

SECTION 24-A

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FACILITIES AND TRANSPORTATION

Facilities

Each participating district and county office of the Solano County Special Education Local Plan Area intends that no person with exceptional needs be denied benefits or services because of the inaccessibility of facilities.

Transportation

Each participating district and the county office of the Solano County Special Education Local Plan Area provides appropriate special transportation services for individuals with exceptional needs who require such services. Each district is responsible for transporting those special education students whose IEP is so designated. The Special Education Local Plan Area will coordinate the transportation of those special education students placed within the local plan area.

Reference: 34 CFR 300a.13
45 CFR 223; 84.21; 84.22

CRITERIA FOR PROVIDING TRANSPORTATION

The Solano County Special Education Local Plan Area provides transportation services for special education students in a safe, efficient, and cost effective system as identified in their individualized education program.

Transportation, as a related service to special education, is necessary when the child's disabling condition precludes the child from getting to school in the same manner of a typically developing peer.

The Solano County Special Education Local Plan Area requires the following areas to be reviewed, in determination if the need for transportation as a related service, by each IEP team when it has been identified that the student requires transportation services:

- the severity of the student's disability having a direct effect on the provision of transportation services, i.e., mobility and ability
- ability of the student to function independently and responsibly
- the student's education goals for transition from special education or into the community.
- Transportation, as a related service, shall take into account least-restrictive environment and the promotion of independent living to the maximum extent possible.

For special education students who require transportation services outside their district of residence, the Solano County Office of Education will provide transportation services for those students with IEP and placement requirements until the local plan area has a viable intercity transportation system.

An alternative method of transportation will be arranged to a special education program if a student is suspended from the bus. This is necessary in order to continue providing free, appropriate public education services as identified on the IEP. Alternative methods of transportation could include transportation by the parent, a taxi, or another public vehicle.

Reference: California Education Code 56221(5), 56441.14, 41850

SPECIALIZED PHYSICAL HEALTH CARE SERVICES

Each district and the county office operating within the Solano County Special Education Local Plan Area recognizes that all children residing within the local plan area have a right to a public education. They also recognize that some students with chronic illnesses need intense and complex types of health care, a modified regular education program or a special education program, and specialized physical health care services provided during school hours.

Specialized physical health care services have the following characteristics:

1. They are necessary during the school day to enable the student to attend school.
2. They can be learned by the average person without requiring prior medical training.
3. They do not require extensive amounts of time for their administration.
4. They do not require a physician to administer them.

All providers of specialized physical health care services must be supervised by a school nurse, a public health nurse, or a physician and surgeon who meet the requirements stated in Education Code 49422. Only those procedures that do not jeopardize the student's health and can be safely provided at school should be offered.

These services shall be provided when appropriate, according to district and county procedures.

References: 34 CFR 300.13(b)(10), 300.5(b)(7)(ii);
California Education Code 49422, 49423.5;
California Code of Regulations 3021.1, 3030(e)(f), 3051.4((c)(d),
3051.12, 3051.17

Recommended Resource: Guidelines and Procedures for Providing Specialized Physical Health Care Services; California Department of Education, 1990

SPECIALIZED PHYSICAL HEALTH CARE SERVICES

When specialized physical health care services (SPHCS) are the only services that a non-identified student needs, no IEP is required. However, when SPHCS must be provided at school for students receiving special education, the service must be included on the IEP as a related service. The following steps are recommended to be taken by the district/county providing the special educational program:

1. Initial IEP/interim placement meeting to be held.
 - a. Parent requests SPHC services.
 - b. Parent signs Parent's Request (SELPA 7.6).
 - c. Request for Physician's Authorization and Exchange of Information (SELPA 7.7) given to parents.
 - d. IEP team changes placement (in most cases) to home teaching so that staff may receive appropriate training prior to the student's re enrollment in class. This placement would typically involve a period of thirty days.
2. All information is then forwarded to the appropriately qualified SPHCS supervisor.
3. Nurses responsibilities:
 - a. Complete Intake Questionnaire (Forms G.B. B-4* - B-12 *).*
 - b. Send Physician's Authorization (SELPA 12.3a) and completed form SELPA 7.7 with a letter to the physician .
 - c. Receive and review information from physician (SELPA 12.3a).
 - d. Determine recommendations for IEP team.
4. Follow-up IEP meeting.
 - a. Team determines child specific procedures to be included in IEP (SPHCS Planning Form, SELPA 6.6a).
5. Training begins. CPR training must be included if the SPHCS provider does not have current certification.
6. Schedule the transportation and orient the bus driver concerning his or her responsibility to the student.
7. Have the school administrator or designee and the parents develop a maintenance schedule and method for indicating a need for new supplies. The parent or caretaker is responsible for maintaining any equipment and for providing disposable goods.
8. Identify, with recommendations from the parent or caretaker, the procedure to follow when the qualified trained personnel or any of the back-up providers of the service are not on site because of illness or other emergency.
9. Review annually.

* Indicates forms cited from Guidelines and Procedures for Meeting the Specialized Health Care Needs of Pupils. California Department of Education, 1990.

STUDENT MEDICATION

The service provider will follow the local district/county policies and procedures for dispensing medication.

The following issues should be addressed:

1. The physician's orders for medication and the parental authorization should be reviewed and updated every school year (more frequently if indicated by a specific student's condition).
2. Schools dispensing medication should maintain the following:
 - a. What medication is prescribed by a physician?
 - b. What medication is being taken?
 - 1) How long has the student been taking the medication?
 - 2) What is the total daily dosage?
 - 3) How does the medication affect the student?
 - a. What is the desired effect of the medication?
 - b. Describe any side effects.
 - c. What are the consequences of not taking the medication?
 - d. If medication is taken at school, by what method will it be given:
 - (1) Oral?
 - (2) Injection?
 - (3) Inhalant?
 - (4) Rectal?
 - (5) Gastro tube?
 - (6) Other? _____
 - 4) How will the medication be delivered to the school?
 - 5) Does the school have storage facilities for the medication? Yes or no?
If no, what plans have been developed for the safekeeping of the medication?
3. A log of medication dispensed should be kept.

STANDARDS OF PROFICIENCY -DIFFERENTIAL STANDARDS

Each participating school district in the Solano County Special Education Local Plan Area is required to adopt standards of proficiency pursuant to EC Section 51215 for differential standards and assessment procedures for:

1. Students who are enrolled in special education programs in accordance with EC Section 56000 or for students for whom individualized education programs have been developed and for whom the regular education program has been modified as necessary.
2. Students with diagnosed learning disabilities who, in the opinion of the IEP team, do not demonstrate evidence of the ability to attain the district's regular proficiency standards with appropriate educational services and support.

The IEP team shall develop differential standards or modify general differential standards adopted by the participating governing board appropriate to the needs of individual students. Such differential standards including any alternative means and modes necessary for the student to complete the district's prescribed course of study shall be included in the IEP for the student.

Reference: California Education Code 51215(d)(2), (3); 56345(b)(3)

STANDARDS OF PROFICIENCY - DIFFERENTIAL STANDARDS FOR SPECIAL EDUCATION

1. Differential standards and assessment procedures directly related to the district's instructional program are developed in but not limited to reading comprehension, writing, and computation skills in the English language for students who are not able to attain the district's regular proficiency standards with appropriate educational services and support beginning in the 9th grade.
2. Differential proficiency standards are to be included in the IEP and are reviewed and revised as needed as part of the process of reviewing and revising the IEP.
3. Differential standards developed for individual special education students may be maintained for the student throughout his/her school experience whether or not the student continues to be enrolled in special education.
4. Differential proficiency standards may be eliminated for the student when the IEP team determines that he/she can attain the district's regular proficiency standards with appropriate educational services and support.
5. Differential standards and assessment procedures must permit a reasonable amount of time for the student to attain the standards but not extend beyond the time state or federal law requires to provide an education to the student.

6. Standards of proficiency attained by a student shall reflect a reasonable level of competence for a specific disability. Students may be permitted to remain in school beyond grade 12 or equivalent to meet that competence level.
7. Proficiency assessments may be part of the classroom experience and instructional materials may be used for purposes of assessment.
8. Assessment materials are screened for racial, cultural, and sexual bias.
9. Conferences with parents to discuss student progress, proficiency level, etc., are conducted on a regular basis.
10. The County Office and the school district in which a student was last enrolled have a joint responsibility to assure that students placed in Licensed Children's Institutions who are receiving special education services are assessed in accordance with EC Section 51216(a) whenever possible.

STUDENT TRUANCY

In order to improve student attendance, school staff has the responsibility to assure that student unexcused absences, school truancy/behavior problems, and related compulsory education requirements are dealt with through positive and effective procedures in compliance with requirements. The truancy of special education students needs to be handled in the same manner as any student subject to compulsory full-time education.

School staff has a responsibility to monitor student attendance and identify patterns of nonattendance early in the school year. Truancy is defined in the education code as absence from school without a valid excuse for more than three days or tardy in excess of 30 minutes on each of more than three days in one school year (EC 49260). Valid excuses are defined in the education code as illness, quarantine, medical, dental, optometric, and chiropractic services or funeral services in the immediate family (EC 46010).

Appropriate steps to take to improve student attendance are: home calls, teacher conferences with student, parent conferences, letters to the parent, student conferences or reconvening the IEP team to consider the needs of the student. If there are unresolved issues regarding the identification, eligibility, or services provided to the student, a request for a due process hearing should be made by the Special Education Director in lieu of a referral to the Student Attendance and Review Board (SARB).

The first truancy report should be filed after the 4th day of an unexcused absence. One or more of the interventions listed above should be employed immediately. If the nonattendance continues and the reason is not the appropriateness of the student's program, then the procedures for truancy reporting for any student should continue.

The outcomes of the above would be:

1. Parent/guardian awareness and involvement.
2. Provision of resources and opportunities to resolve the problem by school staff.
3. Increased level of district/county commitment and utilization of resources and services.
4. Bringing parent/guardian and school personnel together to solve attendance or behavior problems.
5. Possible due process hearing.
6. Possible SARB referral.

PARTICIPATION IN HIGH SCHOOL GRADUATION CEREMONIES

- A. The student has been enrolled in a secondary Special Education Program and will have attained an appropriate age for graduation.
- B. The student has demonstrated consistent progress in attaining the goals and objectives of his/her Individual Education Program.
- C. The student has participated to the maximum degree possible in school activities that are appropriate to his/her individual needs.
- D. The high school ceremony in which the student participates may be either the high school attended or that of the district of residence.
- E. SCOE or LEA provides a Certificate of Completion, which will be placed in a diploma folder identical to those of the other students.
- F. Special education students wear the same caps and gowns as general education students. Parents assume responsibility for all arrangements i.e., making a request for graduation participation, paying fees for caps and gowns, etc., in accordance with school policy.

confers this

CERTIFICATE OF COMPLETION

upon

to acknowledge the successful completion of a Special Education program provided by the Solano County Office of Education/LEA.

On this _____ day of _____, 20 _____

Principal

Superintendent

TERMINATION OF PLACEMENT IN SPECIAL EDUCATION PROGRAMS

The participating districts and county office of the Solano County Special Education Local Plan Area intend that placement in special education programs will be terminated for an individual with exceptional needs when:

1. The IEP team, based on legally presented eligibility criteria, determines that the individual no longer requires special education services.
2. The student has completed the prescribed course of study or achieved appropriate proficiency standards.
3. The student reaches the maximum age stipulated in law.
4. The parent withdraws consent after consultation with the IEP team and after submitting written notification to an administrator, and the team endorses the parent's decision. If the IEP team disagrees with the parent, the LEA shall proceed with initiating dispute resolution activities, which may include filing for due process.

Reference: California Education Code 56001(a)(h); 56340-56342; 56343(b); 56346; 56026(c)(4) (A, B, C & D)