



**La Habra Education Association
And
La Habra City School District**



Special Education Best Practices

This document represents a collaborative effort in identifying improvements and/or enhancements to special education and the IEP process intended to address concerns brought to the negotiations table during the 2018-19 negotiations session specifically related to special education duties.

Special Education Best Practices, to be implemented during the 2019-2020 school year:

- **IEP “Roundtables”**
 - Within two weeks of the beginning of the school year, case managers will coordinate meetings with the general education teachers to review students on an IEP.
 - The “Roundtable” will include the general education teacher and at a minimum, the special education teacher, speech and language pathologist (SLP), school psychologist and/or site administrator.
- **IEP Development**
 - If students are participating in general education settings, case managers will consult with general education teachers in the development of goals and accommodations/modifications.
 - On complex cases, the case manager will coordinate a meeting (“Staffing”) with the school psychologist, administrator, general education teacher(s), and related service providers to discuss any unique needs.
- **IEP Meetings**
 - As defined as law, the IEP team will include at least one:
 - General education teacher, special education teacher, parent/guardian, and administrative designee.
 - The IEP team may also include the school psychologist, speech and language pathologist and other related service providers.
 - IEP’s will begin no later than 15 minutes after the end of school day and will conclude no later than 1 hour after the start time of the IEP, unless otherwise agreed upon by the IEP team.
 - IEP meetings held during the school day must be coordinated through site and District administrators.
 - If IEP meetings are held during the school day, the case manager and site administrator will coordinate coverage for special and general education teachers as needed.
 - IEP meeting notifications with the proposed IEP date will be sent out electronically by the case manager to all members of the IEP team at least 10 days in advance.
 - Agendas and draft IEPs (i.e. proposed goals/accommodations) will be sent by the case manager at least 24 hours in advance. Agendas will include a firm start and end time unless otherwise agreed upon by the IEP team. Such agreement will be recorded in the notes.
- **IEP Implementation**
 - For IEP meetings held throughout the school year, the case manager will distribute the “IEP at a Glance” for the agreed upon IEP to team members within 5 days.
 - If requested, the general education teacher will receive a copy of the full IEP.
 - If general education teachers are responsible for the implementation and data collection of goals, the case manager will clearly define roles and responsibilities with all team members.
- **Assessment Release Time**
 - If release time is needed to support State and/or initial/triennial assessments, case managers will coordinate release time with site administrator and District administrators.
- **“Inclusion” Program Classes (El Cerrito & Walnut’s K, 1st Grade)**
 - Training
 - “Inclusion” staff will be invited to a 3-day training series to include topics such as: special education policies and procedures, Non-Violent Crisis Intervention (NCI), and classroom behavior management.

- Staffing and Class-size Considerations
 - The IEP team will evaluate the need for more staffing support in the “Inclusion” Program if the number of “Inclusion” students exceed 5 at the beginning of the school year.
 - Upon adding additional students to the “Inclusion” Program, the IEP team will consider the current classroom needs to evaluate program appropriateness and/or adding support.
 - When possible the District will consider maintaining the class size in the “Inclusion” classrooms comparable to combo-classrooms.
 - To support the beginning of the year transition into transitional kindergarten (TK) and kindergarten “Inclusion” classrooms, general education TK teachers or temporary instructional assistants will provide assistance in the morning. General education TK teachers will support 1st grade “Inclusion” classrooms in the afternoon. Supports will be evaluated on a weekly basis.
- **Special Education Policies and Procedures**
 - The District Special Education Department will provide information and training on special education policies and procedures to all district staff.
 - The District Special Education Administrator will have on-going communication with LHEA to address challenges that may arise throughout the school year.
 - Targeted trainings will be provided to special education teachers to support the implementation of IEP goals and services.
- **Crisis Intervention**
 - To support teachers and classified staff, NCI training will be offered to help staff understand, manage and respond to challenging student behaviors.
 - Each site will identify members for their Crisis Intervention Team to respond to severe behavior needs.
 - Severe behaviors may include but not limited to: running of out of the classroom, physical outbursts (hitting self, others), and property destruction.
 - Members may include the site administrator, school psychologist, special education teacher, instructional assistants, or other members of the site team who have been certified through a two-day NCI training.
 - Site administrators will develop a communication tree to respond to severe student behaviors.
 - For classrooms with unique behavioral challenges, an effective communication system will be provided (i.e. walkie).
 - When assessing a student with severe behavioral and/or mental health challenges, accommodations and supports will be considered to address the immediate needs.

The District and Association mutually agree to communicate the Special Education Best Practices outlined in this document to their respective stakeholders. The Committee will reconvene at the end of the 2019-2020 school year to evaluate the success and efficiency of the agreed upon Best Practices.

On behalf of the Special Education Best Practices Committee:

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