



# Innovations Academy

Powerfully creating our lives through self-expression, compassionate connection and purposeful learning

10380 Spring Canyon Rd. San Diego, CA 92131 (858)271-1414

## Board Meeting Report

February 12, 2019

### Agenda Item #1: Revision of Innovations Academy Independent Educational Evaluation (IEE) Policy

An Independent Educational Evaluation is an evaluation conducted by a qualified examiner who is not employed by the responsible local educational agency, in this case Innovations Academy. The IEE policy lays out the guidelines for obtaining an IEE.

The board of Innovations Academy approved an IEE policy at the regularly scheduled board meeting on January 23, 2017. Our SELPA recently informed us that our IEE policy needs to be updated because it does not contain caps on the costs we would have to pay for each evaluation, putting us at risk of being overcharged should a parent incur exorbitant costs in outside evaluations that they would expect us to pay. This happened recently with another charter school. The policy has been edited to include adequate costs based on local district allowed costs. Our 2017 policy is attached and edited, with revisions in red.



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## **Individual Educational Evaluation (IEE)**

**Federal law defines an independent educational evaluation (IEE) broadly as an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of a child. Innovations Academy has developed this policy to govern Independent Educational Evaluations.**

### **IEE at Parent Expense**

~~The local education agency (LEA)~~ The governing board of Innovations Academy acknowledges that a parent/guardian has the right to obtain an independent educational evaluations (IEE) at their own expense at any time. In these circumstances, the director or designee(s) shall ensure that the student's independent education plan (IEP) team shall consider the results of the IEE when determining an offer of a free appropriate public education (FAPE) for the student.

However, the results of an IEE will not dictate the IEP team's determinations.

If a parent/guardian requests reimbursement for an IEE assessment obtained by the parent/guardian at their own expense, the director or designee(s) shall ensure that the unilaterally obtained IEE meets the LEA criteria discussed in this policy.

### **IEE at Public Expense**

The local education agency (LEA) governing board recognizes that federal and state laws provide parents/guardians of students with disabilities with the right to obtain an IEE, at public expense, when the parent/guardian disagrees with an assessment conducted by the LEA within the last two years.

The director or designee(s) shall ensure that when a parent/guardian requests an IEE at public expense the LEA/district shall provide the parent/guardian with a copy of their Procedural Safeguards *and* either:

- I. Initiate a due process hearing to show that the evaluation, completed by the LEA/~~district~~, is appropriate; or
- II. Provide the parent/guardian with information about where an IEE may be obtained, the LEA's criteria applicable for IEEs, and ensure that an IEE is provided at public expense.

In instances in which the LEA is granting the parent's request for an IEE, the director or designee(s) shall ensure the following:

1. The criteria under which the IEE is obtained at public expense , including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the LEA uses when it initiates an evaluation.
2. The LEA does not impose ~~conditions or~~ timelines related to obtaining an IEE at public expense.
3. All assessments shall be completed by persons competent to perform the assessment as determined by the LEA.
4. The IEE shall be administered by an evaluator who holds equivalent certifications, licenses, or other qualifications that would be required of the LEA staff to provide similar evaluations.
5. A parent/guardian shall have the opportunity to demonstrate that unique circumstances justify a waiver of any of the criteria listed above as defined by the LEA.

## IEE Cost Determination

~~\_\_\_\_\_ The cost determination for an IEE shall be comparable to the costs incurred by the LEA when it uses its own employees or contractors to complete an assessment, whenever possible. As a result, the director or designee(s) shall provide a parent/guardian with a recommended cost ceiling. The cost ceiling shall be updated once every three years and determined by averaging the cost of the following three assessors:~~

- ~~I. The cost of an assessment provided by a LEA employee;~~
- ~~II. The cost of an assessment provided by a neighboring LEA; and~~
- ~~III. The cost of an assessment provided by a private service provider, with appropriate qualifications, within (40 miles) from the LEA.~~

~~The director or designee(s) shall ensure a parent/guardian may demonstrate that unique circumstances, related to the student's educational need(s), justify a financial waiver of any of the cost ceiling as defined by the LEA.~~

An independent multidisciplinary evaluation will be limited to a total cost of \$5,000. Single disciplinary evaluations will be limited to the following schedule of costs:

<u>Assistive Technology</u>	<u>\$ 500</u>
<u>Neuropsychological</u>	<u>\$3,500</u>
<u>Occupational Therapy</u>	<u>\$ 350</u>
<u>Psycho-educational</u>	<u>\$1,500</u>
<u>Speech/Language</u>	<u>\$ 850</u>
<u>Vision</u>	<u>\$300</u>

The maximum amounts listed above have been established to allow parents to choose from among qualified professionals in the area.

The director or designee(s) shall request that the parent/guardian voluntarily have their private health insurance pay the costs of the IEE if covered by their insurance. However, the LEA governing board recognizes that federal and state laws specify that parents/guardians are not required to have private insurance cover the costs of an IEE if the process would result in a financial cost to the parent/guardian including but not limited to:

- I. A decrease in available lifetime coverage or any other benefit under an insurance policy;
- II. An increase in premiums or the discontinuance of the policy; or
- III. An out-of-pocket expense such as payment of a deductible amount incurred in filing a claim.

### **Local Limitations for Evaluators**

Evaluators must be located within the greater San Diego area, within a 40 mile radius of Innovations Academy.

### **Legal References**

California Education Code Section 56322

California Education Code Section 56329

34 CFR 300.502

### **Adopted**

~~(Date)~~





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## Low Performing Student Block Grant (LPSBG) Plan Explanation

Board Meeting February 12, 2019

Agenda Item #2

With the passage of AB 1808 in June 2018, Education Code 41570 was enacted. The California Department of Education (CDE) will allocate LPSBG funds during the 2018-19 school year to eligible school districts, county offices and charter schools that serve pupils who are identified as low performing on state English language arts and math assessments and who are not otherwise identified for supplemental grant funding under the Local Control Funding Formula or eligible for special education services. Each LEA will receive an equal amount per pupil and funds are available for expenditure or encumbrance through the 2020-21 school year.

As a condition of receiving these funds the LEA is required to:

1. Develop a plan describing how the funds will increase or improve evidence based services for the pupils identified to accelerate increases in academic achievement, and how the effectiveness of the services will be measured. The funds shall be used for evidenced based services that directly support pupil academic achievement including, but not limited to professional development activities for certificated staff, instructional materials or additional supports.
2. The plan shall include how the services are aligned with the LCAP
3. The plan shall be discussed and adopted at a governing board meeting.

Qualifying pupils:

- Does not meet level 1 on ELA and math
- Does not meet level 1 in either ELA or math and achieves a level 2 in the other
- Does not meet level 1 in either ELA or math and does not have a valid score on the other

...and does not qualify for special education, free or reduced lunch, is in foster care or is an English language learner.

The plan shall be submitted by March 1, 2019 and respond to the following prompts:

- Summarize how the funds will be used to increase or improve evidence based services for the pupils identified.
- How will the effectiveness of the services be measured?
- How are services aligned with and described in the LCAP?





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## Low Performing Student Block Grant Plan

1. Summarize how the funds will be used to increase or improve evidence based services for the pupils identified.

The funds will be used to provide software for the

- development of vocabulary in a systematic way and
- the development of mathematical concepts.

Students who meet the LSBG criteria will already have been identified using the CAASPP data. Their NWEA MAP scores will be identified. The teachers will set a goal, based on identified need, for each student depending on the category (ELA or math or both) for which they qualify. Students and their parents will meet to discuss the goal and learn about the software and how parents can support its use. Students will receive additional support from a teacher assistant and the teacher to achieve the goal using the software as a tool.

Funds will also be used for professional development for certificated staff to increase pedagogical awareness and improve ability of teachers to design and implement high quality academically challenging inquiry activities and projects.

2. How will the effectiveness of the services be measured?

The effectiveness will be measured by pre to post test scores on the CAASPP and the NWEA MAP assessment. We will also measure engagement by surveying students who participate. The effectiveness of the professional development will be assessed using teacher feedback and observations.

3. How are services aligned with and described in the LCAP?

This use of assessment aligns with our LCAP goal 1: Develop and implement an assessment plan to effectively analyze student performance and utilize data to improve instruction.

The use of software in this plan aligns with LCAP goal 3: provide high quality standards aligned materials and resources to teachers.

The invitation of parents into the process aligns with LCAP goal 5: develop strong parent partnerships through parent education.

The professional development part of this goal aligns directly with LCAP goal 2: Teachers will use effective pedagogical strategies to engage students in high quality, vigorous inquiry based learning.