transportation. (Phone 644-8185 ext 7)
2. Assist bus drivers when additional help is needed to get an individual student on or off the bus.
 - a. Have the student ready five (5) minutes prior to departure. Students should wait for the bus to arrive.
3. Safety:
 - a. Control and safety of pupil behavior on the bus is a cooperative concern of the parents and the School District. If there are behavior concerns on the bus, an IEP meeting may be scheduled.
4. Please refer to the transportation department website for stop information and updates:
<http://www.guhsd.net/Departments/Business-Services/Transportation/index.html>
5. Change in Address
 - a. It is the responsibility of the parent/guardian to notify the high school of any change in the student's home address.

Programs and Services Operated by Other Agencies

Nonpublic Schools (NPS)

If the IEP team determines that there are no appropriate special education programs within the Grossmont Union High School District or East County SELPA that will meet the educational needs of the student, a referral may be made to a nonpublic school. Nonpublic schools and services are privately owned and operated and are contracted for and paid by the school district at no cost to the parents.

Nonpublic Agencies (NPA)

If the IEP team determines that it does not have the staff required to provide a related service, the school district may contract with a nonpublic agency (NPA) to provide the service. An NPA is a private, nonsectarian establishment or individual that provides related services necessary for the student to benefit educationally from the student's educational program pursuant to the individualized education program (IEP).

Residential Treatment Center Services

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program as determined by the IEP team based on an educationally related mental health services (ERMHS) assessment.

State Special Schools/Diagnostic Centers

When the Grossmont school district has exhausted all possible resources available in the Special Education Local Plan Area (SELPA), the school district may make a referral to a State Special School or Diagnostic Center. The California Department of Education (CDE) operates three special schools:

- California School for the Deaf, Fremont,
- California School for the Deaf, Riverside, and
- California School for the Blind, Fremont

In addition to state schools, California operates three diagnostic centers, which provide highly specialized assessment and diagnostic services to students and families whose needs cannot be met within the SELPA. In addition, the centers provide training for school personnel. The three diagnostic centers are located in:

- Fremont (Northern Region),
- Fresno (Central Region), and
- Los Angeles (Southern Region).

A referral to a diagnostic center can only be made by the school district. If you would like further information on state schools or the diagnostic centers, contact Ed Baisley, Grossmont District Director of Special Education, at 644-8105.

Laws and Rights

Federal Laws

Individuals with Disabilities Education Improvement Act (IDEIA)

The Individuals with Disabilities Education Act (INDIVIDUALS WITH DISABILITIES ACT) is a federal education law that forms the foundation for special education throughout the country. It helps guarantee that students with disabilities from birth through age 21 receive a “free appropriate public education” so they can go to school everyday, learn what other students learn, except perhaps in different ways, and have their individual educational needs determined and addressed.

The Individuals with Disabilities Education Act of 2004 represents the sixth set of amendments to the Education for All Handicapped Students Act known as EHA or Public Law 94-142, which was originally enacted in 1975.

INDIVIDUALS WITH DISABILITIES ACT guarantees four major rights:

- Free Appropriate Public Education (FAPE)
- Fair Assessment Procedures
- Placement in Least Restrictive Environment (LRE)
- Parent Involvement in Educational Decisions

INDIVIDUALS WITH DISABILITIES ACT provides for two protections:

- Individualized Education Program (IEP)
- Due Process Procedures -

The provisions of INDIVIDUALS WITH DISABILITIES ACT are enforced by the US Department of Education, Office of Special Education Programs (OSEP).

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act is a federal civil rights law for individuals of all ages who have a disability. The law was enacted in 1973, and sets forth due process protections and procedural safeguards to ensure that individuals with disabilities are not discriminated against and has equal access to programs and activities that receive federal financial assistance from the US Department of Education.

To qualify for Section 504 civil rights protections, an individual must have a condition that substantially limits a life activity. Students who qualify for special education are covered by the umbrella of Section 504 due process protections. In addition, special

education students and their parents are entitled to further rights and procedural safeguards provided by INDIVIDUALS WITH DISABILITIES ACT.

Students with disabling conditions who do not qualify for special education may be eligible for a 504 Plan. A 504 Plan specifies services, typically accommodations and modifications in the educational environment, that the student needs in order to access the general education curriculum

Students with a 504 Plan are not considered to be “special education students. “ They remain under the general education program. Contact your high school for the name of the administrator or counselor in charge of 504 Plans.

Section 504 regulations are enforced by the Office of Civil Rights (OCR).

State Laws

California Education Code Part 30 - Special Education Programs

- Part 30 of the Education Code is the primary law governing special education in California. In October 2005, the code was revised to align California law with the Individuals with Disabilities Act of 2004.
- Education Code Part 30 ensures that all individuals with exceptional needs receive a free appropriate public education (FAPE) and that all rights and educational opportunities afforded students with disabilities under INDIVIDUALS WITH DISABILITIES ACT are provided to eligible students in California.
- The law includes statutes pertaining to special education funding, identification, referral, assessment, eligibility, programs and related services, and procedural safeguards.

California Code of Regulations - Title 5 - Special Education

- Title 5 are the set of regulations that implement California Education Code - Part 30 statutes.
- The regulations specify how students in California can be identified, referred, and assessed for special education as well as define the eligibility criteria for a student to be considered an “individual with exceptional needs.”
- Development and revision of the individualized education program (IEP) and implementation of special education programs and related services are included in the Title 5 regulations.
- Title 5 outlines complaint procedures including mediation and fair hearings.
- The Special Education Division, California Department of Education is responsible for implementing Education Code - Part 30 and California Code of Regulations - Title 5.

Parent Rights and Procedural Safeguards

As parents of a student either being considered for special education services or currently receiving such services, you and your student are entitled to procedural safeguards guaranteed by both state and federal laws.

You may obtain a copy of the Notice of Procedural Safeguards in English, Spanish, and Arabic from:

- The GUHSD Special Education Website at:
<http://www.guhsd.net/departments/educational-services/special-education/>
- The Special Education Department at your student's school.
- The GUHSD District Special Education Office by calling 619-644-8115.

The rights are available in other languages, along with additional resources for parents, through the California Department of Education's website at:
<http://www.cde.ca.gov/sp/se/fp/>

Parents are to be provided a copy of their rights and procedural safeguards one time a year (usually at the annual review IEP meeting), except a copy also shall be given to parents upon:

- ✓ initial referral or parental request for assessment,
- ✓ the first occurrence of the filing for a due process hearing,
- ✓ the date the decision is made to make a disciplinary removal of the student that constitutes a change of placement, and
- ✓ upon request by the parent.

If further explanation or clarification about your rights is needed, you are encouraged to contact the Grossmont District Special Education Office at 619-644-8115.

Parent Representative

Designating a Representative for a Single IEP Meeting

- A parent, legal guardian, or adult student (who is 18 years of age or older), may designate an individual (who is 18 years of age or older) to represent them at a single individualized education program (IEP) team meeting with the authority to make educational decisions on their behalf.
- The Notice of an IEP Meeting, which is mailed to you prior to any scheduled IEP meeting, provides a place to designate someone as your representative:

I would like to designate _____ to attend in my absence. I understand my signature is required to implement the IEP

- You may also sign and date a note or letter that designates a representative and either have your designee bring the letter to the IEP meeting or send it to the Site Assistant Principal at your student's school.

Designating a Long-Term Representative

- A parent, legal guardian, or student (who is 18 years of age or older), may designate an individual (who is 18 years of age or older) as a long-term representative with the authority to make educational decisions on their behalf.
- The representative has full parental authority in matters relating to: identification and assessment, instructional planning and development, educational placement, review and revising of the IEP, utilization of procedural safeguards, and other matters relating to the provision of a free appropriate public education.

Foster Parent

In situations where the natural parents' authority to make educational decisions on the student's behalf has been specifically limited by court order, a foster parent has the same rights related to his or her foster child's education that a parent has under federal and state law.

Mediation and Due Process Procedures

Concerns and issues that you have about your student's educational program can usually be taken care of by utilizing the procedures described in Resolution of Problems on page 14. In those situations where you have not been able to obtain an acceptable outcome, the more formal avenues of mediation and/or a due process hearing are available.

Statute of Limitations

The request for a due process hearing must be filed within two years from the date you knew or had reason to know of the facts that were the basis for the hearing request.

Mediation and Alternative Dispute Resolution

- You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which are less adversarial than a due process hearing (see next page). ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.
- The parents and the school district must consent to mediation before it proceeds. A mediator is a person who is trained in strategies that help people come to agreement over difficult issues.
- When pursuing a mediation conference, you are encouraged to contact the Director of Special Education. The director may be of assistance in clarifying issues and other options available for resolving the problem. In addition, the director can provide you with more detailed information on how to request a mediation conference and how the mediation process works.

Ed Baisley, Director of Special Education

(619) 644-8105

FAX: (619) 698-5648

Street Address: 1100 Murray Drive, La Mesa

Mailing Address: P.O. Box 1043, La Mesa, CA 92044-0316

- Should you decide to proceed with a mediation conference, you are required to provide the Director of Special Education, Grossmont Union High School District, with a copy of your written request for a mediation conference. To file for mediation contact:

Office of Administrative Hearings
Attention: Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
(916) 263-0880
FAX (916) 263-0890

- The mediation conference is scheduled within 15 days of the receipt of the request by the State Superintendent and is to be completed within 30 days after receipt of the mediation request unless both you and the school district agree to a time extension.

Due Process Hearing

- You may request a due process hearing in the event of a disagreement between you and the school district regarding your student's special education identification, assessment, educational placement, or the provisions of a free appropriate public education. Due process hearing procedures include the right to a mediation conference, the right to examine student records, and the right to a fair and impartial administrative hearing at the state level.
- It is not necessary to go through a mediation conference described on the previous page before initiating a request for a due process hearing. The mediation conference, however, often results in a resolution of the dispute without having to go to a due process hearing.
- When pursuing a due process hearing, you are encouraged to contact the Director of Special Education. The director may be of assistance in clarifying issues and other options available for resolving the problem. In addition, the director can provide you with more detailed information on how to request a due process hearing, how mediation and the state hearing process work, and the free or low cost legal services and other relevant services available within the East County.
(The name, phone number, and address of the Director of Special Education for the Grossmont District are listed on the previous page.)
- To file for a due process hearing contact the Office of Administrative Hearings (address and phone number are listed on the previous page).
- You are required to provide the Director of Special Education, Grossmont Union High School District, with a copy of your written request for the due process hearing.

- In matters related to the due process hearing, you have the right to be accompanied and advised by counsel and by individuals with special knowledge or training relating to the problems of disabled students.
- **The due process hearing must be completed within 45 days** of the request to the Office of Administrative Hearings. In the case where disciplinary action of the student is taking place, the hearing must occur within 20 schooldays of the date the complaint requesting the hearing is filed and the hearing officer must make a determination within 10 schooldays after the hearing.
- **Within 15 days** (or 7 days if the student is involved in disciplinary action) of the school district receiving your notice to pursue a due process hearing, the school district is required to convene a Pre-Hearing Resolution Session, unless you and the school district agree in writing to waive the meeting or agree to use mediation.
 - The resolution session includes the Director of Special Education or designee, who has decision-making authority on behalf of the school district.
 - The meeting is not to include an attorney of the school district, unless you bring an attorney to the session.
 - At the meeting, you may discuss your due process hearing issue, and the facts that form the basis of the due process hearing request, and the school district is provided the opportunity to resolve the matter.
 - If the school district has not resolved the due process hearing issue to your satisfaction within 30 days (or 15 days if the student is involved in disciplinary action) of receiving the due process hearing request notice, the due process hearing may occur, and all of the applicable timelines for a due process hearing shall commence.
 - In the case that a resolution is reached, you and the school district shall execute a legally binding agreement. You or the school district may void the agreement within three business days of the agreement's execution.
- Additional information about procedural safeguards related to due process hearings can be found in the Notice of Procedural Safeguards that you receive annually.

Referral and Assessment

Educational Conditions Which Qualify a Student for Special Education

In order to receive special education services, a student must meet federal and state eligibility standards for one or more of the disabilities listed below and because of that disability, demonstrate a need for special education and related services. Qualifying educational conditions include:

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

Students who do not meet the qualifications for special education may be eligible for a 504 Plan.

Initial Special Education Referral and Evaluation Process

Pre-referral Process

State law emphasizes that a student is to be referred for special education instruction and related services only after the resources of the general education program have been considered and, where appropriate, utilized. In the Grossmont Union High School District this "pre-referral" requirement is usually met by holding a Student Study Team (SST) meeting. Schools are strongly encouraged to use a response to intervention (RtI) model to ensure that students receive systematic peer-reviewed research-based (tier 2) interventions prior to holding a SST meeting and/or as a recommendation from the SST team meeting.

Student Study Teams (SST) are typically composed of a school administrator, counselor, the students' general class teachers, the school psychologist, and when invited, a special education teacher. During the SST meeting, members review the student's educational strengths, areas of concern, and previous interventions and programs that have been attempted. Members discuss possible programs and accommodations to meet the student's needs and an action plan is developed. One of the many possible recommendations from the SST may be a referral for special education.

Initial Referral Process

Students can be referred for special education services by parents, the school's Student Study Team, individual school personnel (teachers, counselors, and administrators), or other agencies and professionals. Concerned members of the community, including private school staff members, persons serving students who are wards of the court or are homeless or have parents who are migrant workers, have been encouraged to alert Search and Serve Offices whenever they have knowledge of a youngster, age 0 through 21, who may need special education services and is not receiving them. Grossmont's Search and Serve Officer is the Director of Special Education (619-644-8105).

All referrals for special education and related services are to be made in writing and submitted to supervisory or administrative personnel of the school or a teacher of the student. When a verbal referral is made, school staff shall offer assistance to the individual in making a request in writing, and shall assist the individual if the individual requests such assistance.

The request for a special education evaluation is then provided to the appropriate school psychologist, who serves as the point of contact.

Parent Notification of Referral and Development of Evaluation Plan

Within fifteen calendar days of receiving the referral for special education assessment, the School Psychologist or SE Office Assistant provides the parent with the following documents:

- ✓ Request for Initial Special Education Assessment
- ✓ Prior Written Notice of Proposed Plan with the assessment plan
- ✓ Notice of Procedural Safeguards
- ✓ Authorization for Educational Decisions (which indicates who can legally make educational decisions for the student).
- ✓ Special Education Parent Questionnaire (which provides parents with an opportunity to share with the assessment team relevant background information about the student as well as parental viewpoints and concerns).

Parental Consent

From the date of receipt, parents have *fifteen calendar days* to consider and make a decision regarding the proposed assessment plan. Parent written consent to the assessment plan is required before the school district can proceed with a student's initial assessment for special education. In situations where the parent does not consent to or fails to respond to the initial evaluation, the school district has the option to pursue consent override procedures through due process proceedings.

Evaluation Timelines

After the school district receives parent written consent to the proposed Assessment Plan, the assessment team has 60 calendar days in which to conduct the evaluation and hold a meeting of the individualized educational program (IEP) team to determine eligibility for special education and, when appropriate, develop the initial IEP.

Assessment Team

The school personnel on the assessment team for an initial special education evaluation usually consist of the:

- School psychologist;
- Special education teacher
- School nurse; and
- Other specialists when appropriate (such as the speech and language pathologist, etc.).

In conducting the evaluation, the assessment team gathers information from the parent, school records, the student's teachers and other school personnel as needed. In addition, the assessment team may consider, when authorized by the parent, information from community agencies and other professionals.

As parents, you play an important role in the evaluation process by providing information about the student through interviews and questionnaires. If desired, you can furnish the assessment team with reports and evaluations conducted by private agencies and professionals.

Initial Special Education Evaluation Guidelines

Scope of Evaluation:

The initial evaluation is designed to answer the following key questions:

- * Does the student have a qualifying disability?
- * How is the student currently performing in school (present levels of education performance)?
- * What are the student's educational needs?
- * Does the student need special education and related services?
- * What special education and related services are required to enable the student to meet annual educational goals and to participate as appropriate in the general curriculum?

Evaluation Areas

By state law, the student is assessed in all areas related to the suspected disability and where appropriate may include:

- * academic performance
- * health and development
- * vision and hearing
- * general ability (intellectual skills)
- * communication/language skills
- * motor skills
- * social/emotional status
- * adaptive behavior/self-help
- * career/vocational abilities and interests

Reviewing Existing Data

As part of an initial evaluation of a student the assessment team and other qualified professionals review any existing assessment data on the student. This includes evaluations and information provided by the parents, current classroom-based assessments and observations, and teacher and support personnel observations.

Determining if Additional Information is Needed

If the assessment team can answer the questions described above under Scope of

Evaluation using existing information about the student, then no more assessment is needed, unless the parents request additional testing.

Collecting Additional Information if Needed

If more information is needed, then the assessment team administers tests and other evaluation materials as specified on the evaluation plan agreed to in writing by the parent.

Completing Initial Evaluation Report

As case manager, the school psychologist is responsible for compiling the initial evaluation report. If there were other assessors such as the speech and language pathologist or school nurse, they may complete a separate report to present to the IEP team.

Initial Referral Individualized Education Program (IEP) Meeting

Following completion of the initial evaluation coordinated by the school psychologist, the IEP team and parents meet to review both the existing and additional assessment information to determine:

- Student's present levels of educational performance and needs.
- Post-high school goals and interests (if the student is 16 years of age or older).
- Eligibility and need for special education.
- Annual goals and, as appropriate, short-term objectives/benchmarks, that address the student's educational needs related to involvement in and progress in the general education curriculum as well as other needs which arise from the disability.
- Post-high school transition needs and Course of Study and activities to address those needs for students 16 years of age or older).
- Special education and related services required to meet the IEP goals and transition needs.

Students Enrolled in Private Schools at Parent Expense

The following guidelines apply when a student, who is enrolled in a private school at parent expense, is referred for an initial special education evaluation.

School District Responsibilities

The school district where the student is enrolled in the private school is responsible for:

- Evaluating the student and determining eligibility for special education and related services. The district of residence is contacted to determine if they want to participate in the assessment process and/or eligibility meeting provided the parent has consented in writing for the release of information between the school district where the student attends private school and the school district where the student resides.
- Sending parent an annual offer of FAPE if the student is found eligible for special education and the student remains enrolled in a private school at parent expense.
- Conducting any subsequent reevaluations (e.g., triennial reviews) while the student is enrolled in a private school at parent expense within the boundaries of the school district.

The school district where the student resides is responsible for:

- Developing an individualized education program (IEP) if:
 - The student is eligible for special education and related services;
- Implementation will occur if/and when the student enrolls in a GUHSD school.

Individual Service Plan

- An individual service plan (ISP) is available for students who are found eligible for special education and related services and are enrolled in a private school at parent expense.
- Each Special Education Local Plan Area (SELPA) determines the special education services that will be provided for students on an ISP.
- The East County SELPA has determined that ISP services for students who are eligible for speech and language as a related service in grades 6 through 12 will consist of consultation to the private school staff and parents and monitoring of student progress on specified ISPs by a Speech/Language Pathologist and/or trained speech assistants within the limits of federal funding. Services will be provided at a location to be determined by the school district. The consultation may include information about appropriate instructional and assessment accommodations and modifications, curriculum adaptations and other

suggestions to help meet the student's educational needs while in the private school setting.

- On an annual basis, the school district where the student attends the private school checks with the parents via a letter as to whether or not they want to continue with an individual service plan (ISP).

Incoming 9th Grade Transition Process

Parent Transition Packet

In January, parents of 8th grade students receiving special education are provided an informational letter from their student's middle school special education teacher. The letter describes the process and timeline by which students who receive special education in the 8th grade transfer to the Grossmont Union High School District (GUHSD).

Special Education Program Tours for Parents

In order to acquaint parents of 8th grade students with the transition to high school process and special education programs at their student's home high school campus, the Grossmont District invites parents to attend each high school's Freshman Showcase. The schedule for this event is sent to all incoming families, along with registration information.

Transition to High School IEP Meeting

A transition to high school IEP team meeting is held prior to the start of the new school year. The meeting is held at the student's current middle school. During the transition to high school IEP meeting, the IEP team (including the parents) reviews the student's existing IEP and reports from the middle school, and any additional (new) assessment data that was collected. The IEP team then develops the student's 9th grade individualized education program

The transition to high school IEP team consists of:

- the parents
- student (when appropriate)
- the student's middle school IEP team
- at least one general education teacher if the student is or will be participating in one or more general education classes
- representatives from the high school, including the high school psychologist, special education teacher and, when appropriate, support personnel such as the Speech and Language Pathologist, Occupational Therapist, etc.

As a parent or legal guardian, you have the right to invite additional participants.

Summer School for Incoming 9th Grade Students

Incoming 9th grade students for whom the IEP team has determined require extended school year services (ESY), are eligible to receive special education and related services during the summer at their middle school.

Transfer Students (Interim Placements)

Whenever a high school age student with an existing individualized education program (IEP) transfers into the Grossmont Union High School District, the Grossmont District arranges for the student to continue to receive special education and related services comparable to those specified on the existing IEP for a period of 30 calendar days.

Interim Placement

Before a transfer student can receive special education services on an interim placement basis, the school psychologist:

- Verifies the special education program and services the student was receiving in the previous school district.
- Provides parents with a copy of their special education procedural safeguards.
- Determines the interim placement and services that are comparable to the existing IEP.
- Provides the parent with a copy of the Interim Placement that specifies the special education program and services to be provided by the Grossmont Union High School District during the 30-day interim placement. Note: Parental written consent is not required for the Grossmont District to implement the existing IEP that the student transferred in with during the 30-day interim placement, but is required if any changes to the IEP are proposed.
- Asks the parent to complete the Authorization for Educational Decisions form and Special Education Parent Questionnaire, which provides the parents with an opportunity to share with the IEP team relevant background information about the student as well as parental viewpoints and concerns.

Interim Placement Review Process

During the 30-calendar day interim special education placement, the school psychologist coordinates a review process that consists of the IEP team members:

- Obtaining and reviewing relevant educational documents from the student's previous school district (e.g., copies of the existing IEP and most recent assessment reports, transcript, etc.).
- Determining if additional data is needed to assist the IEP team in evaluating the appropriateness of the student's individualized education program (IEP).
- Developing an Evaluation Plan if additional assessment data is needed and then pursuing parent written approval of the plan.

- Collecting any needed additional assessment data and summarizing the results in a written report.

IEP Team Review and Final Recommendation

Before the expiration of the 30-day period, an IEP team meeting is held to review the interim placement IEP, any updated assessment information and amend the IEP as appropriate.

Statewide and District Assessments

Purpose of Statewide and District Assessments

Statewide and district-wide assessments have the following purposes:

- To show how much a student has learned
- To reveal how successfully a school has educated its students
- To help guide instructional improvement strategies and allocate resources

California Assessment of Student Performance and Progress (CAASPP)

California's statewide student assessment system

Smarter Balanced Assessments (SBAC): The Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library are all part of the CAASPP System.

The California Alternate Assessments (CAA) for English Language Arts (ELA) and mathematics are given in grades three through eight and grade eleven. The CAA for science will be given to students enrolled in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve). Only eligible students may participate in the administration of the CAAs.

California Science Tests will be administered to all students enrolled in grades five, eight, and upon completion of the science requirements in high school. This assessment is aligned with the California Next Generation Science Standards.

All test accommodations and modifications specified in the student's individualized education program (IEP) are allowed when taking any of the CAASPP tests.

Individual student results are provided to the parents and school district.

To obtain more information about the CAASPP tests go to:

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

California Alternate Assessment (CAA)

When the IEP team determines that a student with cognitive disabilities is unable to meaningfully participate in the SBAC assessments, even with appropriate accommodations and modifications, the student receives the California Alternate

Assessment (CAA). The CAA is a performance-based assessment that addresses a subset of California content standards reflecting an emphasis on functional life skills.

Results of students' performance on the CAA will be provided to parents and the school.

Assessment Resources

The CAASPP System provides a full range of assessment resources for all students, including those who are English learners and students with disabilities. These resources ensure that the assessments meet the needs of all students.

To obtain more information on the accessibility resources provided, refer to Student Accessibility Resources: <https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>

Other Statewide Assessments

English Language Proficiency Assessments for California (ELPAC)

- English Language Proficiency Assessments for California (ELPAC) is administered to students whose primary language is a language other than English.
- The ELPAC assesses English reading, listening, speaking, and writing skills. The test provides the school with information to determine the student's level of English language proficiency.
- Students who demonstrate an insufficient level of English language proficiency are eligible for English Learner services at their local high school. English language learner students are administered the ELPAC on an annual basis until such time that they demonstrate a sufficient level of English language proficiency.
- The ELPAC is administered once each year.
- If the IEP team determines that a student is eligible for the CAA, the student is also eligible for the Alt-ELPAC
- Parents are not permitted to exempt their student from taking the ELPAC or Alt-ELPAC

Physical Fitness Test

- The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity.
- All California public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class or participate in a block schedule. The designated testing window for administering the PFT students in grades five, seven, and nine is February 1 through May 31.

- Parents cannot exempt their student from taking the PFT. There are a limited number of allowable reasons for not participating in parts or all of the PFT (e.g., medical excuse or disability precludes participation as determined by the IEP team).
- Students who do not pass the Physical Fitness Test (PFT) in the 9th grade continue to take it each year and participate in a physical education program until the PFT requirement is met. Passing the PFT is not a diploma requirement.
- You can obtain more information about the Physical Fitness Test by accessing the California Department of Education, Assessment and Standards Division website at: <https://www.cde.ca.gov/ta/tg/pf/>

Grossmont District wide Assessments

9th and 10th grade: The NWEA MAP is administered in the fall and again in the spring in the areas English Language Arts and Math. Measures of Academic Progress (MAP) creates a personalized assessment experience by adapting to teach a student's learning level -- precisely measuring student progress and growth for each individual. With MAP, teachers have essential information about what each student knows and is ready to learn today.

11th grade: The Interim Comprehensive Assessment (ICA) is administered in the area of English Language Arts in the spring semester. Teachers use the results to inform their instruction.

12th grade: All seniors participate in a district generated writing assessment.

Individualized Education Program (IEP)

Purpose of the IEP

What is an IEP?

Federal law (IDEA) specifies that every student who receives special education services must have an individualized education program (IEP). There are two main parts to the IEP requirement:

- The IEP meeting(s), where parents and school personnel jointly make decisions about an individualized educational program for a student with a disability, and
- The IEP document itself, that is a written record of the decisions reached at the meeting to guarantee delivery of appropriate services to meet the educational needs of the student.

IEP Team

IEP Team Responsibilities

The individualized education program (IEP) team is responsible for:

- reviewing assessment results;
- documenting current levels of performance;
- identifying the student's educational and transition needs;
- determining eligibility for special education;
- determining the content of the IEP including annual goals, objectives (when appropriate), and the means to measure student's progress; and
- making program and related services recommendations.

Members of the IEP Team

The parent(s)

- You are an essential member of the IEP team. The term parent, as defined by federal and state laws, includes a legal guardian or an individual assigned as a surrogate parent.
- You may present information and participate in the IEP meeting in person, by sending a representative, or through a conference call.
- Additionally, you may authorize the IEP team to meet in your absence and then be notified later (in writing and, if requested, by phone) of the contents of the IEP meeting. In all instances, all recommendations relative to your student's special education program and services can take place only with signed written permission from you.
- We want you to participate in the planning and implementation of your student's educational program. In order to do this most effectively, you need to be aware of special education programs, your rights as a parent, and your importance as a member of the IEP team. You have a voice in all educational decisions made regarding your student. Every member of the IEP team contributes to the final plan.

The student

- All high school age students are encouraged to be active participants in their IEP meetings.
- Students 18 years or older, for whom no guardian or conservator has been appointed, are legally entitled to participate in the development of their IEP and must be invited to their IEP meetings. Their signed authorization is necessary to implement or change their IEP.
- Whenever post-high school transition needs and services are to be addressed, the student, regardless of age, must be invited to the IEP meeting. If the student

cannot attend the meeting, the school district ensures that the student's preferences and interests are considered.

Special education teacher(s)

- At least one of the student's special education teachers attends the IEP meeting. In the GUHSD, the student's special education advocate-teacher usually attends the IEP meeting and shares case management responsibilities with the school psychologist. If the student has more than one special education teacher, the advocate teacher represents the special education teaching staff.

General education teacher(s)

- If the student is or will be participating in one or more general education classes, at least one of the student's general education teachers is a member of the IEP team and participates in IEP meetings in person or by written communication when agreed to by the parent.

LEA representative

- The representative of the school district must be:
 - qualified to provide or supervise specially designed instruction to meet the needs of students with disabilities,
 - knowledgeable about the general curriculum, and
 - knowledgeable about the availability of resources of the district.

The Grossmont LEA representative may be a school site administrator, a program specialist, or other designee (such as a school psychologist) as designated by the Director of Special Education.

School psychologist

In the Grossmont District, the school psychologist shares case manager responsibilities with the special education assigned advocate teacher and may be present at many IEP meetings. The school psychologist may also serve as the LEA representative.

Other individuals

At the discretion of the parent or school district, other individuals with expertise are part of the IEP team such as :

- Related services provider
- School counselor
- Principal or assistant principal
- Community agency representative (e.g., Regional Center) with prior written approval of the parent

- Others invited by the parent or district

IEP Document

The individualized education program (IEP) document is completed in a meeting of the IEP team. During the development of the IEP, the team considers the:

- strengths of the student;
- concerns and information provided by the parents;
- results of the initial special education assessment or the most recent reevaluation;
- results of statewide, district, and individual assessments; and
- the academic, functional and transition service needs of the student.

The IEP must include, but is not limited to, all of the following:

- Present levels of the student's educational performance, including how the student's disability affects involvement in the general curriculum.
- Measurable annual goals, including academic and functional goals, designed to do the following:
 - enable the student to be involved in and progress in the general curriculum; and
 - meet each of the student's other educational needs resulting from the disability.
- If the student takes alternate assessments aligned to alternate achievement standards (e.g., the CAA), the IEP must include benchmarks or short-term objectives in addition to measurable long-term goals.
- A statement of:
 - how the student's progress toward the annual goals will be measured, and
 - when periodic reports will be provided to the parents regarding the progress the student is making toward meeting the annual goals.
- The service and placement options discussed at the IEP meeting, including: potential harmful effects on the student resulting from the placement; the quality of services at the placement; and modifications needed to the general education program.
- A statement of:
 - the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent possible;
 - program modifications, and

- supports for school personnel that will be provided for the student to be able to:
 - advance appropriately toward attaining the annual goals,
 - be involved in and progress in the general curriculum and to participate in other non-academic activities; and
 - be educated and participate with other students, both disabled and non-disabled.
- An explanation of the extent to which the student will not participate with non-disabled students in general education classes and extra-curricular activities.
- A statement of any individual designated supports and accommodations that are necessary to measure the academic achievement and functional performance of the student on state and district-wide assessments.
- If the IEP team determines that the student will take an alternate assessment on a particular state or district-wide assessment, a statement is included that explains:
 - the reason why the student cannot participate in the regular assessment, and
 - the reason why the particular alternate assessment was selected.
- Projected date for beginning the special education services and modifications and the anticipated frequency, location, and duration of these services and modifications.
- Beginning no later than the first IEP to be in effect when the student is 16 years of age, an individual transition plan.
- Beginning no later than age 17, a statement that the student and his/her parents have been informed of the student's special education rights that will transfer to the student upon reaching the age of 18. All special education rights and procedural safeguards will be transferred except that parents will also continue to receive all notices. Incompetency rulings and other allowances under state law can be made if the student does not have the ability to provide informed consent regarding his/her educational program. In addition, a student who is 18 years of age or older can designate a representative.

When appropriate, the IEP team also considers these special factors:

- For students in grades 7 to 12, any alternative means and modes necessary for the student to complete the district's prescribed course of study and to meet or exceed requirements for graduation.

- If the student has limited English proficiency, the IEP team considers the language needs of the student as they relate to the student's IEP.
- Extended school year services.
- Provisions for the transition into the general education class program if the student is to be transferred from a special class setting or nonpublic school program for any part of the school day, including the following:
 - A description of activities provided to integrate the student into the general education program. The description includes the nature of each activity, and the time spent on the activity each day or week.
 - A description of the activities provided to support the transition of students from the special education program into the general education program.
- For a student with low-incidence disabilities, specialized services, materials and equipment.
- If the behavior of the student impedes the learning of the student or others, the individualized education program (IEP) team considers the use of positive behavioral interventions and supports and other strategies, to address that behavior.
- If the student is blind or visually impaired, the IEP team arranges for instruction in Braille unless the team, after evaluation of the student's reading and writing skills and appropriate reading and writing media, decides the use of Braille is not appropriate for the student.
- The assistive technology and service needs of the student, if any.
- The full range of communication needs of the student are considered by the IEP team and for the deaf or hard of hearing student:
 - specialized communication strategies (if any) which are required, and
 - description of the opportunities for direct instruction and communication with peers and adults in the student's language and mode of communication.

Transition Planning

Asking the First Question

Transition planning for students who receive special education begins at age 16 with the question, "What will you do after leaving high school?" Each student's answer will be unique. It is the responsibility of school personnel to help begin the planning for a student's transition to adult life no later than the IEP that will be in effect when the student turns 16 years of age.

Age Appropriate Transition Assessment

Prior to developing the IEP that will be in effect when the student turns 16 years of age, an age appropriate transition assessment is conducted. The Planning for the Future questionnaire is completed by the parent and student as part of the transition assessment. The questionnaire addresses the student's interests, preferences and desires for life after high school in the areas of employment, training, education and independent living. The questionnaire and other relevant educational assessment information about the student help in guiding the IEP team in developing meaningful measurable postsecondary goals.

Developing Post-Secondary Goals

Based on age appropriate transition assessments, the IEP team, including the parents and student, develop a set of measurable goals that the student hopes to achieve after leaving high school. Goals are developed in the areas of training/education, employment, and, when appropriate, independent living.

Determining Needed Transition Services

Following development of the student's measurable postsecondary goals, the IEP team, including the parent and student, determine the transition services needed to assist the student in reaching those goals. Transition services include courses of study and instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Updated Annually

Since transition planning is part of the student's IEP, the measurable postsecondary goals and the transition services needed to assist the student in meeting those goals are updated annually by the IEP team, including the parent and student.

IEP Team Meetings and Amendments

Required IEP Team Meetings

An IEP meeting is required when:

- Determining initial eligibility for special education
- Developing the initial individualized education program (IEP)
- Conducting an annual review of the IEP (see Annual Review on page 89)
- Conducting a three-year reevaluation of the student, unless the parent and district agree that a three-year reevaluation is not necessary

Amendments

In making changes to a student's individualized education program (IEP) after the annual IEP meeting for a school year, the parent and the school district may agree not to convene an IEP meeting for the purpose of making those changes and instead may develop a written document (amendment), signed by the parent and by a representative of the school district, to amend or modify the student's existing IEP.

Requesting an IEP Team Meeting

Parents and school personnel may request an individualized education program (IEP) meeting by contacting the advocate teacher or school psychologist assigned to the school where the student is receiving special education services. The school psychologist will ensure that the legal procedures are followed, including the timeline requirement that the meeting be held within 30 days of being requested.

Parent Notification of IEP Team Meetings

State and federal laws require that parents be notified of IEP team meetings early enough to ensure an opportunity to attend. The IEP meeting is scheduled at a mutually agreed-upon time and place. Parents are normally notified of IEP team meetings by using both of the following methods:

- by mail using the Notice of an IEP Meeting form; and
- by phone and/or e-mail (typically 48 hours prior to the meeting).

Parent Attendance at IEP Meetings

Parents are strongly encouraged to attend IEP meetings either in person, by phone conference or by sending a representative.

Excusal of IEP Team Members Attendance at IEP Meetings

A member of the IEP team need not be required to attend, in whole or in part, an IEP meeting if the parent and the school district agree 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 in the meeting.

A member of the IEP team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services when both of the following occur:

- The parent and the school consent to the excusal after conferring with the IEP team member; and
- The IEP team member submits in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

IEP Meeting Ground Rules

California Education Code states that individualized education program team meetings are to be non-adversarial and convened solely for the purposes of making educational decisions for the good of the student. To facilitate an orderly meeting that allows for open communication between all participants and ensures that the meeting focuses on the needs of the student, the following meeting ground rules have been developed:

- Everyone will have an opportunity to speak without interruption.
- We will focus on the student and his/her unique needs.
- We will treat each other with mutual respect and dignity.
- We will work together to develop an effective educational plan, which is in the student's best interest.
- We will minimize "side conversations." If necessary, we will take a moment so this can occur and be completed.

IEP Meeting Agenda

1. Introduction of team members.
2. Purpose of the meeting and encouragement of participation by all team members.
3. Review of parent rights and procedural safeguards.
4. Review of information from assessments/observations and description of current levels of functioning including student's strengths, interests, and post-high school goals.
5. Discussion of parent and student concerns relevant to educational progress.
6. Description of disability and how it affects involvement and progress in the general curriculum.
7. Determination of special education eligibility.
(If student is not found eligible, alternative options to meet student's educational needs are discussed.)
8. Determination of how student will participate in state and district wide assessments.
9. Review of graduation requirements.
10. Identification of student's educational and transition areas of need.
11. Development of measurable post-secondary and annual goals, (and short-term objectives/benchmarks if appropriate), and transition services and activities to address student's measurable postsecondary goals.
12. Determination of the extent to which the student will participate with non-disabled students in the general education environment.
13. Description of supplemental aids, services, and adaptations to be provided that enable the student to participate in the general education environment and assessments to the maximum extent possible.
14. When appropriate, discussion of positive behavior interventions, strategies, and supports to address student's behavior which impedes learning.
15. Determination of special education and related services necessary for the student to benefit from his or her educational program and make progress on the IEP annual and post-secondary goals.
16. Development of an Emergency Circumstances Program

Tips for Parent Participation in IEP Meetings

As parents, your involvement in the individualized education program (IEP) meeting is vital. For students under age 18 for whom no guardian or conservator has been appointed, no part of the student's IEP will be implemented without your written consent. You may consent to the entire plan, or may give consent to only those parts you feel are appropriate for the student's educational program.

Before the IEP Team Meeting

- Become knowledgeable about your student's disability and abilities, and how they impact school performance.
- Form a relationship with your student's advocate-teacher, and establish a mutually agreed upon home-school communication system. Talk to your student's advocate-teacher before an IEP meeting so you both can think about successful options or outcomes for your student.
- Whenever possible, it is helpful for both parents to attend the IEP meeting. If this is not possible, you may want a friend or relative to attend with you.
- If there is someone you would like to be at the IEP meeting, let the advocate-teacher know so that person can be invited, or you may personally invite that person.
- Should you not be able to attend a scheduled IEP meeting, you can:
 - ask that it be rescheduled;
 - participate via a conference call;
 - send a representative; or
 - speak to the student's advocate-teacher or school psychologist and determine if the IEP meeting can proceed and the paperwork can be sent to you for your approval.
- If you need more than the time allotted on the notice of meeting, call the advocate-teacher to reschedule your meeting.
- If you need a language translator for the meeting, contact the advocate-teacher or school psychologist so that an interpreter can be scheduled.
- Review your student's current IEP and other reports you may have on file. If you don't have your student's last IEP, contact the advocate-teacher for a copy.

- Discuss with your student any concerns or questions he/she may have regarding their educational needs. Involving your student in their IEP meeting is crucial in developing self-advocacy skills and an awareness of their strengths and weaknesses.
- Make a list of questions or concerns before the meeting so that you don't forget them as the meeting proceeds.

During the IEP Team Meeting

- Be an assertive parent. Assertiveness is the key to effective communication. It involves parents organizing their thoughts, clearly expressing their opinions and requesting reasonable options in planning for their student. It also involves listening carefully to the opinions of school personnel, asking questions for clarification, and remaining objective about suggestions given. Assertiveness is not the same as aggressiveness.
- Above all, ask questions at the IEP meeting. Some parents do not ask questions because they feel it makes them appear unintelligent or unsophisticated. Feel free to ask those questions! The other team members will appreciate your questions and realize that you are there to do the best job possible for your student. Some possible questions might include:
 - What kind of disability does my student have?
 - What does the disability specifically mean/involve?
 - What is my son's/daughter's learning style?
 - How can I assist my student at home?
 - Will my student be able to earn a diploma?
 - Will my student be able to obtain a job after graduation?
 - What can I do to help develop the individualized transition plan?
 - Will my student need any special assistance outside of the classroom or the school system? What help is available?
 - Are there support groups available to me?
- If a program or service is being discussed, ask what that program or service can provide your student. If you need more information before you can give informed consent regarding a proposed program or service, ask to schedule another IEP meeting and thereby provide you with time to look into the proposed options.
- If your student is different at home than he/she is being described at school, share that important information with the IEP team. You know your student the best. Share what strategies you have found to be successful with your student. Also, share what you know has not worked with your student in the past.

- Request definitions of unfamiliar terms. Sometimes school personnel forget that you don't use these terms on a daily basis and assume you understand.

After the IEP Team Meeting

- Make sure that you receive a copy of the IEP.
- When you leave the IEP meeting, you should be able to discuss your student's strengths and challenges. You should also understand what services will be provided to help your student in his/her areas of need. Should you get home and have questions, call your student's advocate-teacher or school psychologist for clarification. If another meeting is needed, it can be scheduled through the advocate-teacher.
- Follow-up and report back to the IEP team if you agree to carry out a recommendation.
- Monitor your student's progress. One way to monitor your student's progress is to use Infinite Campus which provides access to your student's attendance, grades, and discipline. In addition, review the progress on your student's IEP annual goals which are mailed to you at the end of each semester (or quarter). If things are not going as expected, contact your student's advocate-teacher.
- When appropriate, express appreciation to the other team members. Write a note to the supervisor of the people who have been especially helpful. (Sometimes we are quick to put our complaints and demands in writing. We should be just as quick to write a note of appreciation. "Thank you notes" are very much appreciated.)

Remember - It's a Cooperative Effort

The IEP team's purpose is to help your student be successful in his/her education. It is a partnership between all members. Let the school know if there are ways we can better serve you or your student.

Tips for Student Participation in IEP Meetings

Student participation in individualized education program (IEP) meetings at the high school level is extremely important. Decisions are made that affect the student's current daily life and future plans. Students should be a part of the IEP process and must be invited to attend any IEP meeting in which transition planning and services will be discussed.

Typical transition plan activities on students' IEPs include how students can be self-advocates and active participants in their IEP meetings.

Students 18 years of age or older, for whom no guardian or conservator has been appointed, are legally entitled to participate in the development of their IEP. Their signed authorization (or the signed approval of the person the student has designated to represent them in IEP meetings), must be obtained prior to implementing or changing their IEP.

The following suggestions may be helpful in encouraging your student's active participation in the development of his or her IEP:

- *Assist you student in understanding his or her disability and abilities.*
The more knowledgeable your student becomes about his or her disability and how it impacts school performance and functioning in day to day activities, the accommodations are needed and how to obtain them.
- *Make sure your student knows the function of the IEP.*
The IEP is a tool created to address both academic and personal modifications, specific instructional needs, measurements to determine success, and present levels of performance. The meeting is an opportunity for the student to be able to express his/her needs and wants. The IEP team needs to explore options to best determine how the student will reach his/her potential. This is best accomplished with the student's participation.
- *Let your student know that his or her input is valued.*
The IEP meeting is a forum that can be a positive experience not only because personal involvement is a key to developing a meaningful and successful plan, but also because of the growth in self-confidence and self-advocacy that may occur.
- *Be sure your student is aware of the transition component of the IEP.*
- *Support your student in connecting with his/her advocate-teacher on an independent basis.*

This relationship will inspire communication without the pressure of having a number of people to talk with at once. The advocate-teacher can also serve as a messenger from your student to the entire IEP team.

- *Let your student know it is okay to make changes in the IEP.*
An IEP is not written in stone; if the plan is not working, then it should be changed. It is important your student knows he or she has the right and responsibility to bring IEP issues to the team or to be a part of the team. The school has an equal responsibility to chart progress and any perceived difficulties in the IEP. If issues arise, a new IEP meeting should be scheduled.

Reviews and Exit From Special Education

Progress on IEP Goals

Federal and State Requirement

Federal and State laws and regulations require periodic reports to parents on their child's progress toward meeting the IEP annual goals. In the Grossmont District, progress on IEP annual goals is reported to parents at the end of each semester using the schedule listed below unless the IEP team and parents have agreed otherwise as specified in the IEP.

Schedule of Progress Reports

Progress on IEP annual goals is reported and mailed to parents two times per school year according to the following schedule:

- Quarter Schedule Schools (Helix Charter High, Steele Canyon Charter High and Chaparral)
 - No later than 10 calendar days after the end of each quarter
- All other schools in the Grossmont District
 - No later than 10 calendar days after the end of each semester

In addition to the progress reporting schedule listed above, final progress toward meeting the annual goals is reported at the annual review IEP team meeting with a hard copy of the report provided to the parent.

Insufficient Progress

When a student's IEP progress report indicates that the student will not be able to meet the performance standard set forth in the annual goal by the time of the next annual review meeting, the reason for the insufficient progress is noted on the report. The advocate-teacher arranges for an IEP team meeting to:

- review the student's progress to date;
- review the special education services and supports that have been used to assist the student in achieving the goal(s); and
- determine what additions/modifications to the instructional program, special education and related services, and supplemental supports are needed to enable the student to meet the goal by the annual review meeting.

Questions Concerning Progress Report

If you have questions about your student's progress on the IEP annual goals, please contact your student's Special Education Advocate Teacher. If you do not know the name of the Advocate Teacher, please call your student's school and ask for the Special Education Department Chairperson.

Annual Review

Annual Review Requirement

Federal and state laws require that each student's entire individualized education program (IEP) be reviewed and updated at least annually.

Activities Completed Prior to Annual Review Meeting

Prior to the annual review IEP meeting, your student's special education advocate-teacher:

- Reviews and evaluates your student's progress on the current IEP goals and any benchmarks or short-term objectives.
- Reviews and evaluates your student's progress on current postsecondary goals if your student has an individualized transition plan.
- Gathers and summarizes relevant data needed to describe your student's current level of educational performance.
- Conducts a conference with you either by phone or in person.
- Writes a draft of proposed annual goals (and benchmarks, if applicable) using input from you and your student, and school personnel.
- For students 16 years of age and older, writes a draft of proposed postsecondary goals based on input from you and your student about your student's goals and plans for life after high school.

Annual Review IEP Meeting

During the annual review meeting, the IEP team, including the parents and student:

- Review the degree to which IEP annual goals, benchmarks, and postsecondary goals have been met.
- Document the student's current performance levels, post-high school goals and educational needs.
- Develop annual goals, benchmarks/short-term objectives (if applicable), and postsecondary goals which target the student's educational needs.
- Determine special education and related services and supplemental aids and supports that provide a reasonable opportunity for the student to make adequate progress on the annual and postsecondary goals and be involved in the general education curriculum to the maximum extent possible.

Three-Year (Triennial) Reevaluation

Federal and state laws require that each student receive a reevaluation at least once every three-years. A reevaluation may not occur more than once a year, unless the parent and IEP team agree otherwise.

Purpose of Three-Year reevaluation

The reevaluation process is designed to determine:

- If the student continues to be a student with a disability;
- If the student continues to need special education and related services;
- What the student's present levels of educational performance and educational needs are; and
- Whether or not additions or changes need to be made to the special education and related services the student is receiving, to enable the student to meet IEP goals and participate, as appropriate in the general curriculum.

Triennial reevaluation Options

There are two options when a student is due for a triennial review:

1. **reevaluation Based On Existing Assessment Data**

After reviewing existing records and assessment data, the IEP team and parent agree in writing that information that already exists about the student is sufficient to address the reevaluation issue(s). New testing or collection of additional assessment data would not occur.

An IEP team meeting with the parent is held to review the existing assessment data and address the identified reevaluation issue(s).

2. **reevaluation Based On Collection of Additional Assessment Data**

The IEP team and/or parent determine that after reviewing existing assessment data, additional assessment is needed to address one or more of the issues listed under Purpose of Three-Year reevaluation. The parent is provided with an Evaluation Plan outlining the proposed additional assessment. The parent can request and/or provide additional assessment data beyond what is in the proposed Evaluation Plan. No additional testing or data collection takes place without parent written consent unless the parent fails to respond to reasonable attempts to contact them to obtain either their consent or denial of the Evaluation Plan.

Following completion of the additional assessment, the IEP team and parent meet to address the reevaluation issue(s) by reviewing existing records and the additional assessment data that was collected.

Vision and Hearing Screening

Regardless of which reevaluation option is selected, California law requires that students being assessed for initial special education services and triennial reviews shall have had a hearing and vision screening unless permission is denied by the parent. The assessment team can use existing screening data up to three-years old or initiate the screening process as part of the initial or triennial evaluation.

Parent Notification, Rights and Consent

Prior to the due date for the three-year reevaluation, the parent receives the GUHSD reevaluation Plan from the school outlining the school's proposal for the three-year reevaluation. As with other special education assessments, you have the right to:

- Request a copy of special education parent rights and procedural safeguards and to have them explained.
- Request that additional assessment data be collected beyond what is proposed by the school district.
- Provide the IEP team with independent assessments or other information.
- Deny all of or part of the proposed reevaluation, including the vision and hearing screening.
- Request a copy of any assessment data and reports used for the three-year review prior to the IEP team meeting.
- Receive prior written notice of any proposed change in your student's individualized education program (IEP) resulting from any reevaluation, including the vision and hearing screening.
- Receive notification of any IEP team meetings.

Exit From Special Education

There are four ways that a student exits special education:

1. Student receives a regular high school diploma
2. Student exceeds maximum age requirements
3. IEP team determines student no longer meets eligibility requirements
4. Parent or adult age student revokes consent for all special education and related services.

IEP Team Determination of Special Education Eligibility

One of the primary goals of special education is to assist students with acquiring the skills necessary to be involved in and progress in the general curriculum and school environment. When a student has demonstrated the ability to be successful in the general education environment with little or no special education support, the individualized education program (IEP) team may recommend that the student be dismissed from special education.

Prior to the IEP team recommending that a student be dismissed from special education and returned to general education, a reevaluation must be performed that indicates the student is no longer eligible for special education (i.e., the student no longer demonstrates a disability that requires special education in order to progress in the general education program and curriculum).

The process for reassessing a student for possible dismissal from special education follows the same basic procedures described for conducting a three-year reevaluation.

1. The IEP team and parents review existing data and determine whether additional data needs to be collected to determine if the student continues to have a disability that requires special education services.
2. If the IEP team and/or parents request the collection of additional data, the school district develops an Assessment Plan, which the parent has the option of approving (in part or in whole) or denying.
3. Following completion of any additional data collection or testing, the IEP team and parent meet to review existing records and any additional assessment data that was collected to determine whether the student continues to have a disability that requires special education services.

Parental rights, notification and consent pertaining to the reevaluation process for dismissing a student from special education are the same as those for the three-year reevaluation.

Revocation of Consent for Special Education and Related Services

If, at any time after initially consenting to their student receiving special education and related services, a parent/legal guardian or adult student age 18 or older may revoke consent for all of the services or some of the services.

Revoking Consent for All Special Education and Related Services

Although not necessary, it is recommended that the following steps be completed in person with the parent or adult age student and the LEA Special Education Representative.

1. Parents or adult age students must submit their request for revoking the provision of all special education and related services in writing to an LEA Special Education Representative. The LEA Special Education Representative may be the student's Special Education Case Manager (school psychologist), the student's Advocate Teacher or a Special Education Administrator. Assistance to parents in completing the request can be obtained from the LEA Special Education Representative.
2. Upon receiving the written request, the LEA Special Education Representative promptly provides the parent with the following: Prior Written Notice acknowledging Parental Revocation of Consent for All Special Education Services and Notice of Procedural Safeguards. In the case of an adult student age 18 or older requesting removal of all special education services, the student is provided with the Prior Written Notice acknowledging Revocation of Consent for All Special Education Services and Notice of Procedural Safeguards.

Revoking Consent for Some Services

Parents and adult students age 18 or older may revoke consent for some of the services in the individualized education program (IEP) by submitting their request in writing to an LEA Special Education Representative. The LEA Special Education Representative may be the student's Special Education Case Manager (school psychologist), a Special Education Administrator or the student's Advocate Teacher. Assistance to parents in completing the request can be obtained from the LEA Special Education Representative.

The procedures for amending the student's IEP are followed when a parent or adult student revokes consent for some services.

If the parent and school district disagree about whether the student would be provided a free appropriate public education (FAPE) if the student did not receive a particular service, the parent may use the due process procedures to obtain a ruling that the service with which the parent disagrees is not appropriate.

Behavior and Discipline

Behavioral Supports

IEP Team Actions When Student's Behavior Impedes Learning

If the individualized education program (IEP) team determines a student's behavior is impeding the learning of the student or others, the IEP team:

- Describes the target (problem) behavior in observable and measurable terms on the IEP.
- Develops IEP goal(s) and, if appropriate, benchmarks/short-term objectives, which address the replacement behavior and, if appropriate, the target behavior.
- Documents positive behavior strategies and supports necessary to achieve the goal.

Determining Level of Behavior Support

Depending on the nature, frequency, and severity of the student's problem behavior, the IEP team determines if a behavior assessment is necessary to help in the development of a Behavior Intervention Plan (BIP)

Functional Behavior Assessment (FBA) and Positive Behavioral Intervention Plan (PBIP)

Must be considered by IEP team when:

- There is no current positive behavioral intervention plan (PBIP) based on a functional behavior assessment (FBA) and the student engages in:
 - Self-Injurious behavior
 - Assaultive behavior
 - Serious property damage,
 - Behavior requiring physical restraint beyond a brief physical prompt
 - Other severe behavior for which the existing behavior strategies, even when modified, are ineffective in improving student's behavior.

A functional behavior assessment (FBA) must also be considered by the IEP team when requested by the parent(s) or a staff member.

Main features:

- Based on parent approved Evaluation Plan that is individually designed for the student and behavior being addressed.

- Assessment involves: systematic observations of student to determine antecedents and consequences to the behavior, ecological analysis of settings where behavior occurs most frequently, interviews (including the parents and student), and review of records and previous interventions.
- Depending on the results of the FBA, the IEP team may develop a positive behavioral intervention plan (PBIP)

Special Education Discipline Guidelines

An instructional setting in which students and teachers feel safe and teaching occurs in an orderly manner is essential to the learning process. Federal and state laws attempt to provide schools with the legal tools necessary to maintain safe and orderly learning environments for all students without violating the procedural safeguard protections available to students with disabilities.

Disciplining a student who misbehaves at school involves not only applying a consequence which corresponds to the rule violation (e.g., having to serve after school detention for excessive talking), but also determining what changes need to be made in the learning environment and instructional process to prevent a repeat of the misconduct and putting in place the supports needed to assist the student in acquiring more appropriate behavior (e.g., if the excessive talking was related to avoiding the assigned work, the teacher might show the student how to appropriately seek out assistance).

Parent Involvement and Procedural Safeguards Related to Discipline

You can reduce the likelihood of your student becoming involved in a discipline problem at school and ensure that his or her rights are protected by:

- Reviewing the school's behavior code with your student on a regular basis. (Check with your child's school for a copy)
- Letting your student's special education advocate-teacher and/or school psychologist know of any concerns you have about your student's behavior and strategies you are aware of that have been successful in the past.
- Establishing and maintaining a consistent system of communication with your student's teachers.
- Becoming aware of the classroom management systems that are used in your student's special and general education classes, and helping your student understand and follow them.
- Supporting the school by expecting your student to follow the school rules and behave appropriately. Contact your student's special education advocate-teacher or school psychologist to determine an appropriate course of action if you notice your student's behavior becoming a problem.

Procedural Safeguards Related to Disciplinary Actions

- You have the right to request an individualized education program (IEP) team meeting to discuss your student's behavior and help determine appropriate behavior interventions.
- You have the right to request a functional behavior assessment (FBA)

- You may appeal any finding or decision of the IEP team related to a disciplinary action

Interventions Prior to Suspension

Whenever possible, teachers and administrators implement interventions and consequences in response to a student's misbehavior that do not involve removing the student from his or her educational setting.

Discipline Referral to Assistant Principal

If a special education student is referred to the assistant principal for disciplinary action:

- Previous interventions used by the teacher are recorded on the referral form.
- Whenever possible, the assistant principal, special education advocate-teacher, and school psychologist discuss the infraction prior to taking a course of action to:
 - review the situation and proposed disciplinary action(s);
 - discuss possible alternative interventions; and
 - determine if the action proposed by the assistant principal requires an IEP team meeting before implementation.
- The assistant principal notifies the student's parent(s) as to the nature and circumstances of the disciplinary referral and the disciplinary action (if any) which is being pursued or taken.

Reasons for Suspension/Removal

Students with disabilities may be suspended or otherwise removed from their current educational program by the school principal or designee for the same reason(s) that students in the general education program are suspended. Violation of any state and/or district code of conduct may result in a short-term suspension. More serious violations (e.g., possession/use of drugs or weapons, assault, sexual harassment, etc.) could result in long-term disciplinary action such as a change of placement or expulsion. Therefore, it is important that both you and your student know and understand the school's code of conduct. If you do not have a copy of your school's discipline code, you may obtain a copy by contacting the school's counseling or assistant principal's office.

First 10 Days of Suspension/Removal for the School Year

Each suspension/removal may be up to 5 consecutive days (which can be extended to 10 consecutive school days by the superintendent or his/her designee if the student is being referred for expulsion and poses an immediate threat to the safety of self or others).

Schoolwork is provided at the discretion of school personnel.

Recommended IEP team actions following suspension/removal:

If problem behavior has not been addressed on IEP:

Depending on the severity and frequency of the problem behavior, school personnel and/or parents may request an IEP team meeting to:

- determine if the behavior is impeding learning of student and/or others;
- document the problem behavior on the IEP in observable and measurable terms.;
- develop an IEP goal and benchmarks/objectives that address the problem behavior;
- decide level of behavior intervention and specify strategies to improve the student's behavior; and
- identify school and community supports and resources necessary to implement the intervention strategies.

If problem behavior has been previously addressed on current IEP:

- School personnel and/or parents may request an IEP team meeting to:
- review and modify student's existing program, related services, and behavior supports; and if necessary
- take steps to implement a higher level of behavior support.

Short-Term Suspension/Removal Beyond 10 School days

The following guidelines apply when the school is seeking to suspend a student from school for short periods of time beyond 10 total school days for the school year. If the school is seeking removal of the student from the school for more than 10 consecutive school days or otherwise pursuing a disciplinary change of placement (e.g., expulsion)

- Short-term suspensions beyond 10 schooldays cannot exceed 20 cumulative schooldays for the school year unless:
 - the parent agrees to extending the number of days of suspension, or
 - the student transfers to another school or alternative educational setting, in which case the suspensions can be extended to 30 schooldays.
- Each suspension/removal may be up to 5 consecutive days.
- Each suspension/removal must be for a separate act of misconduct.

Actions required prior to a short-term suspension/removal that would exceed 10 cumulative schooldays in the school year:

The school administration and school psychologist determine whether or not removal beyond 10 total school days for the school year would constitute a "pattern" of removal due to:

1. Behavior involved in current misconduct is substantially similar to previous removals; and
2. Other factors such as length of each removal, total time of removal, and proximity of removals to one another.

If removal does not constitute a pattern:

- Student may be removed for up to 5 consecutive schooldays.
- School administration and advocate teacher determine the extent to which services are needed for student to progress in the general education curriculum and meet IEP goals during the period of suspension/removal.

If removal would constitute a pattern:

The student cannot be suspended beyond 10 school days for the school year without first following the procedures for a Disciplinary Change of Placement described below.

Disciplinary Change of Placement (Including Expulsion)

A disciplinary change of placement occurs whenever one or more of the following actions are being recommended:

Suspension/removal for more than 10 consecutive school days; or

Expulsion from the school or the school district; or

Short-term suspensions/removal beyond 10 cumulative schooldays, which the school has determined would constitute a pattern (see above); or

Interim Alternative Educational Setting: School officials may remove a student to an interim alternative educational setting for no more than 45 school days, regardless of whether the behavior was a manifestation of the student's disability, if the student:

1. carried or possessed a weapon on the way to or at school, on school premises, or to or at a school function;
2. knowingly possessed or used illegal drugs, or sold or solicited the sale of a controlled substance, while at school, or on school premises or at a school function; or
3. has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

The IEP team must determine the interim alternative education setting.

Parent notification of decision to pursue a disciplinary change of placement:

Not later than the date on which the decision is made to pursue a disciplinary change of placement; the principal or assistant principal notifies parent(s) of:

- Short-term discipline plan (i.e., student's educational placement while the disciplinary change of placement is being pursued);

- Intent to pursue a disciplinary change of placement; and
- Notice of Procedural Safeguards.

IEP Team Actions Prior to Disciplinary Change of Placement

Relevant members of the IEP team, including the parent, meet within 10 schooldays of the decision to pursue a disciplinary change of placement in order to conduct a *manifestation determination review* that includes:

- Considering all relevant information in the student's file, including the IEP, any teacher observations, and any relevant information provided by the parent; and
- Determining whether the behavior subject to disciplinary action was caused by or a direct result of the student's disability and/or failure to implement the IEP.

If IEP team determines behavior was not a direct result of the student's disability or failure to implement the IEP:

If expulsion is being pursued:

Expulsion process continues with the student being referred to the district's administrative hearing panel, which then makes a recommendation to the school board. The school board determines the conditions of any expulsion or suspended expulsion. IEP team determines the student's interim placement while the expulsion process continues and makes a recommendation as to the student's placement and special education services in the event the school board decides to expel the student or suspend the expulsion.

If disciplinary transfer to an alternative educational setting is being pursued:

School's recommendation for a disciplinary change of placement is implemented with the IEP team determining the placement and services.

If suspending/removing the student beyond 10 cumulative schooldays for the school year is being pursued because the suspensions/removals would constitute a pattern:

The school may suspend/remove the student beyond 10 cumulative schooldays for the school year (not to exceed 10 consecutive school days or 20 cumulative days for the school year, unless the student had changed schools during the school year, in which case the number of days of suspension could not exceed 30 cumulative schooldays).

Address Behavioral Supports

In all three situations described above (expulsion, disciplinary transfer, and suspending/removing the student beyond 10 schooldays for behavior that constitutes a pattern), the IEP team considers the level of behavioral support needed to address the problem behavior.

Follow-up Actions

In all three situations described above (expulsion, disciplinary transfer, and suspending/removing the student beyond 10 school days for behavior that constitutes a

pattern), the “Recommended IEP team actions following suspension/removal” are followed.

If IEP team determines behavior was either a direct result of the student’s disability and/or failure to implement the IEP:

- Disciplinary change of placement is discontinued.
- If expulsion was being pursued, expulsion process is discontinued.
- School district takes immediate steps to remedy any deficiencies found in implementing the student’s IEP or 504 plan and returns student to original placement unless:
 - Special circumstances exist; or
 - The school district and parent agree to change in placement as part of the modification of the IEP.
- IEP team must address behavioral supports by:
 - Reviewing and (if necessary) modifying student’s existing behavior intervention plan (BIP) that was developed on the basis of a functional behavior assessment (FBA); or
 - If student does not have a behavior intervention plan (BIP) based upon a functional behavior assessment (FBA):
 - Developing an evaluation plan to conduct a functional behavior assessment (FBA); or
 - If the evaluation plan does not include collection of additional assessment data and parent does not request additional assessment, conducting the functional behavior assessment (FBA) and developing behavior intervention plan (BIP) can take place at the same IEP meeting.

Special Circumstances

- If the misconduct involved a weapon, drugs, and/or serious bodily injury, the school may order the student to an interim alternative educational setting determined by the IEP team for up to 45 school days regardless of whether or not the misconduct was a direct result of the student’s disability or failure to implement the IEP.
- If a state hearing officer determines that returning the student to the original placement is substantially likely to result in injury to the student or others, the hearing officer may order the student to an interim alternative educational setting for up to 45 schooldays.

Follow-up Actions

- If the student had been ordered to an interim alternative educational setting by the school district, student may remain in the placement for up to 45 school days at the discretion of the school district.
- If the school district believes that returning the student to the original placement is substantially likely to result in injury to the student or others, the school district may request an expedited state hearing and/or seek a court order to prohibit the student from returning to campus.
- If the student had been ordered to an interim alternative educational setting by a hearing officer, the student may remain in the interim alternative educational setting for up to 45 school days at the discretion of the school district.

Note:

If the school district believes that returning the student to the original placement is substantially likely to result in injury to the child or to others after completion of a 45 day alternative interim placement ordered by a hearing officer, the school district may request another expedited hearing and a hearing officer may again order the student to a 45 day alternative interim placement. This process may be repeated.

Parent Appeals:

- You may appeal any finding or decision of the IEP team related to a disciplinary action by requesting a mediation or due process hearing.
- While your appeal is being processed, your student continues in the educational placement that was in effect prior to taking disciplinary action pending the decision of the state hearing officer unless:
 - you and the school district agree otherwise; or
 - the IEP team determines the misconduct is not a manifestation of the student's disability, in which case the student's placement is in the educational setting determined by the IEP team; or
 - the misconduct involved a weapon, drugs, and/or serious bodily injury and your student has been ordered by the school principal/designee to a 45 school day interim alternative educational setting determined by the IEP team; or
 - the district obtains a court order; or
 - a state hearing officer has ordered your student to a 45-school day interim alternative educational setting.

Graduation Requirements

	<p>To earn a high school diploma from the Grossmont Union High School District, all students, including students with disabilities, must successfully complete the following course of study prescribed by the Grossmont Union High School District. UC A-G Requirements for University of California and California State University Admission are indicated.</p>
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Special Education Programs

 Graduation Pathway:	GUHSD Diploma	AB 181 Alt Pathway Diploma
Minimum # of Credits Required	220	220
Available to:	All Students	SWD who qualify for the CAA through IEPs
Available at:	All sites	All sites for qualifying students who take the CAA

Subject Area Specifications

Graduation Pathway:	GUHSD Diploma	AB 181 Alt Pathway Diploma
English	40 credits (A-G: 40 credits)	30 credits

Social Science	35 credits *5 Geography * 10 World History * 10 US History * 5 Government * 5 Economics (A-G: 20 credits)	30 credits * 10 World Hist Essentials * 10 US History Essentials * 5 American Govt Essentials * 5 Economics Essentials
Mathematics	30 credits *IM I *IM II *plus additional course (A-G: 30 credits, 40 is recommended)	20 credits meet or exceed IM 1 Essentials
Science	20 credits *10 physical *10 life Valhalla 30 credits * 10 Biology * 10 Chemistry * 10 Physics (A-G: 20, 30 is recommended)	20 credits * 10 Physical Science Essentials * 10 Biology Essentials
Physical Education	20 credits (A-G: N/A)	20 credits Specially Designed PE or General Ed PE
World Language or VAPA Or *CTE	10 credits World Language OR Visual/Performing Arts (A-G: Visual or Performing Arts 10 credits, World Language 20 credits, 30 recommended)	10 credits Applied Arts, VAPA, world language
Electives or other requirements	65 credits (A-G: 10 credits)	90 credits Electives- Community Based Instruction, Social Skills,

FAPE and MAXIMUM AGE ELIGIBILITY

Students with an individualized education program (IEP) are entitled to receive a free appropriate public education (FAPE), including special education and related services, through age 21, unless they earn a regular high school diploma before that time.

- If a student turns age 22 between July 1 and September 30, he or she is no longer eligible for special education after the last day of school of the previous school year.
- If a student turns age 22 in October, November, or December, student exits at the

winter recess.

- If a student turns age 22 between January and June 30, student exits the last school day of the school year.

Alternative Pathway to a Diploma (For students with Extensive Support Needs)

Students with Extensive Support Needs who qualify to take the California Alternate Assessment (CAA) and entered 9th grade during the 2022-23 school year or later may be eligible to complete an alternative pathway to a diploma under CA Ed Code Section 51225.31. Please speak with your child's Advocate Teacher for more information about this course of study.

Instructional Adaptations

Instructional adaptations allow students with disabilities to be involved in and progress in the general education program and course of study required for a high school diploma. Depending on the student's demonstrated needs, instructional adaptations may involve changes in how information is presented, the learning environment, books and materials, curriculum and grading. Instructional adaptations can also include organizational supports, assistive technology and other aids and services. Whether an instructional adaptation is considered to be an accommodation or a modification depends on the particular course standards and expectations.

Accommodations

Accommodations are instructional adaptations that enable the student to have access to and benefit from the general education curriculum and course of study *without fundamentally altering the standards or expectations of the course*. For example, assigning a study partner and providing preferential seating in an English class usually does not significantly change the course standards. When a student is provided instructional accommodations in a course, the student receives the same work and level of credit as all the other students taking the course. There is no distinction made on the student's high school transcript between courses taken with or without accommodations. Students who are provided accommodations in courses required for admission to the University of California and California State University receive full credit.

Modifications

Modifications are instructional adaptations that fundamentally change the standards or expectation of a course. Requiring a one-page essay graded on 5th grade standards when the standards for the English course consist of writing a ten-page essay graded on 9th grade standards constitutes a modification. Modified courses are listed on the Services page of the IEP. When students pass a course that has been modified, they receive high school graduation credit for the course. However, modified courses do not meet University of California or California State University admission requirements.

IEP Team Determines Adaptations

It is the IEP team that determines what instructional adaptations, if any, the student requires in order to gain access to and progress in the general education program. Although parents may request a variety of accommodations and modifications and general education teachers may recommend specific adaptations, the IEP team must decide which ones are necessary based on the student's identified disability and demonstrated needs. Instructional adaptations are documented on the individualized education program (IEP) on the Services page.

Certificate of Completion

General Description and Course of Study

- A Certificate of Completion is an alternative course of study prescribed by the Individualized Education Program (IEP) team that entails 220 credits in courses that do not meet requirements for a high school diploma.
- A Certificate of Completion can be awarded at the end of 12th grade, if sufficient credits have been earned. Credits can continue to be earned in an Adult Transition Program, and a Certificate will be awarded once 220 credits have been earned.
- The student's course of study, including credits to achieve a Certificate of Completion, must be documented on the IEP.

Rights with Certificate of Completion

Students:

- Continue to be eligible for special education and related services determined needed by their IEP team until turning 22 years of age.
- Can enroll in Grossmont Adult Education or High School diploma program or equivalency preparation (HSE)
- Can enroll in career preparation or career pathways like Health Occupations Careers through Grossmont Adult Education
- Can enroll in community college.
- May not be eligible to enlist in the armed forces.
- Impacts ability to enroll in post-secondary programs.
- Impacts eligibility for financial aid for post secondary programs.

FAPE & Maximum Age Requirements

Students with an individualized education program (IEP) are entitled to receive a free appropriate public education (FAPE), including special education and related services, through age 22, unless they earn a regular high school diploma before that time. The following rules apply when determining if a student has exceeded the maximum age eligibility.

- Students who turn 22 between January and June 30 must exit no later than June 30, unless the IEP includes extended school year (ESY) services.
- Students who turn 22 between July 1 and September 30 must exit no later than June 30 of the previous school year, unless the IEP includes extended school year (ESY) services.
- Students who turn 22 in October, November, or December must exit no later than December 31, unless the student would otherwise complete his or her individualized education program at the end of the current fiscal year.

GLOSSARY OF TERMS

ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APE	Adapted Physical Education Specialized physical education services designed and provided by an Adapted Physical Education Specialist.
BIP	Behavior Intervention Plan
CAC	Community Advisory Committee Advisory group to the governing board of the Local Plan Area. Composed of parents of individuals with exceptional needs.
CAA	California Alternate Assessment
CAST	California Science Test
CBI	Community Based Instruction
CCS	California Children's Services Provides medical care and rehabilitation for students with physical disabilities
CDE	California Department of Education
CC	Certificate of Completion For students who complete a course of study prescribed by the IEP team.
CTE	Career and Technical Education
DHH	Deaf/Hard of Hearing
DIS	Designated Instructional Services (same as Related Services)
DSM V	Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (Replaces the DSM-IV)
ED	Emotional Disability
ERMHS	Educationally Related Mental Health Services
ELPAC	English Language Proficiency Assessments for California

ESSA	Every Student Succeeds Act (Federal legislation for school accountability)
FAPE	Free Appropriate Public Education
FBA	Functional Behavior Assessment
HH	Hard of Hearing
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ID	Intellectual Disability
IQ	Intelligence Quotient
ITP	Individualized Transition Plan
LEA	Local Education Agency Refers to school districts providing special education service within the SELPA
LCI	Licensed Children's Institution
LRE	Least Restrictive Environment
LSH	Language, Speech and Hearing
NCLB	No Child Left Behind Federal legislation for school accountability
NPS	Non-Public School
OCR	Office of Civil Rights
OI	Orthopedically Impaired
OHI	Other Health Impaired
OSEP	Federal Office of Special Education Programs
OCERS	Federal Office of Special Education and Rehabilitative Services
OT	Occupational Therapy or Therapist
O&M	Orientation and Mobility

PT	Physical Therapy or Therapist
ROP	Regional Occupation Program
SAI	Specialized Academic Instruction (primary special education service)
SARB	School Attendance Review Board
SECC	Special Education Career Center
SELPA	Special Education Local Plan Area
SLI	Speech/Language Impairment
504	Section 504 of the Rehabilitation Act of 1973
S&L	Speech and Language Services
SBAC	Smarter Balanced Assessment Consortium
SLD	Specific Learning Disability
SLP	Speech/Language Pathologist
SPED	Special Education
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
SST	Student Study Team
TBI	Traumatic Brain Injury
TPP	Transition Partnership Program
VI	Visually Impaired