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INTRODUCTION

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Urban Corps Charter School (UCCS) is committed to serving all students, including students with disabilities, to develop to his or her maximum potential. UCCS commits to locate, identify and evaluate all students suspected of having a disability. Accommodations, modifications, and/or related services will be provided to those students who have been Identified as needing specialized support via a Section 504 Plan or an Individualized Educational Program (IEP). This document covers the policies and procedures related to both Section 504 and the Individuals with Disabilities Act (IDEA).

The Individuals with Disabilities Act, the Federal law governing special education, requires participating states to have policies and procedures to ensure that: "A free appropriate public education is available to students with disabilities residing in the State between the ages of 19 and 21 years, inclusive (until their 22nd birthday); including children with disabilities who have been suspended or expelled from school" California law declares that: "All individuals with disabilities with exceptional needs have a right to participate in free appropriate public education and that special education instruction and services for these persons are needed in order to ensure them of the right to an appropriate educational opportunity to meet their unique needs" It is the commitment and obligation of UCCS and its staff to ensure that students with disabilities have available to them a free appropriate public education (FAPE).

Because of UCCS's unique student population, we believe it important to describe eligibility under Section 504 Plan and the IDEA throughout this manual.

IDENTIFYING STUDENTS WITH DISABILITIES

There are two primary ways in which UCCS may identify a student who may need special education and/or related services: through Search and Serve or a referral or request for an evaluation under either Section 504 or the IDEA.

Under both the IDEA and Section 504, students with disabilities are entitled to a free appropriate public education (FAPE).

Under the IDEA, "individuals with exceptional needs" includes persons who are: between the ages of 19 and 21 years, inclusive (until their 22nd birthday); enrolled in or eligible for a special education program prior to their 19th birthday; and have not yet completed their prescribed course of study, or who have not met proficiency standards or have not graduated from high school with a regular high school diploma. This means that UCCS students who qualify for special education and related services under the IDEA would be entitled to receive a FAPE through an IEP until their 22nd birthday.

Section 504 does not include age restrictions; rather, it requires public elementary and secondary schools who receive federal funds from the Department of Education to provide all "qualified students with a disability" a FAPE.

Providing a student who is eligible for an IEP a FAPE is one way to comply with Section 504. UCCS is a public secondary school that receives funds from the Department of Education and is therefore required to comply with Section 504.

Search and Serve

During orientation, UCCS screens all incoming students in an attempt to promptly identify whether a student currently has or has a history of receiving services through an IEP or a 504 plan. This initial screening occurs via the school's registration form where students are asked if they have an IEP or Section 504 Plan or if they have ever had one in the past. If the student has an IEP or a Section 504 from their previous school, those accommodations and/or services continue until UCCS convenes for a 30-day review meeting.

Regardless of whether a student self-reports a history of special education and/or related services, UCCS runs a CALPADS check on all incoming students to verify the existence of any special education records in CALPADS.

1. If CALPADS shows that the student has a history of special education and or related services and the student remains as "active" in CALPADS, UCCS will request IEP records in the Special Education Information System (SEIS), and conduct an Interim Placement until the 30-day IEP meeting can be scheduled (within 30-days of enrollment).

2. If CALPADS shows no history of special education but the student reports that they had an IEP or Section 504 plan UCCS immediately conducts a record search by contacting a student's previous school(s) and requesting special education records if they have not already been requested.

Referral or Request for Evaluation

A student, guardian, teacher, or other school personnel who believes a student may need special education services may request a special education assessment for a student under either the IDEA or Section 504.

Indicators for when a student is suspected of having a disability and UCCS staff initiates a referral may include, but are not limited, to the following:

- When a student expresses concerns with learning and makes a request for an evaluation
- UCCS staff refers a student for an evaluation due to observed academic, behavioral, or social emotional concerns in the classroom
- UCCS staff expresses specific concerns about a pattern of behavior demonstrated by the student

A student may request an evaluation for special education based upon their concerns about their performance in school or work, or about behaviors/mental health indicators. A special education referral can be made verbally or in writing. If a verbal request is made, UCCS staff will assist the person in memorializing their request to writing. This includes assisting students who may not understand the process or know how to request an evaluation.

Not all students who experience difficulties in school need special education. Often a student's school problems can be corrected through modifications of the general education school program. UCCS is committed to serving all of its students based on their individual needs.

Generally, a referral for assessment under the IDEA or Section 504 comes through the Student Study Team (SST) after all relevant general education resources have been explored and, where appropriate, implemented. The SST process allows for a team of people, including the student, to review concerns about the student's academic and/or behavioral performance to determine whether an assessment warranted.

REFERRALS AND REQUESTS FOR EVALUATION UNDER SECTION 504 and the IDEA

Under the IDEA, once a request or referral for evaluation is received by UCCS, the school will review the request/referral and determine whether a special education evaluation is needed. Generally, this determination will be made through the SST process after review of documented concerns. Within fifteen (15) days of receiving the request, the school will provide prior written notice indicating whether the assessment will occur and the school's rationale for its decision. If the school determines the assessment is warranted, it will develop an assessment plan to the adult student for their review and consent. If the school determines that an evaluation (or re-evaluation) is not warranted at that time, the prior written notice will respond to the concerns presented in the evaluation request and explain the basis for the school's denial. If the team determines that no assessment is warranted at this time, the team may refer the student to the SST process for further review, intervention recommendations and progress monitoring. The school may also consider a referral for a 504 Plan review to determine eligibility.

While a student may be evaluated under both Section 504 and IDEA, often a student who is not found eligible under IDEA may be evaluated under Section 504 because Section 504's definition of a qualifying individual is much more expansive than under the IDEA.

If a student is referred for or requests an evaluation under Section 504, often either due to the nature of the suspected disability or the age of the student, the school will convene an SST team meeting within one week of the request or referral. During this meeting, the team reviews the documented concerns and determines whether to move forward with an assessment for either a Section 504 or an IEP. Additionally, the school reviews all available information, including but not limited to: the student's academic progress (grades, test scores, benchmark assessments, records review, teacher/staff observations, work samples, primary language/proficiency in their primary language, English learner status, attendance history; concerns from the referrer or the adult student, and any other information that can be used to gain a better understanding of the student's learning history and school experience).

If the team determines that there is sufficient information to indicate that the student is a student with a disability, UCCS will assess the student (see Evaluation Section below).

While UCCS encourages teachers and support staff to implement general education supports to the extent possible prior to referring students for evaluation, the SST process will not serve as an obstacle to the identification and evaluation of students suspected of having disabilities.

This SST team will include, but not be limited to, the following people:

- The student.
- At least 1 of their teachers.
- The special education case manager may participate to suggest possible modifications to a student's general education program.
- If the student is an English learner, a person with expertise in language acquisition.
- At least 1 administrator.
- Others, as needed or requested

The SST recommends that prior to referring a student for special education evaluation, the student's general education teacher(s) first try to:

- Modify instructional strategies.
- Meet with the student and other teachers to discuss concerns and get feedback.
- Consult with the Director of Academics and or the Director of Student Services, Colleagues, and/or the Special Education Case Manager.

The SST team assists the general education teacher(s) to:

- Identify academic, social, or health issues that interfere with the student's learning and achievement in the classroom.
- Prioritize concerns about the student.
- Develop a plan to assist the student.
- Determine how to evaluate the effectiveness of the plan.

When school staff has a concern about a student's progress, that staff member will:

- Complete the forms required by the SST.
- Present the student's learning profile so that the SST may, if appropriate, recommend accommodations to the general education instructional program.

Culturally and Linguistically Diverse Students

As applicable, ensure that "English Learner Initial Referral and Decision-Making Process Student Information Check," "English Learner Extrinsic Factors," and "English Learner Intervention Summary" forms are completed. This begins the CEP-EL process.

In considering referrals of culturally and linguistically diverse students for special education, care is taken to determine whether learning and/or behavior problems demonstrated by the student indicate a disability or, are manifestations of cultural, experiential and/or socio-linguistic differences.

Interventions to help resolve difficulties that arise from differences in cultural and linguistic background or from difficulties with the acculturative process, for example, might include:

- Cross-cultural counseling
- Peer support groups
- Teaching cultural survival skills.
- Instruction in English language development
- Assistance in developing basic interpersonal communication skills.

If a referral for special education and related services is indicated, the assigned Special Education Case Manager will:

- Notify the student of initiation of a referral for assessment to identify individuals with exceptional needs by completing the Special Education Referral Form, found within the Special Education Information System (SEIS)
- Provide the adult student with a copy of the completed Referral Form and Notice of Procedural Safeguards
- Proceed with the assessment process once the School receives a signed assessment form from the adult student.

If the SST team determines that no evaluation/assessment is warranted at this time because there's insufficient information to indicate that a student may be a student with a disability, the team will document this decision and the basis thereof (and provide prior written notice if the evaluation/assessment request was made by the student). The team may refer the student to the SST process for further review, intervention recommendations, and progress monitoring.

Follow-up SST meetings are individualized and based on the needs of the student. Review meetings should not exceed six to eight weeks or otherwise replace the section 504 plan or IEP process. All SST meetings/ follow-up SST meetings are documented on the Student Success Team summary form.

EVALUATION AND ASSESSMENT UNDER SECTION 504 AND IDEA

Once a student has been referred for or requested an evaluation to determine eligibility for special education and/or related services under the IDEA and/or Section 504, and the school has determined that an assessment is appropriate for the student, the school will proceed with evaluation. The purpose of the assessment is to gather and review information for an IEP or Section 504 team to determine whether a student qualifies for services under the IDEA or Section 504.

Purpose of the Assessment:

The purpose of a special education assessment is to determine:

1. Whether the student has a disability (a physical or mental impairment that substantially limits one or more major life activities).
 - a. to determine whether the impairment substantially limits the ability of an individual to perform a major life activity as compared to most people in the general population with respect to its condition, manner, or duration" If so, the next question is...
2. What are the student's individual educational needs?

Assessment Plan

The special education case manager, with input from the team, will develop an assessment plan and provide it to the student within 15 calendar days of the request.

An Assessment Plan will provide information regarding the:

- Presence/nature of a qualifying disability
- Eligibility for special education and related services
- Needs of the student and how they will be met
- Appropriate instructional strategies

The case manager includes the following information in the assessment plan:

- The reason(s) for the assessment.
- The assessment areas that will be assessed.
- The types of assessments that will be included.
- The types of staff who will conduct the assessments.

Upon receipt of the assessment plan signed by the student, the case manager:

- Documents the date received next to the student's signature and initiates or date-stamps the signed plan.
- Enters into the electronic SEIS system the date that the signed assessment plan was received and locks the event. The IEP and/or Section 504 due date will be generated by SEIS.
- Schedules an IEP and/or Section 504 team meeting is scheduled to be held on or before that date.
- Informs the relevant assessors that written consent has been received and informs them of the due date for the assessment.
- *Convenes* IEP and/or Section 504 meeting within 60 calendar days from the date the school receives student consent in writing to the assessments, except when school is not in session in excess of *five* consecutive days (intersession break) in which case the timeline is tolled.

The Assessment Shall:

1. Cover all areas related to the student's suspected disability, including, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
2. Be sufficiently comprehensive to identify all of the student's special education and related services needs whether or not they are commonly linked to the disability category in which the student may be identified.
3. Include a variety of assessment tools and strategies that are utilized to gather relevant developmental, academic, and functional information about the student, such as:
 - a. Information provided by the parent.
 - b. Observation of the student in classroom and real-life settings (work/lunch time, etc.)
 - c. Non-standardized (for example, portfolio, authentic, curriculum-based measurement, etc.) and standardized evaluation measures.(unit reflections, learning logs, grades, work samples, etc.)
 - d. Review of relevant school records (School Pathways Star scores, attendance records transcripts, etc.)
 - e. Interviews (case manager, teachers, vocational coordinator/supervisor, student, etc.)
 - f. Review of progress on interventions already implemented. (Behavior Progressive intervention case notes and classroom academic interventions)
4. Not use a single measure or assessment as the sole criterion for determining whether the student is an individual with exceptional needs.

Assessment Materials and Procedures Shall Be:

- Selected and administered so as not to be discriminatory on a racial or cultural basis;
- Provided and administered in the student's native language or other mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer;
- Used for the purposes for which the assessments or measures are valid and reliable;
- Administered by trained and knowledgeable personnel; and
- Administered in accordance with any instructions provided by the producer of the assessments.

ASSESSING CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

The student population within Urban Corps Charter School is both linguistically and culturally diverse. Therefore, prior to determining if a referral for special education is warranted, the SST team begins to rule out relevant extrinsic factors (e.g., English language acquisition and/or acculturation factors) as the primary contributors to the student's difficulties. Prior to suspecting a disability, the following information is obtained (through student information reviews, student interview, teacher interview, observations, etc.):

- Reason for suspecting a disability
- Student concerns (if any)
- Family, health and developmental history
- Language(s) exposure and proficiency information
- Educational history (formal and/or interrupted), including current and past instructional programs
- Attendance
- Response to interventions tried

EL students with disabilities must be provided with both language assistance services and disability-related services to which they are entitled. EL students who may have a disability must be located, identified, and evaluated for special education and disability-related services in a timely manner and they must be evaluated in an appropriate language based on the student's needs and language skills.

To ensure that EL students with disabilities receive services that meet their language, special education and disability-related service needs, it is important that IEP/Section 504 Team members include participants with training and expertise in second language acquisition and an understanding of how to differentiate between limited English proficiency and disability. Testing measurements must be valid and reliable for EL students.

Comprehensive Evaluation Process for English Learners (CEP-EL)

The Comprehensive Evaluation Process for English Learners support English learners who are experiencing ongoing academic and/or behavioral difficulties. The tools guide SST/IEP/Section 504 teams to systematically collect valid and relevant performance data across a variety of settings in order to make the best educational decisions for each student

Prior to a referral to special education, the following CEP-EL tools are referenced and completed:

1. **Student Information Check:** The Student Information Check contains information gathered by the referring teacher of the background information found within student records (School Pathways, etc.).
 - a. **Procedure:** When an English learner presents with concerns, the ELD teacher will check the student's electronic student profile in School Pathway where they would be able to find test scores, attendance, transcripts, special programs, housing, etc. Any other additional information that UCCS may have on the student is located in a student file in the Registrar's Office. The teacher reviews the files and takes note of any known pertinent information. They also note the name and date of additional staff contacted. The teacher will summarize any important findings in the boxes for Student Strengths and Description of Concern(s) and brings this information to an SST meeting. All forms used will be kept in the student's file
2. **Extrinsic Factors** English learners frequently have a wide variety of extrinsic factors impacting their lives and their participation and progress in the U.S. educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specifically family, regional, and other intra- and inter-cultural influences. A list of extrinsic factors that may be impacting student learning include:
 - o **Physical and Psychological Factors:** Health/wellness, self-esteem, and life experiences
 - o **Personal and Cultural Factors:** Mobility, cultural interactions, and family circumstances
 - o **Language Development Factors:** Proficiency in all languages, contexts of use, and instructional strategies
 - o **Previous and Current Learning Environment Factors:** Educational history, opportunities to learn, and gaps in instruction

- a. Procedure:** The English Learner Extrinsic Factors form is used to guide the team's thinking, not as a questionnaire or list of interview questions. The questions are used to initiate team conversations that may lead to hypotheses on what is hindering the student's educational success.

 - i. All sections are to be completed. Indicate which factors the team suspects are impacting the student's learning. Other factors can be indicated with "Investigating" when a question is relevant, but more information is needed. There are factors that will be unrelated to the individual student's learning and require no investigation.
 - ii. Gather data over time and use multiple sources of data (e.g., records review, interviews, observations, student work, cultural liaison). Include student participation via attendance at pre-referral meetings, phone conversations, and/or conferences, using an interpreter when necessary.
 - iii. Summarize strengths revealed in each section and identify any areas of intervention. Use interventions strategies used to begin to rule out extrinsic factors as primary contributors to academic, behavioral, and/or English language development concerns. Document interventions and their outcomes on the English Learner Intervention Summary.
- 3. Intervention Summary:** The Intervention Summary documents interventions implemented and their outcomes over time. It divides concerns that may be impacting learning into three areas: extrinsic factors, academic concerns, and behavioral concerns. In addition, the English Learner Intervention Summary provides space for noting student strengths and lists effective practices for English learners that may assist teams in guiding instruction and selecting interventions.

 - a. Procedure** The team will:

 - i. List the student strengths and areas of concern discovered during the gathering of student background information.
 - ii. Document interventions provided for each area of concern and includes their outcomes and dates.
 - iii. Use the English Learner Intervention Summary to look for patterns of progress, re-evaluate the effectiveness of the instruction and interventions provided,
 - iv. Adjust/intensify the intervention plan, and/or consider a referral for special education.

- v. If a referral is warranted, special education staff will benefit from the summary of interventions when completing the referral documentation and their assessment reports.
- vi. After a referral to special education is accepted, the CEP-EL checklist is completed.

4. **The Comprehensive Evaluation Process for English Learners (CEP-EL)**

Checklist. The CEP-EL Checklist certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification for special education services. This form is not used for Annual or Supplemental IEP's.

- Required when considering English learners within any special education disability category
- Documents use of best practices for English learners throughout the evaluation process (from pre-referral to IEP development)
- Not a certification of disability
- May be reviewed for compliance

a. Content

- i. **Review of background information:** Student participation, provision for students with severe concerns, review of background for students already identified for special education services and supported by other pre-referral CEP-EL tools
- ii. **Assessment:** Comprehensive assessments, mandatory health assessments, assessment in primary language with appropriate tools and qualified assessors
- iii. **IEP determination of Disability:** Determination of disability based on multiple sources of data, consideration of exclusionary criteria, and statement of rationale for eligibility
- iv. **IEP team supports and services:** Participation of a team member with second language expertise, use of an interpreter, consideration of least restrictive environment and goals aligned to ELD standards

b. Procedure: Teams complete the actions as described in the CEP-EL Checklist through a collaboration of general and special education staff. The special education case manager fills out the CEP-EL Checklist prior to the IEP meeting. Each item requires a "Yes" or "No" response, with some items requiring additional information. The completed CEP-EL Checklist is then attached to the signed, hard copy of the IEP and placed in the special education file.

Language of Assessment for Special Education Assessment: Once English language acquisition and/or extrinsic factors are no longer suspected as the primary basis of the learning problem, a determination is made about the language in which the student will be assessed. Assessments are provided and administered in the language and form most likely to provide accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer. Assessments should always consider and account for all languages to which the student has been exposed regardless of the language of instruction or the student's verbal ability. IEP teams gather data that reveals patterns that cut across all contexts, cultures and languages. ELPAC information, perceived "language dominance" or reported "language preference" is not the sole determinant of language of assessment. Assessors accumulate evidence acquired through interviews, student observation, and review of background information and language proficiency data in order to support their determination of the language(s) most likely to yield accurate information on what the student knows and can do in each area of assessment.

Additionally, academic assessors consider the following in determining language of assessment

- Subjects in which the English learner received instruction in primary language
- Amount of time passed since student last received primary language instruction
- Extent of primary language instruction, last grade completed and levels of academic achievement if student attended school in country of origin

When evaluating English Learners, the assessment team makes *every* effort to include a qualified (credentialed/certificated) person with language competence in oral and written skills in the student's primary language. Ideally this person would have an understanding of the student's cultural and ethnic background and about the process of second language acquisition. If it is clearly not feasible, UCCS includes a team member with such language competence, or an interpreter must be used. If an interpreter is required, assessors should use District resources.

When an interpreter is used, the assessment report needs to document this and note if the validity may have been affected. In addition, student's cannot waive their right to an assessment in their primary language.

Additional assistance in determining the language of assessment and/or in completing dual language evaluations is available through the BSN (Bilingual Support Network) a team of bilingual School Psychologists, Speech-Language Pathologists and an Education Specialist who assist with issues related to culture and language acquisition. This resource is available to UCCS in collaboration with the San Diego County Office of Education.

Assessment Tools for Determining Special Education Eligibility: Testing and assessment materials and procedures to be used for the purposes of assessment and placement of English Learners with exceptional needs are selected and administered so as not to be racially, culturally, or sexually discriminatory. The assessor(s) must ensure that culturally and linguistically appropriate tests and materials are provided and administered in the student's primary language or in the language and form most likely to yield accurate information on what the student can do academically, developmentally, and functionally. Thorough evaluation procedures always include a review of classroom performance over time and describe the student's achievement and needs. Educators gather data in naturally occurring contexts (e.g., classroom instruction, social environments) and focus on patterns that exist in the data. In order for data to be valid and meaningful, examiners collect data from multiple tasks and in different contexts over a period of time. All results are carefully interpreted with consideration of cultural and linguistic status.

When determining the appropriateness of all assessment materials, including standardized tests, the following factors must be considered for evaluation of culturally and linguistically diverse students:

- How representative are the assessment materials: Do the assessment materials fairly represent the language, development, and culture of the student?
- Design of materials: Were the testing materials based on research conducted with the student's population (e.g. demographic, cultural, linguistic)?
- Limitations of materials: Do the materials fairly assess the student's abilities?
- Student's exposure to instruction: Are the testing materials appropriate based on the student's instructional experience?

THE ASSESSMENT REPORT INCLUDES:

- Results of tests administered in the student's primary language by qualified personnel.
- If a test was administered through an interpreter, the written report includes a statement regarding the validity of the assessment.
- A description of the extent to which testing varied from standard conditions.
- Information related to enabling the student to be involved in, and progress in, the general education curriculum or, for preschool students, to participate in appropriate activities.
- A determination of whether the student needs special education and related services
- Information on relevant behavior noted during the observation of the student in the appropriate setting.
- Educationally relevant health, developmental and medical findings, if any.
- A determination of the effects of environmental, cultural, or economic disadvantage, where appropriate.
- A description of the need for specialized services, materials, and equipment for students with low incidence disabilities.
- Consideration of independent evaluations.
- The basis for making the determination of eligibility for students with specific learning disabilities.

Development and Implementation of Accommodations, Modifications, and Services-Placement

Students who are identified as having a disability and needing special education and/or related aids and services are entitled to a free appropriate public education (FAPE). A FAPE can consist of placement in the general and/or special education classroom as well as a broad range of supplemental and related aids and services.

UCCS provides students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. An appropriate placement for a student with a disability under the Section 504 regulations could consist of education in regular classrooms, education in regular classes with supplementary services, and/or special education and related services.

UCCS will make determinations regarding the needs and placement of a student with a disability on an individual basis, rather than on presumptions or stereotypes regarding persons with disabilities or classes of such persons, or based on concerns about the costs of providing the related aids or services.

Accommodations, Modifications, and Services Under the IDEA

During initial, 30-day, annual, and/or triennial IEP meetings, the IEP team reviews progress toward previous goals, discusses the student's present levels of performance based upon data and assessments, generates goals in areas of educational need, and determines the educational setting, accommodations, modifications, services, and supports necessary for that student's educational progress.

- Accommodations, modifications, and services are determined by the IEP assessment of the student's present levels of performance, goals and category of disability.
- The IEP team will determine the accommodations and services that are necessary for the student to achieve their goals and receive an equitable opportunity for access to general education curriculum and learning opportunities.

Accommodations are typically grouped into four categories: presentation, response, setting, and timing and scheduling.

Accommodations may include:

- breaking learning into small steps;
- supplying regular, quality feedback;
- using diagrams, graphics and pictures to augment what is stated in words;
- modeling instructional practices that they want students to follow;
- providing prompts of strategies to use;
- extended time to complete assignments; and
- a separate or quiet setting for test taking.

Accommodations, modifications, and services will be listed on the IEP services page of the IEP and will include the duration, frequency, and location. The descriptions of these accommodations, modifications, related aids and services will be drafted clearly and with specificity so that those responsible will be able to easily understand and implement them.

The service provider for each service will be determined by the IEP team.

The case manager will monitor the IEP at regular school reporting periods for compliance of accommodations and services. The case manager will also provide an update of progress towards goals at each school wide reporting period by the case manager. The case manager is further responsible for communicating strategies for implementation of accommodations, modifications, and services to staff providing direct services to the student.

Accommodations, Modifications, and Services Under Section 504

The Section 504 team will meet to determine accommodations, modifications, and services needed for students who are eligible under Section 504. The Section 504 will draw upon a variety of sources in interpreting evaluation data and making placement decisions.

Accommodations may include:

- extra time on a test;
- preferential seating at the front of the class to reduce distractions;
- having a test read aloud to the student; and
- classroom changes to manage food allergies.

Accommodations, modifications, and services will be listed in the Section 504 plan. These related aids and services will be drafted clearly and with specificity so that those responsible will be able to easily understand and implement them. The service provider for each service will be determined by the Section 504 team.

The Section 504 case manager, determined by the Section 504 team, will monitor and record student progress and updates to accommodations, modifications, and services as needed for the student to access the educational program or activity. The case manager will also be responsible for informing general education and special education teachers of the Section 504 plan and how to implement accommodations, modifications, and services.

CONVENING THE 504 PLAN MEETING

Scheduling a Section 504 Meeting

Once it has been determined that a student will be reviewed for eligibility under Section 504 the Coordinator will schedule a Section 504 eligibility meeting within 30 days of the request. Once the eligibility is established, a section 504 meeting shall be scheduled at least annually, and/or prior to a significant change in placement.

The Section 504 Team

The Section 504 team consists of people who are knowledgeable about the student, the meaning of the evaluation data, and the placement options at UCCS (Section 504 team). The Section 504 team includes, but is not limited to: 1) the student; 2) the director of student services; 3) the student's general education teacher; 4) a case manager or coordinator; and 5) if the student is an English learner, a person with expertise in language acquisition.

Procedural Safeguards

At the start of a Section 504 meeting, UCCS will inform the student of their rights and provide procedural safeguards. Procedural safeguards include a student's rights to disagree with the Section 504 team's actions or decisions related to evaluation, eligibility, accommodations, and placement through an impartial hearing, as well as the opportunity to examine all relevant records.

Section 504 Eligibility Meeting

The purpose of the Section 504 eligibility meeting is to review evaluation data and information about the student in order to make decisions about eligibility, accommodations, and placement.

Eligibility Determination

When determining eligibility, the Section 504 team shall review information about the student, including, but not limited to, aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The Section 504 team should also include consideration of any behaviors that may interfere with regular participation in the educational program and/or activities.

Placement Determination

If the Section 504 team determines that a student is eligible under Section 504, the Section 504 team will carefully consider and document information from a variety of sources, including achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, to determine placement. A student's placement includes regular and special education, related aids, and/or services. If the Section 504 team determines that the Student should receive special education, related aids, and/or services, the Section 504 team develops a written Section 504 plan which specifies the types of regular or special education and related aids and services, necessary to for the student to receive a free and appropriate public education.

If the 504 team determines that no special education, related aids or services are needed, the Section 504 team documents the determination that the student is eligible under Section 504 and describes the basis for the determination that no special education, related aids or services are presently needed.

Section 504 Plan Review and Reevaluation

The 504 team monitors the progress of the student and, at least annually, reviews the effectiveness of the student's Section 504 plan to determine whether the special education, related aids and/or services are appropriate and necessary, and whether the student's needs are being met. In addition, each student with a disability under Section 504 is reevaluated at least once every three years.

Section 504 also requires school districts to conduct a reevaluation prior to a significant change of placement. The exclusion from the educational program of more than 10 consecutive or cumulative school days is a significant change of placement. Transferring a student from one type of program to another or terminating or significantly reducing a related service also constitutes a significant change in placement. The Section 504 team should convene a manifestation determination meeting before a recommendation for expulsion or significant change in the placement of a student with a disability for disciplinary reasons.

The School should also convene a Section 504 meeting as part of the School's response to any bullying that a student with a disability experiences to determine, whether, as a result of the effects of the bullying, the student's needs have changed such that the student is no longer receiving a FAPE.

Request for a Section 504 Meeting

Upon receiving a request for a Section 504 meeting by the Student, school administrators, and/or school faculty and staff, the Section 504 team shall convene a Section 504 meeting within a prompt and reasonable time.

Section 504 Team Signatures

UCCS will request the signature of each Section 504 team member to document their attendance at a Section 504 team meeting. The student will be asked to review and sign the Section 504 plan. The student may sign the Section 504 plan at the conclusion of the meeting or take time to review it and provide consent or state their disagreement at a later date. The student has the option of consenting to all, part, or none of the Section 504 document. If the student agrees to portions of the Section 504 plan, these portions will be implemented as soon as possible.

CONVENING THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) MEETING

Scheduling an IEP Meeting

To schedule an IEP meeting, UCCS will send the student an IEP meeting notice to the student 10-14 days prior to the proposed date of the meeting. UCCS will schedule an IEP Meeting for a student when:

- A student or any member of the IEP team requests an IEP meeting. (The meeting must be held within 30 calendar days of the request, unless the school is not in session for a period exceeding five (5) school days, in which the calendar days will be tolled.)
- Developing an initial, annual, or triennial IEP.
- A student with an IEP enrolls at UCCS. (This meeting must be held within 30 days of the student's enrollment.)
- Reviewing assessment or reassessment results.
- There is a request to add or terminate related aids and services.
- Considering a significant change in placement.
- There is a request to consider exiting a student from special education.

The IEP Team

The IEP team must include: 1) the student; 2) one of the student's general education teachers (if the student participates in the general education environment); 3) one of the student's special education teachers; and 4) a representative of UCCS who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities and is knowledgeable about the general education curriculum and the availability of resources at UCCS. The IEP team may also include an individual who has the expertise to interpret evaluation results, and/or other individuals who have knowledge or special expertise regarding the student.

Procedural Safeguards

At the start of an IEP meeting, UCCS will inform the student of their rights and provide procedural safeguards. Procedural safeguards include a student's rights to disagree with the IEP team's actions or decisions related to evaluation, eligibility, accommodations, and placement through an impartial hearing, as well as the opportunity to examine all relevant records.

Purpose of the IEP Meeting

At the IEP meeting, the IEP team creates an Individualized Education Program for the student. The IEP document provides the offer of a free and appropriate education for the student. The IEP includes:

- Whether the student is eligible for special education and related aids and services.
- The student's present levels of educational performance and educational needs.
- The student's annual goals.
- The special education, related aids and services, accommodations, and modifications the student will receive.

- The least restrictive environment analysis.
- The placement of the student.
- How the student's progress will be assessed, documented, and reported.

When conducting an IEP team meeting, the case manager will:

- Introduce all members of the IEP team.
- Review the meeting agenda (see index for draft IEP meeting agenda).
- Review the purpose of the meeting.
- Ensure that the student receives a copy of the Notice of Procedural Safeguards and offer to review it with the student.
- Facilitate the development of the IEP.

Convening an IEP Team Meeting without the Student

UCCS may conduct an IEP team meeting without the student in attendance IF they cannot get a hold of the student or if the student does not wish not to attend the meeting. The case manager will attempt to contact the student through various means, such as telephone calls, e-mail, written correspondence, etc. before convening an IEP team meeting without the student and will document all attempts. A Prior Written Notice will be sent to the student before the (final) scheduled meeting, identifying time, date and place of the meeting.

If the meeting is held without the student, the case manager will ensure that the student receives a copy of the IEP document for their review.

IEP Team Signatures

UCCS will request the signature of each IEP team member to document their attendance. If the student is present at the IEP meeting, they will be asked to review and sign the IEP document. The student may sign the IEP document at the conclusion of the meeting or take time to review it and provide consent or state their disagreement at a later date. The student has the option of consenting to all, part, or none of the IEP. If the student agrees to portions of the IEP, these portions will be documented on the IEP Team Action page and implemented as soon as possible.

Disseminating the IEP

Upon completion of the IEP, copies of the IEP document and assessment reports are provided to the student and IEP team members. Original documents are maintained in the student's "Special Education File" and in SEIS.

IEP Meeting Agenda Template

(To be modified according to the purpose and objectives for the IEP meeting.)

1. Introduction of team members. Establishment of time parameters, to ensure adequate amount is given to discuss all items of the agenda
2. Review of student rights and procedural safeguards.
3. Review of assessments and evaluations.
 - a. Initial assessments and evaluations; and/or
 - b. Independent assessments and evaluations.
4. Discussion and determination of student's present levels of performance
5. Discussion and determination of student's eligibility for special education and related aids and services
6. Discussion and development of annual goals and benchmarks based on present levels of performance
7. Discussion and determination of related aids and services, and accommodations.
8. Least restrictive environment analysis.
9. Determination of student placement.
10. Offer of free and appropriate education.
11. Discussion and development of individual transition plans (if appropriate).
12. Review and discussion of any special factors affecting the student's educational program.
13. Review IEP team meeting notes.
14. Provision of copies of IEP to all IEP team members.
15. Request for signature of attendance from all IEP team members.
16. Opportunity for the student to sign or disagree with the IEP document, or to take a copy of the IEP document with them to provide consent or state disagreement at a later date.
17. Summarize/wrap up:
 - a. Review decisions and next steps
 - b. Confirm start dates for placement services
 - c. Clarify next scheduled review date. Remind the IEP team that anyone may request an IEP meeting at any time.
 - d. Thank the IEP team for their participation.

EXITING/OPTING OUT OF A SPECIAL EDUCATION OR SECTION 504 PLAN

The goal of a special education program is to support a student appropriately so that the student's educational needs can be remedied to the point where they no longer need special education and related aids and services. Some students with significant disabilities may always require specially designed instruction, but others in the mild to moderate range may, at some point in their education, no longer require special education and related aids and services.

Reasons for Exiting a Student from Special Education and Related Aids and Services through an IEP:

1. The IEP team can decide that the student no longer requires special education and related aids and services based upon a special education evaluation. For instance, a student who had been receiving special education and related aids and services due to an emotional disability may have improved to the point that the student no longer needs special education services in the educational setting.
2. An adult student who retains their educational rights may revoke consent to receive special education and related aids and services. UCCS will not initiate or encourage this process and UCCS must provide prior written notice to the adult student as outlined below.
 - a. A student must submit a written request to revoke consent to special education and related aids and services under the IDEA.
 - b. UCCS will provide a prior written notice before services end. Notice will explain:
 1. That the student requested services to end;
 2. The student's rights to continued services under the IDEA;
 3. That all services and accommodations in their IEP will end; and
 4. Alternatives to ending services and the process for reinstating services under the IDEA.
3. A student becomes ineligible for special education under the IDEA if they graduate from high school or "age out" (students with disabilities have the right to attend school and receive special services until the end of the school term in which they turn 22) - whichever comes first. A student who "ages out" of eligibility under the IDEA may be entitled to continued services under Section 504.

Before a Student Can Exit Special Education Services under the IDEA

UCCS must reevaluate a student before deciding that the student is no longer eligible for services. UCCS must then give the student a Prior Written Notice (PWN) that explains why they will no longer receive services and on what information the school-based this decision.

On the PWN, the student must indicate whether or not they disagree with this decision. If the student disagrees with the school's decision to remove them from special education, the student can request mediation or a special education hearing to resolve the dispute. If the student does disagree and asks for mediation or a hearing, the student will remain in special education until the dispute is resolved (if the reason for exit is other than "age out").

Reevaluation Guidelines for Exiting Students from Special Education

The IEP team uses some of these questions to determine if a student no longer requires special education support and services.

- What is the student's academic function compared to grade level standards? Is the student functioning within the average grade level range?
- How is the student performing on benchmark assessments?
- Does the student's emotional functioning allow them to appropriately cope with emotions in a safe and appropriate manner?
- Is the student able to demonstrate appropriate behaviors in school as outlined by the school's code of conduct?
- Does the student manage their behaviors in an appropriate manner that does not interfere with other students?
- Does the student need related services and supports to access the general education curriculum? (Identify related services)
- Does the student attend school on a regular basis and over a prolonged period of time (school year)?

Reasons for Exiting a Student through Special Education and Related Aids and Services Through a Section 504 Plan

1. The Section 504 team can decide that the student no longer requires special education and related aids and services based upon results of a Section 504 evaluation.
2. An adult student who retains their educational rights may revoke consent to receive special education and related aids and services under Section 504. UCCS will not initiate or encourage this process and UCCS must provide prior written notice to the adult student as outlined below.
 - a. A student must submit a written request to revoke consent to services under Section 504.
 - b. UCCS will provide a prior written notice before services end. Notice will explain:
 1. That the student requested services to end;
 2. The student's rights to continued services under Section 504;
 3. that all services and accommodations in the Section 504 plan will end; and

4. Alternatives to stopping services and the process for reinstating services under Section 504.
3. A student becomes ineligible for special education if they graduate from high school or "age out" (students with disabilities have the right to attend school and receive special services until the end of the school term in which they turn 22) - whichever comes first.

Before a Student Can Exit Special Education and Related Aids and Services Under a Section 504 plan

UCCS may not change or terminate a Section 504 plan without first conducting a reevaluation and without convening a Section 504 meeting to discuss the results of this evaluation and whether it is appropriate to terminate services under Section 504. The reason for termination will be documented via a PWN, and a copy will be provided to the student while the original form remains in the student's file.

On the PWN, the student must indicate whether or not they disagree with this decision. If the student disagrees with the school's decision to remove them from special education, the student can request mediation or a special education hearing to resolve the dispute. If the student does disagree and asks for mediation or a hearing, the student will remain in special education until the dispute is resolved (if the reason for exit is other than "age out").

Reason for Exit:

1. The student is no longer a student with a disability as defined under Section 504 or the student has a disability but no longer needs special education and/or related aids and services.
2. The student has an IEP and the support and services that are provided are sufficient to address the student's needs.



UCCS CAMPUS

REFERRAL TO STUDENT SUCCESS TEAM

REFERRED BY: _____

Date Received by
Case Manager

S.S.T. Meeting Date

(Name, Title)

Student _____ Birthdate _____

Homeroom Teacher _____

Primary Language _____

Language Proficiency (ELPAC) Scores: Date: _____ Listening: _____ Speaking: _____ Reading: _____ Writing: _____

STAR Test Scores: Reading _____ Math _____

Credits Needed to Graduate: _____

Special Health Concerns (if any): _____

Attendance: Current Total Days Absent: _____ Tardy: _____ Attendance History: _____

Description of Social Behaviors: _____

Description of Work Habits: _____

Description of Classroom Academic Functioning: _____

Rationale for Referral: _____

To be completed by SST Case Manager

See attached SST documentation

Classroom interventions/considered or utilized: _____

Results of interventions: _____

Follow Up: Review Date: ___/___/___ Rationale _____

Follow Up: Review Date: ___/___/___ Rationale _____

Recommended Services: _____

* Referral for assessment to determine possible eligibility for Special Education. Date: _____

* Referral for assessment to determine possible eligibility for 504. Date: _____

* Appropriate personnel must be present if a referral is made.



CHECKLIST OF INTERVENTIONS/ACCOMMODATIONS

INTERVENTIONS: Please use this sheet to document which modifications have been attempted. Put an X by each Intervention used.

Circle each one that has been successful. Use the space on the back for comments.

ENVIRONMENT	MATERIALS	SCHEDULE	ASSIGNMENT
<input type="checkbox"/> Use of study materials <input type="checkbox"/> Change of seating <input type="checkbox"/> Reduce distractions where possible <input type="checkbox"/> Change class assignment etc.) <input type="checkbox"/> Change learning groups <input type="checkbox"/> Create more physical space <input type="checkbox"/> Consider special health problems (vision/hearing) <input type="checkbox"/> Use tutor <input type="checkbox"/> Use peer tutors <input type="checkbox"/> Special study areas <input type="checkbox"/> Small group for instruction <input type="checkbox"/> Modeling of desired behavior <input type="checkbox"/> Time out stations <input type="checkbox"/> Routine schedules <input type="checkbox"/> Surround student with good role models <input type="checkbox"/> Clarify classroom rules	<input type="checkbox"/> Use different materials (i.e. tapes, slates, lang. master Math Their Way, blocks, task cards, manipulatives <input type="checkbox"/> Activity break <input type="checkbox"/> Use diagnostic material <input type="checkbox"/> Learning games <input type="checkbox"/> Computer time <input type="checkbox"/> High Interest/Low vocabulary <input type="checkbox"/> Use concrete ideas/materials <input type="checkbox"/> Use a timer <input type="checkbox"/> Use easier material <input type="checkbox"/> Personalize material <input type="checkbox"/> Other	<input type="checkbox"/> Shorten day/reduce time of work period <input type="checkbox"/> Allow student to change activity sooner <input type="checkbox"/> Buddy System <input type="checkbox"/> Systematic Inclusion (student works in the conference area and goes back to class only when willing to follow the directions <input type="checkbox"/> Systematic exclusion <input type="checkbox"/> Adjust length of presentation to correspond to student's attention span <input type="checkbox"/> Counseling	<input type="checkbox"/> Simplify assignments <input type="checkbox"/> Shorten assignments <input type="checkbox"/> Individual contracts <input type="checkbox"/> Cooperative lesson group <input type="checkbox"/> Use notebooks for assignments <input type="checkbox"/> Use bold type <input type="checkbox"/> Tracing/copying for visual/motor reinforcements <input type="checkbox"/> Alternative assignment structure (i.e. choice of 3 methods of reporting) <input type="checkbox"/> Break tasks into smaller steps <input type="checkbox"/> Vary material <input type="checkbox"/> Listen and use student interest <input type="checkbox"/> Daily/weekly notes <input type="checkbox"/> Allow for alternative responses (oral/written) <input type="checkbox"/> Other



UCCS CAMPUS

NOTICE OF STUDENT SUCCESS TEAM MEETING
(S.S.T.)

Date _____

Student _____ Birthdate _____

Phone _____

Dear Student:

This is to request your attendance at a Student Success Team (S.S.T.) meeting which has been scheduled to discuss your current school performance. The S.S.T. is a team of teachers and support staff which meets with you to develop possible strategies for increasing your success in school. You were referred to the S.S.T. by _____ because of concerns in the following areas: _____.

Meeting Date: _____ **Time:** _____ **Place:** _____

If you have any questions regarding this meeting or need to reschedule, please contact the following person:

_____ Phone _____

Those who have been invited to attend this meeting:

Student: _____

Administrator: _____

Teacher(s): _____

Others: _____

Please Return This Form to your homeroom teacher or Director of Student Services

Student _____ Birthdate _____

I have been informed of the meeting on _____.

_____ Yes, I will be at the S.S.T meeting.

_____ No, I cannot come at the scheduled time. Please contact me at _____ to reschedule.

_____ No, I cannot come at the scheduled time. Please proceed without me.

Student Signature _____ Phone _____



STUDENT SUCCESS TEAM SUMMARY

Participants Signatures:

Group Memory Sheet

Teacher: _____ (These are typical topics for each column) Date _____

Student: _____ Primary Language _____

Administrator: _____

Other: _____

Other: _____

STUDENT _____ BIRTHDATE _____ AGE _____ SCHOOL CAMPUS _____

Strengths	Information	Documented Interventions	Areas of Concern/Questions	Action Plan/ Planned Interventions	Person(s) Responsible Who	Responsible When
						Follow-up Date:



STUDENT INFORMATION CHECK FORM

STUDENT _____ DOB _____ DATE _____

HR TEACHER _____

ENGLISH LEARNER YES NO HOME LANGUAGE(S) _____

STAR SCORES: MATH _____ READING _____

ELPAC SCORES: OVERALL LEVEL _____

LISTENING _____ SPEAKING _____ READING _____ WRITING _____

PERSON FILLING OUT THIS FORM _____

Check School Pathways and CALPADS for the following information	Comments
IEP Exists <input type="checkbox"/> Yes <input type="checkbox"/> No	
Hearing/Vision/Health Concerns <input type="checkbox"/> Yes <input type="checkbox"/> No	
Attendance/Tardiness Concerns <input type="checkbox"/> Yes <input type="checkbox"/> No	
ELD Instruction/Supplemental Support How long? _____ <input type="checkbox"/> Yes <input type="checkbox"/> No	
Participation in Counseling <input type="checkbox"/> Yes <input type="checkbox"/> No	
Behavior Concerns <input type="checkbox"/> Yes <input type="checkbox"/> No	
Credits Reviewed <input type="checkbox"/> Yes <input type="checkbox"/> No	
Grades Reviewed <input type="checkbox"/> Yes <input type="checkbox"/> No	

STUDENT STRENGTHS:

DESCRIPTION OF CONCERN(S):



English Learner Extrinsic Factors

Student: _____ DOB: _____ Date: _____

Campus: _____ Teacher: _____

Home Language(s): _____ Time in US Schools: _____

English Learners (ELs) frequently have a wider variety of extrinsic factors impacting their lives and consequently their participation and progress in the US educational system. Factors that are specific to ELs are the differences they experience in their environment, such as culture, language, and exposure to academics. These differences must be examined at an individual level, given specific family, regional, and other intra- and inter-cultural influences. Although only a small percentage of students have an intrinsic disability, a vast majority of English Learners struggle while learning a second language. Therefore, it's imperative to investigate extrinsic factors.

Staff is to complete information in all sections. Include student participation via attendance at pre referral meetings, phone conversations, and/or conferences, using an interpreter when necessary. Use Response to Intervention to begin to rule out extrinsic factors as primary contributors to academic, behavioral and/or English language development concerns. Document interventions and their outcomes on the *English Learner Intervention Summary*.

SECTION A: Physical and Psychological Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have access to healthcare? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the student's basic nutritional needs being met? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do the results of hearing and vision checks reveal results within normal limits? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the student have a history of ear infections, allergies, or ear tubes? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Might the student have an untreated medical condition causing pain (as a result of dental cavities, exposure to chemicals, quality of water, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the family living arrangement impact the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student experienced traumatic events, such as warfare, natural disasters, terrorist incidents, extreme poverty, experiences in refugee camps, serious accidents, or personal assaults/abuse? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a physical condition or affective barrier (anxiety, apathy, stress) that impacts the student's learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | In the school environment, is the student impacted by his/her cultural diversity, difference of status, linguistic differences, relocation or resettlement, and social or cultural isolation (consider self-esteem and sense of belonging)? |

Strengths revealed:

Areas identified for intervention:

SECTION B: Personal and Cultural Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student moved schools frequently? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has student endured separation from family members (e.g., parent(s) living abroad, immigration, military deployment, divorce)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there economic circumstances affecting achievement in school (consider economic barriers, changes from home country socioeconomic status)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have traditional hierarchical roles shifted within the family (e.g., student taking on more responsibility with childcare, interpreting, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are gender and/or birth order expectations of the home impacting learning? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do language barriers exist within the family (e.g., student no longer speaks home language proficiently enough to speak with parents and extended family)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is family support available to the student (e.g., academic support, homework routines)? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student's family had access to community support systems? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is the family a member of a community that shares its language and culture? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the team examined what motivates and interests the student? |

Strengths revealed:

Areas identified for intervention:

SECTION C: Language Level

Factors that May Impact Learning

Yes No Investigating

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there evidence that the student has received systematic English Language Development (ELD) instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does the teacher use explicit oral and written language models in every lesson? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the oral and written language models at and slightly above the student's language level? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the student been shown how language works to express ideas, intentions, and information? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there opportunities for the student to interact and talk in at least 3 lessons a day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are a variety of talk structures used in the classroom (e.g., partner talk, small group, large group, teacher directed, student directed) every day? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | If grammar and vocabulary errors affect meaning, does the student receive positive and explicit feedback? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is sufficient wait-time (average 3-5 seconds) given to the student before responses are expected? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a match between student's instructional language level and classroom demands? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there listening and speaking data from all languages? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there reading and writing data from all languages of instruction? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has available data related to the student's language development (ELPAC, CELDT, IPT, Curriculum-Based Assessments, ELD standard goals, etc.) been collected and reviewed? |



Has language information been gathered from various contexts (home, playground, classroom) and sources (parent, teacher, other staff)?

Strengths revealed:

Areas identified for intervention:

SECTION D: Previous and Current Learning Environment Factors that May Impact Learning

Yes No Investigating



Were there similar concerns in any previous school environment?

Did the student receive instruction in English during his/her previous school experience?

Was the student ever formally instructed in his/her primary language?

Have the previous and current instructional programs (i.e., Structured English Immersion, Mainstream English Cluster) matched the student's English language proficiency level?



Has the student moved between different types of instructional programs (e.g., Bilingual, Structured English Immersion)?



Have there been any limited educational opportunities related to attendance, tardies, gaps in instruction, and time in school, district, or country?



Has instruction been differentiated for the student's learning style and level of language acquisition every day? Check off instructional techniques tried:

Variety of speech patterns (e.g., intonation, rate, repetition)

Experiential techniques (e.g., manipulatives, hands-on activities, movement)

Visual supports (e.g., objects, gestures, graphic organizers)

Alternative ways to respond (e.g., home language, signals) to ensure participation

Flexible group structures (e.g., pairs, cooperative groups)

Vocabulary scaffolded for student's prior knowledge

Student strengths incorporated in all subject areas

Components of literacy explicitly taught in a meaningful and contextual manner

Checks for understanding of all lesson objectives



Have work samples been used to compare the student to peers from similar backgrounds?

Has performance across content areas been considered?

Have a variety of methods (classroom performance, district and state data) been used to investigate academic performance in all languages?

Strengths revealed:

Areas identified for intervention:



Comprehensive Evaluation Process for English Learners (CEP-EL) Checklist

Student Name:

ID#:

IEP Date:

This document certifies that newly identified or re-evaluated English learners have been provided a comprehensive evaluation upon identification. It is not a certification of disability. This form may be reviewed for compliance.

I. REVIEW OF BACKGROUND INFORMATION

FOR ENGLISH LEARNERS CONSIDERED FOR AN INITIAL SPECIAL EDUCATION REFERRAL

The following actions must occur during the pre-referral intervention stages to ensure specific *academic, behavioral, and/or English language development concerns* were addressed:

Yes

No

Evidence of **Student Information Review** for the following information: grades, attendance history, behavior history, primary language proficiency, and progress in English language proficiency

Student Information Check form

Evidence that pre-referral teams began to rule out extrinsic factors as primary contributors and actions were taken to address any concerns

Section A of *English Learner Extrinsic Factors* form

Physical and Psychological Factors that May Impact Learning

Section B of *English Learner Extrinsic Factors* form

Personal and Cultural Factors that May Impact Learning

Section C of *English Learner Extrinsic Factors* form

Language Development Factors that May Impact Learning

Section D of *English Learner Extrinsic Factors* form

Previous and Current Learning Environment Factors that May Impact Learning

Student participation in the pre-referral process using an interpreter when necessary, via attendance at the pre-referral intervention meeting, phone conversation, home visit, or conference

OR multiple attempts at contact using an interpreter when necessary

Evidence that identified concerns were systematically addressed in

an **initial pre-referral meeting** DATE:

a **follow-up pre-referral intervention meeting** to evaluate progress and the effectiveness of the plan DATE:

English Learner Intervention Summary form in cumulative folder

OR

There is evidence of a history of *severe* medical and/or developmental problems (e.g., orthopedic, hearing, or visual impairment, intellectual disability, traumatic brain injury) that adversely impacts educational progress and a **problem-solving team met** to address student needs

English Learner Intervention Summary form

II. ASSESSMENT

REVIEW OF PREVIOUS ASSESSMENTS FOR STUDENTS CURRENTLY RECEIVING SPECIAL EDUCATION SERVICES

Yes

No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | The student's initial identification and provision of special education services were reviewed for appropriateness. Consider factors such as physical, psychological, personal, cultural, language development, and previous/current learning environment factors |
|--------------------------|--------------------------|---|

CURRENT ASSESSMENT

Yes

No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Current assessment incorporates information from multiple contexts, tools, and perspectives, including information from the parent/guardian |
| <input type="checkbox"/> | <input type="checkbox"/> | Health assessment is completed, including vision and hearing |
| <input type="checkbox"/> | <input type="checkbox"/> | Comprehensive academic assessment is completed, including review of ELD progress, work samples, response to interventions implemented, strength and weakness patterns across content areas, and classroom observations |
| <input type="checkbox"/> | <input type="checkbox"/> | Student is assessed in all areas of suspected disabilities and concerns such as language-communication, cognition-general ability, abilities of intellectual processing, adaptive behavior and social-emotional functioning |
| <input type="checkbox"/> | <input type="checkbox"/> | Tools are selected and administered as to not be discriminatory on a linguistic, racial or cultural basis |
| <input type="checkbox"/> | <input type="checkbox"/> | The IEP and assessment report(s) document the following: <ul style="list-style-type: none"><input type="checkbox"/> Assessments completed in the primary language or the language(s) most likely to yield accurate information on what the student knows and can do. <i>Justify your choice below</i><input type="checkbox"/> Assessments completed by qualified personnel competent in student's primary language with knowledge and understanding of the cultural and ethnic background of the student |
| OR | | |
| | | An interpreter was used and the assessment report notes that this may have affected the validity of the assessment |
| | <input type="checkbox"/> | The above items are not feasible. <i>Explain below</i> |

Justification of language(s) of assessment:

III. IEP TEAM DETERMINATION OF ELIGIBILITY

A. DETERMINATION OF DISABILITY

Yes

No

- The IEP team determination of disability is based on documented information that incorporates multiple contexts, tools, and perspectives, including information from the parent/guardian **AND** not based on the use of any single measure or assessment

B. CONSIDERATION OF EXCLUSIONARY CRITERIA

Yes

No

- The IEP team determines that the student's educational needs **were not** primarily due to extrinsic factors, including:
- lack of appropriate instruction
 - unfamiliarity with the English language
 - environmental or economic disadvantage
 - cultural factors
 - temporary physical disabilities
 - social maladjustment
- OR**
- The IEP team determines that the student's educational needs **were** primarily due to the following extrinsic factor(s), and therefore, **not eligible** for special education services: ____
- All assessment reports contain an exclusionary criteria statement specific to the disability or disabilities

Provide an exclusionary criteria statement for the disability or disabilities:

C. DETERMINATION OF ELIGIBILITY FOR PRIMARY DISABILITY (Check one):

See Special Education Policies and Procedures Manual, Appendix A, Disability Definitions

- Autism
- Deaf-Blindness
- Deafness
- Emotional
- Disturbance Hearing
- Impairment
- Intellectual Disability
- Multiple Disabilities

- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury Visual Impairment

The assessment report contains an eligibility statement for the primary disability

Provide an eligibility statement for the primary disability identified above:

IV. IEP TEAM SUPPORTS AND SERVICES

THE FOLLOWING DOCUMENTATION APPEARS IN THE IEP:

<u>Yes</u>	<u>No</u>	
<input type="checkbox"/>	<input type="checkbox"/>	The IEP team includes a credentialed/certified person with second language expertise who is knowledgeable about second language acquisition and cultural competence
<input type="checkbox"/>	<input type="checkbox"/>	The school took whatever action is necessary to ensure that the parent/guardian <i>understands</i> and <i>participates</i> in the proceedings of the IEP team meeting, including arranging for an interpreter if necessary
<input type="checkbox"/>	<input type="checkbox"/>	The present levels of performance <ul style="list-style-type: none"> <input type="checkbox"/> Identify the student as an English learner <input type="checkbox"/> Identify the language proficiency assessments used (ELPAC or Alternate, primary language assessments) and interpret their results <input type="checkbox"/> Indicate the student's instructional program and language of instruction <input type="checkbox"/> Identify who will provide English Language Development (ELD) instruction
<input type="checkbox"/>	<input type="checkbox"/>	A statement justifying placement in the least restrictive environment
<input type="checkbox"/>	<input type="checkbox"/>	All academic goals are culturally and linguistically appropriate
<input type="checkbox"/>	<input type="checkbox"/>	The IEP includes goal(s) that are: <ul style="list-style-type: none"> <input type="checkbox"/> aligned with ELD Standards <input type="checkbox"/> clearly identified in the IEP

ATTACH TO IEP AND PLACE COPY IN SPECIAL EDUCATION FOLDER