

IDENTIFICATION, REFERRAL, AND ASSESSMENT

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IDENTIFICATION, REFERRAL AND ASSESSMENT

1.1 PURPOSE AND SCOPE

All individuals with suspected disabilities from birth through age 21 will be identified and referred to the appropriate agency to be assessed. Each individual will receive a full and individual evaluation to identify the disability, determine eligibility and identify educational needs.

The assessment information will provide the basis for an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) to ensure the individual receives a free appropriate public education (FAPE).

1.2 IDENTIFICATION

1.2. A. Child Find

The Special Education Local Plan Area (SELPA) and individual LEAs will actively and systematically seek out all individuals with disabilities including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools.

Child Find activities may include but not be limited to:

1. A comprehensive screening program, including health, vision, hearing, speech and language;
2. Distribution of written information, including brochures and pamphlets describing the referral procedure;
3. Public awareness campaign, including public service announcements;
4. Annual notices to local newspapers;
5. Consultation with representatives of private schools, including religious schools on how to carry out activities to identify children with suspected disabilities;
6. Coordination with preschools, Head Start and other childcare facilities;
7. Communication with hospitals, pediatricians, obstetricians and other health professionals;
8. Coordination with parent resource centers and support groups;

9. Presentations to local professional groups and organizations established to form and/or to serve culturally diverse populations;
10. Coordination with activities of the SELPA Community Advisory Committee (CAC); and,
11. Coordination with school site procedures, including referrals from the school site student intervention teams (e.g. Student Study Teams, etc.).(EC 56300, 56301, 52040; CFR 300.451)

1.2. B. Student Study Team (SST)

The Student Study Team (SST) is a regular education function. It is a process of reviewing individual student issues pertaining to educational performance and planning instructional interventions to be implemented in the regular classroom.

Although specialists, such as school psychologists, speech/language pathologists, and resource specialists may be involved in the SST process, however, the SST is not a special education function and as such is not subject to the associated restrictions and timelines.

A special education referral may be appropriate after interventions have been implemented. As a regular education function, the team also helps with mainstreaming strategies for those students who are already receiving special education and related services.

A student suspected of having a disability under the provisions of Section 504 of the Rehabilitation Act of 1973, will be assessed by a process defined through local board policies and procedures.

1.3 REFERRAL PROCESS

1.3. A. Source of Referrals

Referrals for assessment to determine eligibility for special education and related services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public.

The referrals will be coordinated with school site procedures for referral of students with special needs that cannot be met with modifications of the regular instructional program, including referrals from student intervention teams, such as the Student Study Team.

A child shall be referred for special education and related services only after the resources of the regular education program have been considered and, where appropriate, utilized. (EC 56303)

1.3. B. Referral Procedure

1. Referrals for assessments to determine eligibility for special education and related services will be made to the school site principal or designee at the child’s school of residence.
2. Referrals may be processed through the school site Student Study Team or other student intervention team to review the referral and document interventions tried prior to referral.
3. All requests for assessments will be submitted in writing. If a parent makes the request verbally, the principal or designee will assist the parent in making the request in writing.
4. If the referral is not coming from the parent, the school site administrator or designee will review the referral. If the information is incomplete the referral source will be contacted to request additional information. If the information is complete, the school site administrator or designee will initiate the assessment process by including notification of parent. An assessment plan will be developed.
5. No assessment will be conducted without written parent consent.

1.3. C. Inappropriate Referrals

If, after reviewing all relevant information, the administrator and assessment planning team consider the referral inappropriate, the parents must receive a prior written notice which includes the following:

1. A description of the action refused by the district;
2. An explanation why the district refuses to take the action;
3. A description of any other options that the district considered and the reasons why those options were rejected;
4. A description of each procedure the district used as a basis for the refused action; and
5. A description of any other factors that is relevant to the district’s refusal. (CFR 3001.503)

1.4 PARENTAL CONSENT

The LEA shall conduct an initial evaluation in every area of suspected disability before the initial provision of special education and related services to a child with a disability.

1.4. A. Request for Initial Evaluation

Either a parent of a child or LEA may initiate a request for an initial evaluation to determine if the child is a child with a disability.

1. The initial evaluation shall assess the child in all areas of suspected disability to determine whether the child is a child with a disability. The assessment and IEP team meeting must be held within 60 calendar days of receiving parental consent for the evaluation.
2. Exception: The relevant timeframe shall not apply to a LEA if:
 - a. A child enrolls in a school served by the LEA after the relevant timeframe has begun and prior to a determination by the child's previous LEA as to whether the child is a child with a disability but only if the subsequent LEA is making sufficient progress to ensure prompt completion of the evaluation, and the parent and the subsequent LEA agree to a specific time when the evaluation will be completed; or
 - b. The parent of a child repeatedly fails or refuses to produce the child for the evaluation.

1.4. B. Parental Consent for Initial Evaluation

1. The LEA proposing to conduct an initial evaluation to determine if the child qualifies as a child with a disability shall obtain informed consent from the parent of a child before conducting the evaluation. Parental consent for evaluation shall not be construed as consent for placement for receipt of special education and related services.
2. Consent for Services: The LEA is responsible for making a free appropriate public education (FAPE) available to a child with a disability and shall seek to obtain informed consent from the parent of a child before providing special education and related services to the child.

Absence of Consent for Initial Evaluation: If the parent of a child does not provide consent for an initial evaluation or the parent fails to respond to a request to provide the consent; the LEA may pursue the initial evaluation through due process.

Absence of Consent for Initial Services: If the parent of a child does not provide consent to the initial provision of services, the LEA shall **not** provide special education and related to the child by using due process.

Effect on LEA Obligation: If the parent of a child refuses to consent to the receipt of special education and related services, or the parent fails to respond to a request to provide such consent:

- a. The LEA shall not be considered to be in violation of the requirement to make a free appropriate public education to the child for the failure to provide such child with the special education and related services for which the LEA requests such consent; and
 - b. The LEA shall not be required to develop an IEP for the special education and related services for which the LEA requests such consent.
6. If the child is a ward of the State and not residing with the child’s parent, the LEA shall make reasonable efforts to obtain such consent from the parent of the child for the initial evaluation to determine whether the child is a child with a disability. (30 EC 56346)

1.5 ASSESSMENT PROCESS

1.5.A. Initial Assessments

A comprehensive and individual assessment shall be conducted for each child being considered for special education and related services to determine if the child meets eligibility criteria as a child with a disability and to determine the educational needs of the child.

Once a student has been referred for initial assessment, the student will be assessed in all areas of suspected disability. An individualized education program (IEP) meeting shall occur, within 60 calendar days of receiving written parental consent for the assessment, not counting days between the student’s regular school sessions, terms or days of school vacation in excess of five school days.

However, an IEP required as a result of an assessment of a student shall be developed within 30 days after the commencement of the subsequent regular school year as determined by each LEA’s school calendar. In the case of school vacations, the 60-day timeline shall recommence on the date that student schooldays reconvene. A meeting to develop an IEP for a student shall be conducted within **30 days** of a determination that the student needs special education and related services. (Section 300.323(c) (1) of Title 34 of the Code of Federal Regulations)

The *60 day time period* does not apply if either of the following occurs:

1. The student enrolls in a school served by the LEA after the relevant time period has commenced but prior to determination by his or her previous LEA of whether the student has a disability. This exemption applies only if the subsequent LEA is making sufficient progress to ensure a prompt completion of the assessment, and the parent and subsequent LEA agree to a specific date by which the assessment shall be completed.

2. The parent of a child repeatedly fails or refuses to produce the child for an assessment.
3. The results of the assessment will be used by the child’s IEP team to develop an appropriate Individualized Education Program (IEP).

1.5. B. Assessment Plan

After a review of the referral, pupil records and/or other immediately available material, the assessment team will meet to develop a proposed assessment plan.

A *proposed assessment plan* shall be developed within 15 calendar days of referral for assessment, not counting calendar days between the student’s regular school sessions or terms or calendar days of school vacation in excess of five school days from the receipt of the referral, unless the parent or guardian agrees, in writing, to an extension.

In any event, the assessment plan shall be developed within 10 days after the commencement of the subsequent regular school year when the referral has been made 20 days or less prior to the end of the regular school year. In the case of student’s school vacations, the 15-day time shall recommence on the date that the regular school days reconvene.

The *proposed assessment plan* given to the parents or guardians shall meet all the following requirements:

1. Be in language easily understood by the general public
2. Be provided in the native language of the parent or guardian or other mode of communication used by the parent or guardian, unless to do so is not clearly feasible.
3. Explain the types of assessments to be conducted.
4. State that no individualized education program will result from the assessment without the consent of the parent. The LEA shall not be required to obtain informed consent from the parent of a child for an initial assessment to determine whether the child is an individual with exceptional needs under any of the following circumstances:
 - a. Despite reasonable efforts to do so, the LEA cannot discover the whereabouts of the parent of the child.
 - b. The rights of the parent have been terminated in accordance with state law.
 - c. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for initial assessment has been given by an individual appointed by the judge to represent the child.

Parental consent is not required before *reviewing existing data* as part of an assessment or reassessment, or before administering a test or other assessment that is administered to all children unless before administration or reassessment, or before administration of that test or assessment, consent is required of the parents of all children.

The *screening* of a pupil by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an assessment for eligibility for special education and related services.

As part of the assessment plan the parents will be provided with a written notice that upon completion of the administration of tests and other assessment material, an Individualized Education Program (IEP) team meeting. The IEP team will discuss the assessment results, review any additional information, discuss the educational recommendations, and the reasons for these recommendations. Parents will receive a copy of the assessment report and the documentation of determination of eligibility.

Included with the assessment plan will be a copy of Parents' Rights and Procedural Safeguards. The parents will be informed that they have a right to obtain, at public expense, an independent educational assessment of the pupil from qualified specialists, if the parent disagrees with an assessment obtained by the district.

No assessment will be conducted unless the written consent of the parent is obtained prior to the assessment. The parent shall have at least 15 days from the receipt of the proposed assessment plan to arrive at a decision. Assessment may begin immediately upon receipt of the consent. The assessments will be completed and an IEP meeting scheduled within 60 calendar days from the date of the receipt of the parent's consent for assessment.

Parent consent for assessment shall not be construed as consent for placement or for receipt of special education and related services.

Personal contact with the parents to explain the process and forms is strongly recommended.

If a parent refuses to sign permission for an assessment, the school district may file for mediation/due process hearing. If the district prevails in a due process hearing, the assessment can be conducted without parent consent. (EC 56321, 5 CCR 3022)

1.5. C. Assessment Requirements

Tests and other assessment materials must meet all of the following requirements:

1. Are provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally, unless is not feasible to provide or administer.
2. Are used for purposes for which the assessments or measures are valid and reliable.
3. Are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of the assessments, except that individually administered tests of intellectual or emotional functioning shall be administered by a credentialed school psychologist.
4. Tests and other assessment materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.
5. Tests are selected and administered to best ensure that when a test is administered to a pupil with impaired sensory, manual, or speaking skills produces test results that accurately reflect the pupil's aptitude, achievement level, or any other factors the test purports to measure and not the pupil's impaired sensory, manual or speaking skills unless those skills are the factors that the test purports to measure.
6. No single measure or assessment is used as a sole criterion for determining whether a pupil is an individual with exceptional needs or determining an appropriate educational program for the pupil.
7. The pupil is assessed in all areas of the suspected disability including, if appropriate, health and development, vision, including low vision, hear, motor abilities, language function, general intelligence, academic performance, communicative status, self-help, orientation and mobility skills, career and vocational abilities and interests, social and emotional status. A developmental history shall be obtained when appropriate. For pupils with residual vision, a low vision assessment shall be provided.
8. The assessment of a pupil, including the assessment of a pupil with a suspected low incidence disability, shall be conducted by persons knowledgeable of that disability. Special attention shall be given to the unique educational needs, including, but not limited to, skills and the need for specialized services, materials, and equipment.

As part of an initial evaluation the IEP team will review existing evaluation data on the child, including evaluations and information provided by the parents of the child, current classroom-based assessments and observations, and observations by teachers and related services providers. (EC 56320, 56324)

1.5. D. Assessment of African American Children under Larry P Decision

The Larry P v. Riles (1979) court case is the basis for law that disallows the administration of standardized intelligence quotient (IQ) tests to African American students. To ensure compliance with the Larry P, mandate, the CDE has established compliance review procedures to evaluate how well school districts are meeting this mandate in their African American students. The following areas are monitored to ensure compliance with this mandate:

1. Does the plan include a description of alternative means that will be used to assess language impairment or specific learning disabilities when standard tests are considered invalid?
2. Is there evidence that the assessment will be comprehensive? Do tests and other assessment materials meet the following requirements:
 - a. Are materials selected and administered that are not racially or culturally discriminatory?
 - b. Do assessment procedures ensure that IQ tests are not administered to African American students?
 - c. Do assessments result in a written report which includes the findings of each assessment and contain required information?
3. To what extent is the assessment varied from standard conditions?
4. What effects do environmental, cultural, or economic conditions have on the child's performance?

1.5. E. Assessment Report

The personnel who assess the pupil shall prepare a written report, or reports, as appropriate, of the results of each assessment. The report shall include, but not be limited to, all the following:

1. Whether the child may need special education and related services.
2. The basis for making the determination.
3. The relevant behavior noted during the observation of the child in an appropriate setting.
4. The relationship of that behavior to the child's academic and social functioning.
5. The educationally relevant health and development, and medical findings, if any.
6. A determination concerning the effects of environmental, cultural, or economic disadvantage, where appropriate.

7. The need for specialized services, materials, and equipment for pupils with low incidence disabilities.

If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the assessment report. (EC 56327)

1.6 REASSESSMENTS

A reassessment of a pupil shall occur not more frequently than once a year, unless the parent and the LEA agree otherwise in writing, and shall occur at least once every three years, unless the parent and the LEA agree in writing, that a reassessment is unnecessary. (30 EC 56381)

Reassessment may also be conducted whenever conditions warrant a reassessment including the following:

1. If a parent or teacher requests a reevaluation;
2. When a preschool child with a disability transitions to kindergarten or first grade; or
3. Before determining a child is no longer eligible for special education.

1.6. A. Three Year Reassessments

The three-year reassessments will consider the following in determining the need for additional information:

1. A review of existing data including evaluations and information proved by the parents of the pupil.
2. Current classroom-based assessments and observations by teachers and related services providers.
3. Observations by teachers and related service providers.

On the basis of that review, and input from the pupil's parents, the team will identify what additional data, if any, are needed to determine, including

4. Whether the pupil continues to have a disability;
5. The present levels of performance and educational needs of the pupil;
6. Whether the pupil continues to need special education and related services; and,

7. Whether any additions or modifications to the special education and related services are needed to enable the pupil to meet the measurable annual goals set out in the IEP of the child and to participate as appropriate in the general curriculum.

If the team determines that additional tests or other evaluation material is needed to provide the necessary data identified above, the district will administer tests and other assessment materials as may be needed.

If the team determines no additional data is needed, the district will notify the parents of that determination and the reason for it and the right of the parents to request an assessment.

The district is not required to conduct the assessment unless requested to do so by the pupil's parents. (EC 56380, 56381; CFR 300.533, 300.536)

1.6. B. State and Federally Mandated Behavioral Assessment Functional Behavior Assessment ("FBA")

The term Functional Behavior Assessment (FBA) was first added to the IDEA in 1997 but was not defined. An FBA is generally understood to be a systematic observation of a student to determine antecedents and consequences of a behavior. An FBA is not required prior to the development and implementation of an informal behavior plan.

An FBA must be conducted when school authorities seek to change the placement of a student with a disability because of a violation of a code of student conduct, **and** the IEP Team determines that the conduct was a manifestation of the student's disability, **and** the LEA has not conducted an FBA prior to such determination before the behavior that resulted in the change of placement (i.e., possible expulsion or suspensions beyond 10 days in a school year) (34 C.C.R. § 300.530(f)(1)).

An FBA must be conducted, as appropriate, in cases of disciplinary removals involving a change in placement in which the IEP Team determines that the conduct **was** not a manifestation of the student's disability.

An FBA should be considered and/or conducted if additional data is needed to develop a BIP or the IEP Team determines it would be appropriate for the student. Parental consent is required before an FBA may be conducted.

Personnel conducting the FBA shall gather information from multiple sources which may include:

1. Direct observation;
2. Interviews with significant others;

3. Review of available data, such as assessment reports prepared by other professionals and other individual records.

To maintain evidence-based alignment, an FBA may include the following:

1. Systematic observation of the occurrence of the targeted behavior for an accurate definition and description of the frequency, duration, and intensity;
2. Systematic observation of the immediate antecedent events associated with each instance of the display of the targeted inappropriate behavior;
3. Systematic observation and analysis of the consequences following the display of the behavior to determine the function the behavior serves for the student, i.e., to identify the specific environmental or physiological outcomes produced by the behavior, or the communicative intent of the behavior;
4. Identification and analysis of the settings where the behavior(s) occurs;
5. Identification of the function the behavior serves for the student, (i.e.; sensory, escape, attention, social, tangible, etc.);
6. Ecological analysis of the settings in which the behavior occurs most frequently. Factors to consider include the physical setting, social setting, activities and nature of instruction, scheduling, quality of communication between the pupil and staff and other students, degree of independence, degree of participation, amount and quality of social interaction, degree of choice, and variety of activities;
7. Review of records for health and medical factors which may influence behaviors (e.g. medication levels, sleep cycles, health, diet);
8. Review of the history of the behavior to include the effectiveness of previously used behavior interventions;
9. Identification of one or more replacement behaviors and its current frequency.

APPENDIX A – 60 DAY IEP TIMELINE CHART

APPENDIX B – SPECIAL ED PROCESS FLOW CHART & 60 DAY TIMELINE

Appendix A

TIMELINE CHART

Use this chart to calculate when to complete the evaluation plan (15 Days),
or hold Admin. Placements (30 Days), and IEP's (60 Days).
Find the current date and then appropriate column to the right.

Date	15 Day Date	30 Day Date	60 Day Date	Date	15 Day Date	30 Day Date	60 Day Date
1-Jan	16-Jan	31-Jan	1-Mar	1-Feb	16-Feb	2-Mar	1-Apr
2-Jan	17-Jan	1-Feb	2-Mar	2-Feb	17-Feb	3-Mar	2-Apr
3-Jan	18-Jan	2-Feb	3-Mar	3-Feb	18-Feb	4-Mar	3-Apr
4-Jan	19-Jan	3-Feb	4-Mar	4-Feb	19-Feb	5-Mar	4-Apr
5-Jan	20-Jan	4-Feb	5-Mar	5-Feb	20-Feb	6-Mar	5-Apr
6-Jan	21-Jan	5-Feb	6-Mar	6-Feb	21-Feb	7-Mar	6-Apr
7-Jan	22-Jan	6-Feb	7-Mar	7-Feb	22-Feb	8-Mar	7-Apr
8-Jan	23-Jan	7-Feb	8-Mar	8-Feb	23-Feb	9-Mar	8-Apr
9-Jan	24-Jan	8-Feb	9-Mar	9-Feb	24-Feb	10-Mar	9-Apr
10-Jan	25-Jan	9-Feb	10-Mar	10-Feb	25-Feb	11-Mar	10-Apr
11-Jan	26-Jan	10-Feb	11-Mar	11-Feb	26-Feb	12-Mar	11-Apr
12-Jan	27-Jan	11-Feb	12-Mar	12-Feb	27-Feb	13-Mar	12-Apr
13-Jan	28-Jan	12-Feb	13-Mar	13-Feb	28-Feb	14-Mar	13-Apr
14-Jan	29-Jan	13-Feb	14-Mar	14-Feb	29-Feb	15-Mar	14-Apr
15-Jan	30-Jan	14-Feb	15-Mar	15-Feb	1-Mar	16-Mar	15-Apr
16-Jan	31-Jan	15-Feb	16-Mar	16-Feb	2-Mar	17-Mar	16-Apr
17-Jan	1-Feb	16-Feb	17-Mar	17-Feb	3-Mar	18-Mar	17-Apr
18-Jan	2-Feb	17-Feb	18-Mar	18-Feb	4-Mar	19-Mar	18-Apr
19-Jan	3-Feb	18-Feb	19-Mar	19-Feb	5-Mar	20-Mar	19-Apr
20-Jan	4-Feb	19-Feb	20-Mar	20-Feb	6-Mar	21-Mar	20-Apr
21-Jan	5-Feb	20-Feb	21-Mar	21-Feb	7-Mar	22-Mar	21-Apr
22-Jan	6-Feb	21-Feb	22-Mar	22-Feb	8-Mar	23-Mar	22-Apr
23-Jan	7-Feb	22-Feb	23-Mar	23-Feb	9-Mar	24-Mar	23-Apr
24-Jan	8-Feb	23-Feb	24-Mar	24-Feb	10-Mar	25-Mar	24-Apr
25-Jan	9-Feb	24-Feb	25-Mar	25-Feb	11-Mar	26-Mar	25-Apr
26-Jan	10-Feb	25-Feb	26-Mar	26-Feb	12-Mar	27-Mar	26-Apr
27-Jan	11-Feb	26-Feb	27-Mar	27-Feb	13-Mar	28-Mar	27-Apr
28-Jan	12-Feb	27-Feb	28-Mar	28-Feb	14-Mar	29-Mar	28-Apr
29-Jan	13-Feb	28-Feb	29-Mar	29-Feb	15-Mar	30-Mar	29-Apr
30-Jan	14-Feb	29-Feb	30-Mar				
31-Jan	15-Feb	1-Mar	31-Mar				

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1-Mar	16-Mar	31-Mar	30-Apr	1-Apr	16-Apr	1-May	31-May
2-Mar	17-Mar	1-Apr	1-May	2-Apr	17-Apr	2-May	1-Jun
3-Mar	18-Mar	2-Apr	2-May	3-Apr	18-Apr	3-May	2-Jun
4-Mar	19-Mar	3-Apr	3-May	4-Apr	19-Apr	4-May	3-Jun
5-Mar	20-Mar	4-Apr	4-May	5-Apr	20-Apr	5-May	4-Jun
6-Mar	21-Mar	5-Apr	5-May	6-Apr	21-Apr	6-May	5-Jun
7-Mar	22-Mar	6-Apr	6-May	7-Apr	22-Apr	7-May	6-Jun
8-Mar	23-Mar	7-Apr	7-May	8-Apr	23-Apr	8-May	7-Jun
9-Mar	24-Mar	8-Apr	8-May	9-Apr	24-Apr	9-May	8-Jun
10-Mar	25-Mar	9-Apr	9-May	10-Apr	25-Apr	10-May	9-Jun
11-Mar	26-Mar	10-Apr	10-May	11-Apr	26-Apr	11-May	10-Jun
12-Mar	27-Mar	11-Apr	11-May	12-Apr	27-Apr	12-May	11-Jun
13-Mar	28-Mar	12-Apr	12-May	13-Apr	28-Apr	13-May	12-Jun
14-Mar	29-Mar	13-Apr	13-May	14-Apr	29-Apr	14-May	13-Jun
15-Mar	30-Mar	14-Apr	14-May	15-Apr	30-Apr	15-May	14-Jun
16-Mar	31-Mar	15-Apr	15-May	16-Apr	1-May	16-May	15-Jun
17-Mar	1-Apr	16-Apr	16-May	17-Apr	2-May	17-May	16-Jun
18-Mar	2-Apr	17-Apr	17-May	18-Apr	3-May	18-May	17-Jun
19-Mar	3-Apr	18-Apr	18-May	19-Apr	4-May	19-May	18-Jun
20-Mar	4-Apr	19-Apr	19-May	20-Apr	5-May	20-May	19-Jun
21-Mar	5-Apr	20-Apr	20-May	21-Apr	6-May	21-May	20-Jun
22-Mar	6-Apr	21-Apr	21-May	22-Apr	7-May	22-May	21-Jun
23-Mar	7-Apr	22-Apr	22-May	23-Apr	8-May	23-May	22-Jun
24-Mar	8-Apr	23-Apr	23-May	24-Apr	9-May	24-May	23-Jun
25-Mar	9-Apr	24-Apr	24-May	25-Apr	10-May	25-May	24-Jun
26-Mar	10-Apr	25-Apr	25-May	26-Apr	11-May	26-May	25-Jun
27-Mar	11-Apr	26-Apr	26-May	27-Apr	12-May	27-May	26-Jun
28-Mar	12-Apr	27-Apr	27-May	28-Apr	13-May	28-May	27-Jun
29-Mar	13-Apr	28-Apr	28-May	29-Apr	14-May	29-May	28-Jun
30-Mar	14-Apr	29-Apr	29-May	30-Apr	15-May	30-May	29-Jun
31-Mar	15-Apr	30-Apr	30-May				

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1-May	16-May	31-May	30-Jun	1-Jun	16-Jun	1-Jul	31-Jul
2-May	17-May	1-Jun	1-Jul	2-Jun	17-Jun	2-Jul	1-Aug
3-May	18-May	2-Jun	2-Jul	3-Jun	18-Jun	3-Jul	2-Aug
4-May	19-May	3-Jun	3-Jul	4-Jun	19-Jun	4-Jul	3-Aug
5-May	20-May	4-Jun	4-Jul	5-Jun	20-Jun	5-Jul	4-Aug
6-May	21-May	5-Jun	5-Jul	6-Jun	21-Jun	6-Jul	5-Aug
7-May	22-May	6-Jun	6-Jul	7-Jun	22-Jun	7-Jul	6-Aug
8-May	23-May	7-Jun	7-Jul	8-Jun	23-Jun	8-Jul	7-Aug
9-May	24-May	8-Jun	8-Jul	9-Jun	24-Jun	9-Jul	8-Aug
10-May	25-May	9-Jun	9-Jul	10-Jun	25-Jun	10-Jul	9-Aug
11-May	26-May	10-Jun	10-Jul	11-Jun	26-Jun	11-Jul	10-Aug
12-May	27-May	11-Jun	11-Jul	12-Jun	27-Jun	12-Jul	11-Aug
13-May	28-May	12-Jun	12-Jul	13-Jun	28-Jun	13-Jul	12-Aug
14-May	29-May	13-Jun	13-Jul	14-Jun	29-Jun	14-Jul	13-Aug
15-May	30-May	14-Jun	14-Jul	15-Jun	30-Jun	15-Jul	14-Aug
16-May	31-May	15-Jun	15-Jul	16-Jun	1-Jul	16-Jul	15-Aug
17-May	1-Jun	16-Jun	16-Jul	17-Jun	2-Jul	17-Jul	16-Aug
18-May	2-Jun	17-Jun	17-Jul	18-Jun	3-Jul	18-Jul	17-Aug
19-May	3-Jun	18-Jun	18-Jul	19-Jun	4-Jul	19-Jul	18-Aug
20-May	4-Jun	19-Jun	19-Jul	20-Jun	5-Jul	20-Jul	19-Aug
21-May	5-Jun	20-Jun	20-Jul	21-Jun	6-Jul	21-Jul	20-Aug
22-May	6-Jun	21-Jun	21-Jul	22-Jun	7-Jul	22-Jul	21-Aug
23-May	7-Jun	22-Jun	22-Jul	23-Jun	8-Jul	23-Jul	22-Aug
24-May	8-Jun	23-Jun	23-Jul	24-Jun	9-Jul	24-Jul	23-Aug
25-May	9-Jun	24-Jun	24-Jul	25-Jun	10-Jul	25-Jul	24-Aug
26-May	10-Jun	25-Jun	25-Jul	26-Jun	11-Jul	26-Jul	25-Aug
27-May	11-Jun	26-Jun	26-Jul	27-Jun	12-Jul	27-Jul	26-Aug
28-May	12-Jun	27-Jun	27-Jul	28-Jun	13-Jul	28-Jul	27-Aug
29-May	13-Jun	28-Jun	28-Jul	29-Jun	14-Jul	29-Jul	28-Aug
30-May	14-Jun	29-Jun	29-Jul	30-Jun	15-Jul	30-Jul	29-Aug
31-May	15-Jun	30-Jun	30-Jul				

TIMELINE CHART

Use this chart to calculate when to complete the evaluation plan (15 Days),
or hold Admin. Placements (30 Days), and IEP's (60 Days).
Find the current date and then appropriate column to the right.

Date	15 Day Date	30 Day Date	60 Day Date	Date	15 Day Date	30 Day Date	60 Day Date
1-Jul	16-Jul	31-Jul	30-Aug	1-Aug	16-Aug	31-Aug	30-Sep
2-Jul	17-Jul	1-Aug	31-Aug	2-Aug	17-Aug	1-Sep	1-Oct
3-Jul	18-Jul	2-Aug	1-Sep	3-Aug	18-Aug	2-Sep	2-Oct
4-Jul	19-Jul	3-Aug	2-Sep	4-Aug	19-Aug	3-Sep	3-Oct
5-Jul	20-Jul	4-Aug	3-Sep	5-Aug	20-Aug	4-Sep	4-Oct
6-Jul	21-Jul	5-Aug	4-Sep	6-Aug	21-Aug	5-Sep	5-Oct
7-Jul	22-Jul	6-Aug	5-Sep	7-Aug	22-Aug	6-Sep	6-Oct
8-Jul	23-Jul	7-Aug	6-Sep	8-Aug	23-Aug	7-Sep	7-Oct
9-Jul	24-Jul	8-Aug	7-Sep	9-Aug	24-Aug	8-Sep	8-Oct
10-Jul	25-Jul	9-Aug	8-Sep	10-Aug	25-Aug	9-Sep	9-Oct
11-Jul	26-Jul	10-Aug	9-Sep	11-Aug	26-Aug	10-Sep	10-Oct
12-Jul	27-Jul	11-Aug	10-Sep	12-Aug	27-Aug	11-Sep	11-Oct
13-Jul	28-Jul	12-Aug	11-Sep	13-Aug	28-Aug	12-Sep	12-Oct
14-Jul	29-Jul	13-Aug	12-Sep	14-Aug	29-Aug	13-Sep	13-Oct
15-Jul	30-Jul	14-Aug	13-Sep	15-Aug	30-Aug	14-Sep	14-Oct
16-Jul	31-Jul	15-Aug	14-Sep	16-Aug	31-Aug	15-Sep	15-Oct
17-Jul	1-Aug	16-Aug	15-Sep	17-Aug	1-Sep	16-Sep	16-Oct
18-Jul	2-Aug	17-Aug	16-Sep	18-Aug	2-Sep	17-Sep	17-Oct
19-Jul	3-Aug	18-Aug	17-Sep	19-Aug	3-Sep	18-Sep	18-Oct
20-Jul	4-Aug	19-Aug	18-Sep	20-Aug	4-Sep	19-Sep	19-Oct
21-Jul	5-Aug	20-Aug	19-Sep	21-Aug	5-Sep	20-Sep	20-Oct
22-Jul	6-Aug	21-Aug	20-Sep	22-Aug	6-Sep	21-Sep	21-Oct
23-Jul	7-Aug	22-Aug	21-Sep	23-Aug	7-Sep	22-Sep	22-Oct
24-Jul	8-Aug	23-Aug	22-Sep	24-Aug	8-Sep	23-Sep	23-Oct
25-Jul	9-Aug	24-Aug	23-Sep	25-Aug	9-Sep	24-Sep	24-Oct
26-Jul	10-Aug	25-Aug	24-Sep	26-Aug	10-Sep	25-Sep	25-Oct
27-Jul	11-Aug	26-Aug	25-Sep	27-Aug	11-Sep	26-Sep	26-Oct
28-Jul	12-Aug	27-Aug	26-Sep	28-Aug	12-Sep	27-Sep	27-Oct
29-Jul	13-Aug	28-Aug	27-Sep	29-Aug	13-Sep	28-Sep	28-Oct
30-Jul	14-Aug	29-Aug	28-Sep	30-Aug	14-Sep	29-Sep	29-Oct
31-Jul	15-Aug	30-Aug	29-Sep	31-Aug	15-Sep	30-Sep	30-Oct

TIMELINE CHART

Use this chart to calculate when to complete the evaluation plan (15 Days),
or hold Admin. Placements (30 Days), and IEP's (60 Days).
Find the current date and then appropriate column to the right.

Date	15 Day Date	30 Day Date	60 Day Date	Date	15 Day Date	30 Day Date	60 Day Date
1-Sep	16-Sep	1-Oct	31-Oct	1-Oct	16-Oct	31-Oct	30-Nov
2-Sep	17-Sep	2-Oct	1-Nov	2-Oct	17-Oct	1-Nov	1-Dec
3-Sep	18-Sep	3-Oct	2-Nov	3-Oct	18-Oct	2-Nov	2-Dec
4-Sep	19-Sep	4-Oct	3-Nov	4-Oct	19-Oct	3-Nov	3-Dec
5-Sep	20-Sep	5-Oct	4-Nov	5-Oct	20-Oct	4-Nov	4-Dec
6-Sep	21-Sep	6-Oct	5-Nov	6-Oct	21-Oct	5-Nov	5-Dec
7-Sep	22-Sep	7-Oct	6-Nov	7-Oct	22-Oct	6-Nov	6-Dec
8-Sep	23-Sep	8-Oct	7-Nov	8-Oct	23-Oct	7-Nov	7-Dec
9-Sep	24-Sep	9-Oct	8-Nov	9-Oct	24-Oct	8-Nov	8-Dec
10-Sep	25-Sep	10-Oct	9-Nov	10-Oct	25-Oct	9-Nov	9-Dec
11-Sep	26-Sep	11-Oct	10-Nov	11-Oct	26-Oct	10-Nov	10-Dec
12-Sep	27-Sep	12-Oct	11-Nov	12-Oct	27-Oct	11-Nov	11-Dec
13-Sep	28-Sep	13-Oct	12-Nov	13-Oct	28-Oct	12-Nov	12-Dec
14-Sep	29-Sep	14-Oct	13-Nov	14-Oct	29-Oct	13-Nov	13-Dec
15-Sep	30-Sep	15-Oct	14-Nov	15-Oct	30-Oct	14-Nov	14-Dec
16-Sep	1-Oct	16-Oct	15-Nov	16-Oct	31-Oct	15-Nov	15-Dec
17-Sep	2-Oct	17-Oct	16-Nov	17-Oct	1-Nov	16-Nov	16-Dec
18-Sep	3-Oct	18-Oct	17-Nov	18-Oct	2-Nov	17-Nov	17-Dec
19-Sep	4-Oct	19-Oct	18-Nov	19-Oct	3-Nov	18-Nov	18-Dec
20-Sep	5-Oct	20-Oct	19-Nov	20-Oct	4-Nov	19-Nov	19-Dec
21-Sep	6-Oct	21-Oct	20-Nov	21-Oct	5-Nov	20-Nov	20-Dec
22-Sep	7-Oct	22-Oct	21-Nov	22-Oct	6-Nov	21-Nov	21-Dec
23-Sep	8-Oct	23-Oct	22-Nov	23-Oct	7-Nov	22-Nov	22-Dec
24-Sep	9-Oct	24-Oct	23-Nov	24-Oct	8-Nov	23-Nov	23-Dec
25-Sep	10-Oct	25-Oct	24-Nov	25-Oct	9-Nov	24-Nov	24-Dec
26-Sep	11-Oct	26-Oct	25-Nov	26-Oct	10-Nov	25-Nov	25-Dec
27-Sep	12-Oct	27-Oct	26-Nov	27-Oct	11-Nov	26-Nov	26-Dec
28-Sep	13-Oct	28-Oct	27-Nov	28-Oct	12-Nov	27-Nov	27-Dec
29-Sep	14-Oct	29-Oct	28-Nov	29-Oct	13-Nov	28-Nov	28-Dec
30-Sep	15-Oct	30-Oct	29-Nov	30-Oct	14-Nov	29-Nov	29-Dec
				31-Oct	15-Nov	30-Nov	30-Dec

TIMELINE CHART

Use this chart to calculate when to complete the evaluation plan (15 Days),
or hold Admin. Placements (30 Days), and IEP's (60 Days).
Find the current date and then appropriate column to the right.

Date	15 Day Date	30 Day Date	60 Day Date	Date	15 Day Date	30 Day Date	60 Day Date
1-Nov	16-Nov	1-Dec	31-Dec	1-Dec	16-Dec	31-Dec	30-Jan
2-Nov	17-Nov	2-Dec	1-Jan	2-Dec	17-Dec	1-Jan	31-Jan
3-Nov	18-Nov	3-Dec	2-Jan	3-Dec	18-Dec	2-Jan	1-Feb
4-Nov	19-Nov	4-Dec	3-Jan	4-Dec	19-Dec	3-Jan	2-Feb
5-Nov	20-Nov	5-Dec	4-Jan	5-Dec	20-Dec	4-Jan	3-Feb
6-Nov	21-Nov	6-Dec	5-Jan	6-Dec	21-Dec	5-Jan	4-Feb
7-Nov	22-Nov	7-Dec	6-Jan	7-Dec	22-Dec	6-Jan	5-Feb
8-Nov	23-Nov	8-Dec	7-Jan	8-Dec	23-Dec	7-Jan	6-Feb
9-Nov	24-Nov	9-Dec	8-Jan	9-Dec	24-Dec	8-Jan	7-Feb
10-Nov	25-Nov	10-Dec	9-Jan	10-Dec	25-Dec	9-Jan	8-Feb
11-Nov	26-Nov	11-Dec	10-Jan	11-Dec	26-Dec	10-Jan	9-Feb
12-Nov	27-Nov	12-Dec	11-Jan	12-Dec	27-Dec	11-Jan	10-Feb
13-Nov	28-Nov	13-Dec	12-Jan	13-Dec	28-Dec	12-Jan	11-Feb
14-Nov	29-Nov	14-Dec	13-Jan	14-Dec	29-Dec	13-Jan	12-Feb
15-Nov	30-Nov	15-Dec	14-Jan	15-Dec	30-Dec	14-Jan	13-Feb
16-Nov	1-Dec	16-Dec	15-Jan	16-Dec	31-Dec	15-Jan	14-Feb
17-Nov	2-Dec	17-Dec	16-Jan	17-Dec	1-Jan	16-Jan	15-Feb
18-Nov	3-Dec	18-Dec	17-Jan	18-Dec	2-Jan	17-Jan	16-Feb
19-Nov	4-Dec	19-Dec	18-Jan	19-Dec	3-Jan	18-Jan	17-Feb
20-Nov	5-Dec	20-Dec	19-Jan	20-Dec	4-Jan	19-Jan	18-Feb
21-Nov	6-Dec	21-Dec	20-Jan	21-Dec	5-Jan	20-Jan	19-Feb
22-Nov	7-Dec	22-Dec	21-Jan	22-Dec	6-Jan	21-Jan	20-Feb
23-Nov	8-Dec	23-Dec	22-Jan	23-Dec	7-Jan	22-Jan	21-Feb
24-Nov	9-Dec	24-Dec	23-Jan	24-Dec	8-Jan	23-Jan	22-Feb
25-Nov	10-Dec	25-Dec	24-Jan	25-Dec	9-Jan	24-Jan	23-Feb
26-Nov	11-Dec	26-Dec	25-Jan	26-Dec	10-Jan	25-Jan	24-Feb
27-Nov	12-Dec	27-Dec	26-Jan	27-Dec	11-Jan	26-Jan	25-Feb
28-Nov	13-Dec	28-Dec	27-Jan	28-Dec	12-Jan	27-Jan	26-Feb
29-Nov	14-Dec	29-Dec	28-Jan	29-Dec	13-Jan	28-Jan	27-Feb
30-Nov	15-Dec	30-Dec	29-Jan	30-Dec	14-Jan	29-Jan	28-Feb
				31-Dec	15-Jan	30-Jan	29-Feb

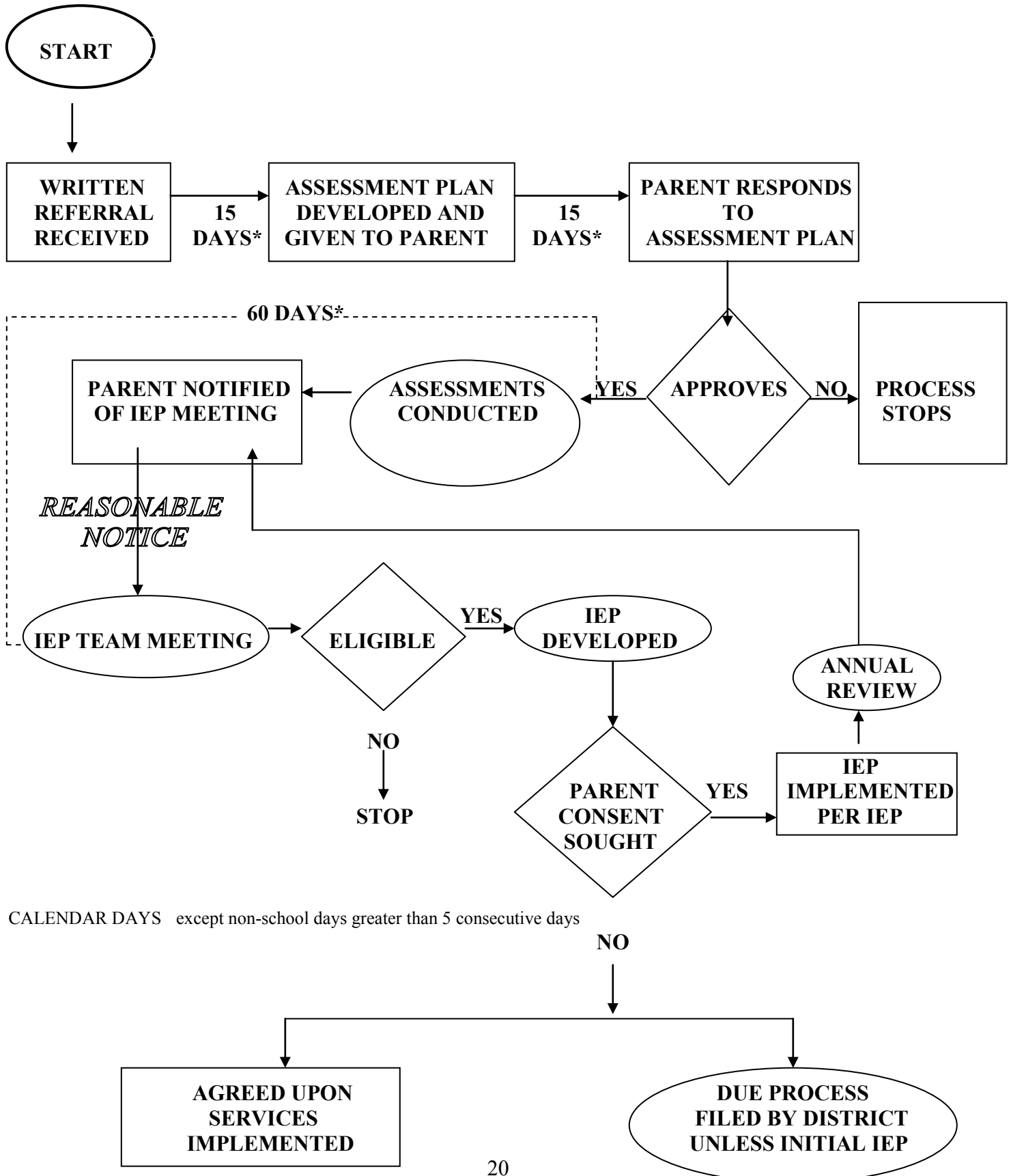
TIMELINE CHART

Use this chart to calculate when to complete the evaluation plan (15 Days),
or hold Admin. Placements (30 Days), and IEP's (60 Days).
Find the current date and then appropriate column to the right.

Date	15 Day Date	30 Day Date	60 Day Date	Date	15 Day Date	30 Day Date	60 Day Date
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**NORTH SANTA CRUZ COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA
SPECIAL EDUCATION PROCESS FLOW CHART**



* * CALENDAR DAYS except non-school days greater than 5 consecutive days

PROCESS FLOW CHART – ANOTHER VIEW

