



Division of Special Education
UPDATE
May 2008



Please share this Update with all instructional staff.

CAHSEE Valenzuela Settlement Update

Two Reference Guides have been issued regarding the requirements of the Valenzuela Settlement. Reference Guide 4176.0 outlines the procedures for students who graduated in 2006 or 2007. Many students with disabilities were provided with a Chapman Exemption in 2006 and 2007 thus are not affected by the requirements for intervention. Students who did not meet the requirements for a Chapman Exemption are eligible for continued intervention.

Reference Guide 4202.0 outlines the procedures for the class of 2008 and beyond. Please follow the guidelines in Reference Guide 4202.0 for the class of 2008. In summary, to be eligible under these guidelines:

- Students must have completed all graduation requirements except passage of one or more sections of the CAHSEE
- A Voluntary Exit Final IEP is held (closing date can be up to 150 days after completion of the IEP)
- Student leaves with a Certificate of Completion
- Student is eligible to participate in graduation ceremonies
- Student can continue to attempt the CAHSEE through one of the options listed on Reference Guide 4202.0
- The Summary of Performance must be completed identifying any accommodations or modifications a student may be eligible for in relation to subsequent administrations of the CAHSEE (REF-4132.1)

Contact: Susan Tandberg, Administrator, District Office of Transition Services, at susan.tandberg@lausd.net or 213.241.8050. ♦

Suggestions for the May Administration of CAHSEE/CST

The final CAHSEE testing period and the administration of the California Standards Test are rapidly approaching. The following steps will help students perform to their optimum ability:

1. Use the Welligent reports to identify the students who have accommodations or modifications developed on the IEP.
2. Develop a plan for how students will be grouped for assessment based on similar accommodations or modifications (each case carrier can develop a matrix to monitor and group students for assessment).
3. Take several practice tests using the released questions found on the California Department of Education website in the real testing situation, i.e., small group, extended time, room where testing will occur, grouped according to like accommodations, etc. This allows the testing situation to become familiar to the students. (*continued in next column* →)

Suggestions for the May Administrations of CAHSEE/CST

(*continued from previous column*)

4. Take a few moments each day to practice test taking strategies and skills.

There is a one-page guide entitled, "Hints to Prepare Students with Disabilities for Testing" on the Division of Special Education website at <http://sped.lausd.net> with a link to this document on the front page or use the direct link below:

http://sped.lausd.net/sepg2s/pdf/other/testing_hints0708.pdf ♦

Special Education Accommodations and Modifications for Statewide Assessments

Students with disabilities in identified grades are required to participate in the statewide assessment program for their age appropriate grade. Individualized Education Program (IEP) teams must determine the accommodations or modifications a student will need to effectively participate in the assessment process. Any identified accommodations or modifications must be based on assessed need and regularly used in the classroom.

The state allows three levels of accommodations or modifications on the STAR program. These are:

- A. **Variation** (1) (e.g., special lighting or adaptive furniture) = Eligible students may have testing variations if regularly used in the classroom.
- B. **Accommodation** (2) (e.g., student marks in test booklet; proctor transfers responses to scorable answer document) = Eligible students shall be permitted to take the examination with accommodations if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
- C. **Modification** (3) (e.g., use of calculator on math or science portions, word processing software on essay portions) = Eligible students shall be permitted to take the CAHSEE with modifications if specified in the eligible student's IEP or section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

The California Department of Education (CDE) provides an annual *Matrix of Test Variations, Accommodations, and Modifications*. It can be accessed at the following Website:

<http://www.cde.ca.gov/ta/tg/sa/documents/matrix1007.doc> ♦

RECENT SPECIAL EDUCATION COMMUNICATIONS

REF-4132.1: "Summary of Performance Requirement for Student with Disabilities Graduating or Reaching Maximum Age of Attendance."

The purpose of this Reference Guide is to outline the requirements for completion of the Summary of Performance for all students with disabilities graduating or reaching maximum age of attendance. This replaces REF-4132.0 dated April 22, 2008. Attachment A has been altered to add a box for California High School Exit Exam (CAHSEE) accommodations or modifications. The completion of a Summary of Performance (SOP) is required in the Individuals with Disabilities Education Act (IDEA) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The District recommends that students leaving with a Certificate of Completion also receive a SOP. The purpose of the SOP is to assist the student in the eligibility process for reasonable accommodations and supports in postsecondary settings. Contact: : Susan Tandberg, Administrator, at susan.tandberg@lausd.net or at 213.241.8050. ♦

MEM-4212.0: "Certificated Application for the Special Education Early Childhood After School Programs, 2008-2009."

The purpose of this Memorandum is to provide application procedures for teachers who want to work in the Special Education Early Childhood After School Programs for the 2008-2009 school year. A limited number of hourly additional assignments are available to qualified certificated personnel as part of the implementation of the Division of Special Education, Early Childhood After School Programs. The May 9, 2008 application deadline has been extended until Friday, May 23, 2008. The programs provide special education services after school at selected sites to eligible children ages 3-5, and their parents. Contact: Karen Krische at karen.krische@lausd.net or 213.241.4713.

MEM-4213.0: "Classified Application for the Special Education Early Childhood After School Programs, 2008-2009."

The purpose of this Memorandum is to provide application procedures for special education paraprofessionals who want to work in the Special Education Early Childhood After School Programs during the 2008-2009 school year. Additional temporary hours for special education assistants/trainees as part of the implementation of the Division of Special Education, Early Childhood After School Programs, are available for a limited number of sites for the 2008-2009 school year. The May 9, 2008 application deadline has been extended to Friday, May 23, 2008. Contact: Karen Krische at karen.krische@lausd.net or 213.241.4713. ♦

IMPORTANT: Reports of IEP Progress Required for All Goals including Related Services and DIS Counseling

School site administrators, teachers of students with disabilities, and related services providers are reminded that a Report of IEP Progress is mandated for each IEP goal, including those for related services (e.g., speech, OT, APE, DIS Counseling, etc.). These reports of progress must be entered into Welligent. Related services providers need to consult with the school administration to be informed of the progress reporting due dates and the process at each school to accomplish this requirement. Each school must have and implement a process for recording and sending to parents the IEP Reports of Progress – 4 times/year at secondary, and three times a year, plus a parent conference at elementary. If you have questions about how best to comply with this requirement of IDEA 1997, please contact and work with your program specialist. ♦

Requests for Approval to Relocate, Modify or Reallocate Special Education Classroom Space

It is the policy of the Los Angeles Unified School District, in accordance with state and federal regulations, that prior approval of the Associate Superintendent, Division of Special Education is required to relocate, modify or reallocate classroom space being used to provide special education programs or services, including learning centers. This prior approval is required for moving special education programs, modifying special education classrooms or using a special education classroom for another purpose. The "Request for Approval to Relocate Special Education Classroom Space" form is available on the Division Website and from your Special Education Support Unit. There are no exceptions to this requirement. The bulletin on this topic is currently being updated; however, the requirement to obtain prior approval has not changed. Please contact your Special Education Support Unit if you need clarification or have questions on this topic. ♦

"Open Court Reading 2000/2002 for K-6 Special Education Programs" Professional Development

The Division of Special Education and Elementary Language Arts are pleased to announce that the professional development, "Open Court Reading 2000/2002 for K-6 Special Education Programs" has been approved by the California Department of Education and the State Board of Education under Senate Bill 472.

This Professional Development has been designed specifically for teachers of students with disabilities in special day programs. The objectives of the program are to:

- Confirm our commitment to provide all students appropriate instruction and access to grade level core curriculum;
- Review, read, and discuss current, cogent research on reading instruction;
- Study the design, purposes, and procedures of the Open Court Reading program in order to effectively implement all components of the program in a span special education classroom;
- Introduce a special day program language arts suggested schedule that includes instructional time blocks for core curriculum instruction and intervention based on IEP goals; and
- Learn how to plan for language arts instruction that ensures students receive both grade level core, theme based, and skills curriculum.

Elementary Language Arts OCR experts/coaches from each of the Local Districts with program specialists and/or LRE specialists experts from the Division of Special Education will be co-presenting and facilitating the week of training. Look for a Memorandum in late May regarding this very exciting new professional development opportunity! Contact: Meredith Adams, Coordinator, Division of Special Education, at meredith.adams@lausd.net or at 213.241.8088. ♦

Donnalyn Jaque-Antón, Executive Officer
Educational Services
Division of Special Education Website: sped.lausd.net