



SPECIAL EDUCATION PROCEDURES FOR MEETING COMPLIANCE AND TIMELINES

The Central Academy of Arts and Technology (CAAT) is committed to ensuring that all special education timelines are met in accordance with state and federal law and the policies of the El Dorado Charter SELPA. To support this, CAAT uses the Special Education Information System (SEIS) to track, monitor, and document all Individualized Education Program (IEP) meetings, including annual reviews, triennial evaluations, and initial assessments.

Procedures

1. SEIS Calendar and Automated Alerts

- All students with IEPs are entered into SEIS upon enrollment.
- SEIS automatically generates reminders for annual and triennial reviews.
- Case managers are required to check SEIS weekly and document upcoming timelines.

2. Assignment of Case Managers

- Every student is assigned a case manager responsible for maintaining compliance.
- Case managers must initiate scheduling of annual and triennial meetings at least 30 days prior to the due date.
- Initial evaluation meetings are monitored to ensure they are completed within 60 calendar days of consent (excluding school breaks of more than 5 days).

3. Parent Communication and Notices

- The SELPA requires that parents be provided written Notice of Meeting early enough to ensure participation. At CAAT, notices are sent a minimum of 10 calendar days in advance whenever possible.
- Notices are provided in the parent's primary language and logged in SEIS.
- Case managers make multiple attempts (documented in SEIS) to contact parents and ensure participation, consistent with SELPA procedures.

4. Scheduling Meetings

- CAAT maintains designated meeting slots each week for IEPs to ensure staff availability.
- When scheduling, the case manager coordinates with parents, general education teachers, and related service providers to secure full team participation.

5. Preparation of Reports and Assessments

- Related service providers (speech, OT, PT, counseling, etc.) upload reports to SEIS at least one week prior to the meeting.
- Case managers prepare draft IEPs and upload assessment results in SEIS within SELPA-required timelines.
- General education teachers submit progress input for inclusion in the IEP record.

6. Monitoring and Oversight

- The Director of Special Education runs monthly compliance reports in SEIS to identify upcoming due dates and any at-risk cases.
- Any deadlines within 60 days are flagged for immediate follow-up, in line with SELPA expectations.
- The leadership team reviews compliance data quarterly with the El Dorado Charter SELPA to ensure accountability.

7. Documentation and Distribution

- Finalized IEPs are generated in SEIS, signed by team members, and stored electronically.
- Parents receive copies of the IEP within 5 school days of the meeting, consistent with SELPA guidelines.
- All service changes and follow-up actions are documented in SEIS to ensure fidelity of implementation.

Accountability

CAAT leadership works closely with the El Dorado Charter SELPA to monitor compliance. Any missed or at-risk deadlines trigger immediate corrective actions, which may include retraining, technical assistance from the SELPA, or leadership review. This system ensures that all students with disabilities are provided a free and appropriate public education (FAPE) within the timelines required by law.

Procedures & Timeline Responsibilities

Process	Timeline per SELPA / Ed Code	CAAT Responsibilities
Assessment Plan (Initial Assessment Referral)	SELPA requires the Assessment Plan (AP) to be proposed within 15 calendar days of the date of referral. charterselpa.org+1	Case Manager ensures referral is entered in SEIS the same day received; draft AP is prepared and sent to parents within 15 calendar days.
Initial IEP Meeting following Parent Consent	Must hold initial IEP meeting to review assessments and determine eligibility within 60 calendar days after parent consents to the assessment plan. charterselpa.org	Once AP is signed, Case Manager schedules meeting and notifies parents, staff, and related service providers. Monitor SEIS reminders so scheduling allows full participation.
Annual Review	IEP must be reviewed at least every 12 months (365 days) . charterselpa.org	Case Manager tracks due dates in SEIS for each IEP; schedules review meeting at least 30 calendar days ahead to allow preparation and parent notice.
Re-Evaluation / Triennial	Reassess eligibility every three years unless criteria indicate earlier assessment is needed. Also, once parent/guardian consents to the assessment plan for re-evaluation, the IEP team must meet within 60 calendar days to review results. charterselpa.org	Case Manager reviews when last evaluation occurred; initiates assessment plan in SEIS; schedules triennial IEP meeting promptly once consent is received; ensures reports are ready before meeting.
Parent Request for IEP Meeting (Existing IEP)	When parents request an IEP meeting for a student with an existing IEP, the school must hold the meeting within 30 calendar days after receiving a written request. charterselpa.org	Case Manager documents parent request; provides support to parents if needed for written request; schedules meeting and gives notice in SEIS.

Notice of Meeting	Parents must be notified of IEP team meetings “early enough” to ensure meaningful participation, and SELPA often expects at least 10 school days notice when possible. charterselpa.org	CAAT sends notice (written, in parent's primary language) at least 10 school days before meeting; logs in SEIS. Offers multiple meeting dates if needed.
Procedural Safeguards	Provide parents with a copy of procedural safeguards at each IEP meeting and at least once per year. charterselpa.org	Case Manager ensures copies of procedural safeguards are ready and given to parents at IEP meetings; verifies annual provision.
Implementation of IEP	The signed IEP must be implemented as soon as possible after receipt of parent/guardian consent. charterselpa.org	After the meeting, staff ensure services begin promptly; case managers follow up to confirm that all agreed services and supports are in place.
Progress Reporting	Progress on IEP goals must be communicated to parent/guardian at least as often as report cards are issued. charterselpa.org	CAAT ensures that progress monitoring reports are completed and sent home in sync with regular grading/report card schedule; uploaded