

IEP Documentation

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Introduction

The purpose of this section is to provide specific information on all components of the Individualized Education Program (IEP) process.

The development of an IEP is a team process that follows a series of steps for success. Although the forms are standardized, the completion of these forms is individualized to each student. Following the procedures outlined guides IEP team members to decisions regarding the provision of a Free Appropriate Public Education (FAPE) for each student with a disability in the least restrictive environment (LRE).

The completed IEP is also used to track compliance and collect other data required for CALPADS reporting. For these reasons, it is vital that procedures be carefully adhered to throughout all levels of the recording and data collection processes.

An Individualized Education Program (IEP) must be developed for a student at an Initial meeting, at which is student is determined eligible for Special Education services, and annually thereafter. (California Education Code Section 56340).

The IEP documents the student's current abilities and needs, sets goals for growth during the coming year, delineates supports and services that the school district (LEA) will provide to help the student reach those goals, and sets the placement for the student. A new Annual Plan Review is created each year, at which an IEP team looks at growth over the past year, current skills and needs, and develops or adjusts goals, supports, services, and placement for the upcoming year. In addition to Annual Plan Review IEP meetings, there must be an Eligibility Evaluation Review, at which the team must consider whether the student continues to be eligible for Special Education services, at least every three years. Finally, there may be IEP meetings during the course of the school year, between Annual Plan Review meetings, on any number of topics, including, but not limited to, changing or amending parts of the annual plan IEP, behavior conference, transition meetings, progress meetings, etc. For the purposes of this manual, we will focus on the development of the IEP, both at the initial, and at Annual Plan Review meetings.

A number of steps contribute to the development of an IEP. A meeting must be set, and a formal, written notice of meeting sent to the educational rights holder (in most cases for students younger than 18, that is the parents). Then, any required formal assessment must be completed, and information gathered from student, teachers, parent(s), and other service providers. The case manager must ensure that all the required members of the IEP team (see below) will be there, unless parent has agreed

to excuse one or more. In addition, if an interpreter is needed, that must be arranged. A draft IEP may be constructed and shared with the IEP team beforehand. At the meeting, the IEP team develops the IEP, often using the draft IEP as a starting point. The IEP, including many details, must be discussed and agreed upon, and, hopefully, the educational rights holder will sign a consent to the IEP. If so, the LEA will implement the IEP. During the course of the IEP, the LEA must monitor student progress, send home progress reports as indicated in the IEP document, and convene any meetings as needed if the student isn't making progress or for some other reason.

Required Team Members

Each meeting to develop, review, or revise the IEP of an individual with exceptional needs shall be conducted by an IEP program team. The IEP team shall include all of the following (EC 56341(a) (b 1-7)):

- (1) One or both of the pupil's parents, a representative selected by a parent, or both, in accordance with the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).
- (2) At least one regular education teacher of the pupil, if the pupil is, or may be, participating in the regular education environment. If more than one regular education teacher is providing instructional services to the individual with exceptional needs, one regular education teacher may be designated by the district, special education local plan area, or county office to represent the others. The regular education teacher of an individual with exceptional needs shall, to the extent appropriate, participate in the development, review, and revision of the pupil's individualized education program, including assisting in the determination of appropriate positive behavioral interventions and strategies for the pupil and supplementary aids and services, and program modifications or supports for school personnel that will be provided for the pupil, consistent with paragraph (3) of subsection (a) of Section 300.347 of Title 34 of the Code of Federal Regulations. You should ALWAYS have a General Education teacher at all IEPs.
- (3) At least one special education teacher of the pupil, or if appropriate, at least one special education provider of the pupil, such as a Speech Language Pathologist, for a student receiving only Speech services.
- (4) A representative of the district, special education local plan area, or county office who meets all of the following:
 - (a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
 - (b) Is knowledgeable about the general curriculum.
 - (c) Is knowledgeable about the availability of resources of the local educational agency.

- (5) An individual who conducted an assessment of the pupil or who is knowledgeable about the assessment procedures used to assess the pupil, and is familiar with the assessment results or recommendations. The individual shall be qualified to interpret the instructional implications of the assessment results. The individual may be a member of the team described in paragraphs (2) to (6) inclusive.
- (6) At the discretion of the parent, guardian, or the district, special education local plan area, or county office, other individuals who have knowledge or special expertise regarding the pupil, including related services personnel, as appropriate. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the individualized education program team.
- (7) Whenever appropriate, the individual with exceptional needs.

IEP Alignment

An IEP represents a unified document in which the individual pieces are seamlessly integrated. The “dots to connect” are the Present Levels, Areas of Educational Need, Goals, Placement (Special Education) and Supports for General/Special Education, and then determining the Least Restrictive Environment in which the student can make meaningful progress on their goals given the supports and services, as delineated on the Educational Settings page. The process works as follows: comprehensive, thorough assessment, including formal assessment, informal assessment, input from staff, student, and parents, is documented in the present levels of performance. There, in comparing the student to their peers, skill deficits are identified as needs at the current moment in time. Then goals are drafted which address each area of need by providing a statement of a measurable goal which represents ambitious growth for the student. Then, the IEP team determines what services and supports are needed for the student to achieve those goals. Finally, the team considers the least restrictive placement in which those services can be provided and are thus reasonably calculated to lead to meaningful educational growth.

[IEP Process Flowchart](#)

Information/Eligibility

Why is this section important?

This page provides necessary dates and other information that document: the purpose of the IEP meeting; dates so teams can follow timelines for holding IEPs and Eligibility

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Evaluations; various student and demographic information; whether the student is an English Learner; disability (ies); how the disability impacts participation in general education. In addition, changing various fields on this page updates the student record, and those data are reported to the state.

LOCAL TRAINING SELPA	
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY	
Student Legal Name: <i>Bell-Hook, Tinker</i>	Legal Suffix: Date of Birth: <u>10/28/2014</u> IEP Date: <u>4/26/2021</u>
Original SpEd Entry Date: <u>8/22/2019</u>	Next Annual Plan Review: <u>5/21/2021</u>
Last Eligibility Evaluation: <u>4/26/2021</u>	Next Eligibility Evaluation: <u>4/25/2024</u>
MEETING TYPE: <input type="checkbox"/> Initial <input type="checkbox"/> Plan Review <input checked="" type="checkbox"/> Eligibility Evaluation	
Additional Purpose of Meeting (if needed): <input type="checkbox"/> Transition <input type="checkbox"/> Pre-Expulsion <input type="checkbox"/> Interim <input type="checkbox"/> Other	

IEP Date: This is the date the IEP is actually held. If this is a continuation (Part 2) of a prior meeting, the IEP date would be the date of that first, unfinished meeting. Please note that you cannot change the Original SpEd Entry date – this field is entered when the student’s initial IEP or IFSP services begin. If the student is exited from SpEd services, and then subsequently requalifies, the Entry date is still the original entry date – it will not change. Use the Calculate Next Dates to set the due date for the next annual plan IEP. If you are holding an Eligibility Evaluation, click the Calculate Last Dates button, which will set the date of the Last Evaluation as the date of the current IEP you are holding.

Meeting Type: Indicate whether the meeting is an Initial, Annual Plan Review, or Eligibility Evaluation (Triennial). Annual Plan Reviews and Eligibility Evaluations may be combined in one meeting – it is recommended to do so, if possible. If they are combined, make sure to check both boxes on the SEIS form.

Annual Plan Review IEP: An Annual Plan Review IEP must be held every year, to review progress, to document present levels, to draft new goals, to review, update and continue supports and services, and to review and update the placement in which the student will receive those services and supports. You may hold an IEP sooner than one year from the current IEP – the legal requirement is that you hold at least one per year. The next IEP date should be no more than one year minus one day from the current IEP date - so, the due date for the next IEP is not on the anniversary date, but on the day before. This ensures that a new plan will be in place on the anniversary date. For example, if you hold an Annual Plan Review IEP on April 3, 2022, the next IEP should be held on or before April 2, 2023. SEIS will calculate this date for you when you complete the form.

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Eligibility Evaluation (Triennial) IEP: An IEP team must meet to consider whether a student with a special education plan and services continues to be eligible for such services at least every three years. As part of this, a school district must conduct appropriate eligibility assessment before the Eligibility Evaluation IEP meeting. Typically, Eligibility Evaluation IEPs are combined with Annual Plan Review IEPs, though legally they need not be. Because of some technical issues with SEIS, it is strongly recommended that these meetings be held at the same time whenever possible. The purpose of Eligibility Evaluation IEP is ONLY to re-establish eligibility (or determine that a student is no longer eligible) for special education services – the Annual Plan Review IEP determines the program to offer the student, including goals, supports, services, placement, etc.

Initial IEP: The Initial IEP is held to determine whether a student qualifies to receive special education services. An initial is held only for students who are not currently qualified for/receiving special education services. In a sense, the Initial IEP combines an Annual Plan Review IEP and an Eligibility Evaluation, in that the initial IEP addresses eligibility as a threshold question and then, if the student is found eligible, develops a program with goals, services, placement, etc. So, the first question on an initial IEP is always whether the team will find the student eligible for special education services. If the team does so, the parent (holder of educational rights for the student, should always be asked if they consent to finding the student eligible for special education, and this should be indicated in the Notes section if parents consent. If parents do not consent to eligibility, then the IEP meeting can stop at the point, and have parents sign that they do not consent to the IEP. Again, document this in the notes. If parents do consent to eligibility, then the team should develop and present an IEP program for the student. Legally, the program must be developed within thirty days of the eligibility determination, but, in practice, it is strongly recommended that the IEP plan be developed at the eligibility meeting.

Other Types of Meetings

SEIS allows for an additional purpose for an IEP meeting, so long as the meeting type is an Initial, Annual Plan Review, or Eligibility Evaluation. The listed additional purposes for an IEP meeting, Transition, Pre-Expulsion, Interim, and Other can also be accomplished through the amendment process in SEIS, which is often an easier way to handle a meeting with one of these purposes.

Interim: Legally, an Interim IEP must be completed (or a new full IEP drafted), if a student transfers into your district from a district that is part of another SELPA. For

example, if a student transfers from a Marin County public school, to a school in Sonoma County, you would draft an Interim Placement. An Interim Placement allows a school district to place an incoming transfer student in a placement that is comparable, in terms of services and placement, to the program in the student’s prior IEP. An Interim is a 30 day administrative placement, made by an administrator of the receiving district. An Interim Placement does NOT require parent consent, but does require consultation with the parent before drafting the Interim Placement. Then, the district must, within thirty calendar days of the interim placement hold a meeting to do one of the following:

1. Develop a new IEP
2. Amend the existing IEP to make whatever changes are appropriate
3. Accept the existing IEP

Please note that Options 1 requires a full IEP meeting with parent consent, as there is a change in the offer of FAPE and the student’s educational program. Option 2 can be accomplished through an amendment, again with parent consent. Option 3 does not require parent consent, but there should be a meeting in which the school district formally accepts the prior IEP.

Here is an example: a student transfers into the district with an IEP. On the IEP, the student is in a mostly general education placement and is pulled out for 265 minutes per week for resource support with an Education Specialist. The receiving district might draft an Interim Placement that includes a general education placement for the student, with 250 minutes per week of pullout resource support.

If the receiving school district needs to make significant changes in services and placement to the student’s incoming IEP, the receiving district should hold a full IEP meeting and develop an IEP, with parent consent.

Age		7 year(s) 3 months	
Grade	18 - Kindergarten	Native Language	00 - English
EL	<input type="radio"/> Yes <input checked="" type="radio"/> No	Redesignated	<input type="checkbox"/> Redesignated
		Interpreter	<input type="radio"/> Yes <input checked="" type="radio"/> No

Indicate the student's current grade. If the student is in Transitional-Kindergarten, it should be indicated as Kindergarten. If the student is retained, you may need to change this field to indicate the correct grade. Please note that any retention decisions must be made in accordance with school policy AND approved by the student's IEP team. Each year the school district must update the students' grade levels before the next school year begins.

The student's Native Language should match whatever is in CALPADS, as determined by an earlier Home Language Survey.

English Learner Information

Indicate if the student continues to be designated as an English Language Learner. Please note that only students in grades K - 12 may be indicated as English Language Learners, so Pre-School students should not have the EL field filled out. Once identified as an English Language Learner, the only way to move out of that status is through a Redesignation process, at the conclusion of which the student would be designated as Redesignated Fluent English Proficient. If the student is Redesignated, check the Redesignated box, and leave the EL field blank. Please note that school districts, in line with state requirements, have adopted processes and standards for the redesignation of English Learner students, in which the student's ELPAC scores, grades, and state testing are taken into consideration. For students with IEPs, there may be some flexibility in redesignating students, based on recommendations from an IEP team. There is an EL redesignation worksheet in SEIS, which IEP teams should complete for EL students who may be under consideration for redesignation. Please refer to your district's English Learner Master Plan, as well as any other relevant policies and procedures for redesignation.

Interpreter

A core tenet of IDEA is meaningful parent participation. Any steps that a school district takes to facilitate communication about, and involvement in, the IEP process by parents help to support this. Having an interpreter in many cases helps to ensure parents an opportunity to understand and participate in their child's educational program, so districts are strongly encouraged to provide one as needed. An interpreter should be a district staff member, or someone contracted by the district, and ideally trained in IEP interpretation. In addition, best practice would be to have a designated interpreter, rather than have another IEP team member, such as an Educational Specialist, Administrator, or General Education Teacher interpreting. Finally, make sure that any interpreter understands their role at the IEP, and make any adjustments when holding

an IEP meeting to account for the interpreter. For example, if someone is presenting a long report, it should be presented in small sections, so that the interpreter can effectively interpret for the parents.

Parent/Guardian Information

You should confirm with the parent/guardian that the information is correct. Both parents/guardians' information should be included.

1. Biological Parent(s)

The biological parents most commonly have educational rights, and can sign, and consent to, IEPs for their child. These educational rights are joint rights, so either holder of educational rights may sign, and consent to, an IEP, as well as request assessment, request an IEP, and exercise any and all other educational rights under IDEA. In addition, both holders of educational rights are entitled to any notifications regarding their child, and both entitled to attend IEP meetings. Therefore, you should invite both parents to IEP meetings, though you only need one educational rights holder to attend. So, you do not need to have both sign an IEP. When the IEP is complete, a copy should be sent to all educational rights holders. Also, progress reports and any other notifications should be sent to all educational rights holders. If parents are cohabiting at one domicile, then you need only send one notice, but it should be addressed to both parents.

2. Divorced Parent(s)

Divorced parents do not lose their educational rights to participate in, and make educational decisions, about their child, unless a court has taken away the educational rights of one parent, which is uncommon. If one parent claims that they are the sole possessor of educational rights for their child, you should request a copy of the court order which has taken away the educational rights of the other parent.

The procedures for divorced parents do not differ from the procedures for married parents, generally, unless one parent has lost educational rights. Most commonly, divorced parents are not living together, so make sure to send IEP invitations, copies of IEPs, notices, progress reports, etc. to both addresses.

If one parent refuses to be in an IEP meeting with the other parent, one option is to have the other attend the meeting by phone, if you're doing an in-person meeting. Only one parent need sign the IEP to consent to it, and thereby allow implementation of the IEP – signatures from both parents are not required.

3. Who can be a parent for educational purposes?
 - a. A biological or adoptive parent of a child;
 - b. (A foster parent,
 - i. Determine that they actually do have rights, and in many cases the biological parent has rights
 - c. A guardian generally authorized to act as the child's parent,
 - i. This would be pursuant to court appointment of a guardian
 - d. 4) An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child's welfare
 - i. This is a very useful category. Basically, if the child is living with someone, such as a grandparent, aunt, uncle, etc., that person may act as a parent for the purposes of consenting to an IEP. Please note that these educational rights are hierarchical. If there is a biological parent in the picture, their rights would supersede the rights of a caregiver.
 - e. A surrogate parent who has been appointed in accordance with §300.519
4. Assignment of Educational Rights: A legal holder of educational rights may assign those rights to another individual. In essence, that educational rights holder is appointing someone else to participate and act for them in making educational decisions. The rights holder could appoint any other adult to represent them in IEP meetings, and sign and consent to the IEP. This assignment of rights must be in writing (is there a SELPA form) In addition, at the bottom of the Notice of Meeting, the educational rights holder may indicate that someone else will represent them at the IEP meeting (Is this sufficient to trigger an assignment of rights, or does parent still have to sign consent?)
5. Holding the meeting without a parent: If you are unable to have a holder of educational rights at the IEP meeting, you may hold the meeting without them, under certain conditions. First, on the Notice of Meeting, parent may authorize the school district to hold the meeting without them. Second, if the district has engaged in sufficient diligence in attempting to have parent participate in the meeting, the district may hold the meeting without them (indicate the procedure for this). Please note that if you hold the meeting without a holder of educational rights, you still need to obtain a consent signature from an educational rights holder to be able to actually implement the IEP.

District of Special Education Accountability		Residence School	
Sonoma Training		1Bright Future Private School	
Hispanic Ethnicity	Ethnicity Intentionally Left Blank	Race 1	
<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No	100 - American Indian or Alaska Native	
Race 2		Race 3	
700 - White		----Select One----	
Race 4		Race 5	
----Select One----		----Select One----	
Race Intentionally Left Blank			
<input type="radio"/> Yes <input checked="" type="radio"/> No			

Demographic Information

District of Special Education Accountability is the school district that is responsible and accountable for providing the student with special education services and supports, and overseeing the development of the IEP. This field is not editable, and must be changed in the student record.

The District of Special Education Accountability is:

1. The District of GEOGRAPHIC residence, if any of the following conditions apply
 - a. The student’s parents or guardians reside in the same district in which the student is receiving special education instruction and related services
 - b. The student is placed outside his/her district of geographic residence through the IEP process. OR
2. A district OTHER THAN the district of geographic residence, if any of the following conditions apply:
 - a. The student has a formal inter-district transfer agreement under EC 63600. (The DSEA = the county/district code of the district to which the student has transferred.)
 - b. The student attends a charter school. (The DSEA = the school code of the charter.)
 - c. The student is a ward of the court and housed in a juvenile court, court school, or licensed children’s institution. (The DSEA = the county/district code of the district or COE serving the student while the student is incarcerated or institutionalized.)

- d. The student is a ward of the court and housed in an adult correctional facility (e.g., a county jail.) (The DSEA = the county/district code of the district that was last responsible for the student’s IEP.)

Residence School: Enter the child’s neighborhood school.

Race/Ethnicity: You should include the information that is in the Student Information System for these fields.

Indicate Disability/ies

*Note: For initial and triennial IEPs, assessment must be done and discussed by the IEP Team before determining eligibility. *Low Incidence Disability*

Primary Disability **Secondary Disability**

210 - Intellectual Disability (ID) 240 - Speech or Language Impairment (SLI)

Not Eligible for Special Education

Exiting from Sp. ED. (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)

Primary/Secondary Disability/ies: Indicate whatever disability/ies for which the student has qualified for special education services. If the student has more than two disabilities, make sure to clearly indicate that in the notes section. The primary disability is the disability that has the most significant impact on the student’s access to, and progress in, education. If the student has a severe disability, that should normally be the primary disability for the student, as it would have the greatest impact on the student.

Multiple Disabilities: defined as concomitant impairments, such as intellectual disability blindness or intellectual disability-orthopedic impairment, the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. “Multiple disabilities” does not include deaf-blindness. As such, this is an extremely unusual disability and does not mean a student with more than one disability, so should generally be avoided. If a student is identified as eligible in this category, it should always be listed as the primary disability, and only low incidence disabilities should be the secondary disability.

Not Eligible for Special Education

If, at an Initial IEP meeting, after assessment, the IEP has concluded that the student does not qualify for special education services, this box should be checked. While parent consent is not required for a determination at an Initial IEP that the student does

not qualify for special education services, it is recommended that parents sign or initial this page by the box indicating that determination. Please note that if the student is determined not eligible, the only page that would need to be filled out is the information/eligibility page, though it is often good practice also to include the Present Levels section. Then the student would be exited from SEIS as a DNQ. You should keep hard copies of the paperwork for these students that are found not Eligible. Also, if the student is not eligible for special education services, the IEP team should consider the possibility that accommodations/supports through a 504 plan might be appropriate, or other general education interventions and/or supports.

Exiting from Sp. ED (returned to reg. ed/no longer eligible)

This box is checked if, the IEP team determines that the student is no longer qualifies for special education services. Also, if the student is no longer eligible for special education services, the IEP team should consider the possibility that accommodations/supports through a 504 plan might be appropriate, or other general education interventions and/or supports.

Describe how the student’s disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities)

Write a statement which describes the disability and its impact, e.g.. “Student’s Specific Learning Disability in auditory processing deficits adversely impacts the student’s ability to access and progress in the general education curriculum without specialized instruction and supports ”; “significant speech and language deficits interfere with the student’s ability to communicate and interact with other students in the preschool setting.” At each IEP team meeting, the team should address and update this field. Please note that this should be consistent with other sections of the IEP: namely, Present Levels of Performance, Goals, and Supports and Services.

Initial Placements

For Initial Placements Only

Note: This information is required for new referrals as of FY 06/07, once information has been entered, do not remove.

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?

Yes No

Date of Initial Referral for Special Education Services

Person Initiating the Referral for Special Education Service

Date District Received Parent Consent

Date of Initial Meeting to Determine Eligibility

Coordinated Early Intervening Services (CEIS) This applies only to districts that the state has found to be significantly disproportionate and has mandated the district to participate in the CCEIS process, so it normally does not apply.

Date of Initial Referral for Special Education Services: Enter the date of the initial referral to assess and determine eligibility for special education services (ages 0-22).
Note: This date can change if a student is found eligible, then is exited, and then is re-assessed and found eligible again. In that case, a new Initial IEP to determine eligibility would be held. However, the student’s Original SPED Entry Date (see above) would not change - that date is established when the student first receives special education services and will not change.

Person Initiating the Referral: Identify the person initiating the referral which can be: Parent, Teacher, Student Study Team/Intervention Team, OtherSchool/District Personnel, or Other.

Date Assessment Plan was Provided to Parent: Indicate the date that the LEA provided the parent with the assessment plan.

Date District Received Parent Consent: Enter the date the LEA received signed parental consent for initial evaluation. This date may be different than the date the parent signed it.

Date of Initial Meeting to Determine Eligibility: Enter the date of IEP Team meeting to review initial evaluation and determine eligibility for special education. Remember that an Initial IEP is denied as an IEP to determine eligibility and, possibly, services and placement for a student not currently eligible for special education. A student may have more than one Initial IEP if that student exited from special education, and is then assessed for eligibility. What matters is whether the student is currently eligible or not eligible. This date is differently from Original SPED Entry Date, which will never change.

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If a student is moving from an IFSP (Individual Family Service Plan - for students aged 0 - 3), the IEP date is the date of the initial IEP. Again, that student's Original SPED Entry Date is when their IFSP services started.

Present Levels

The present levels section provides a picture of the student's skill levels in a wide range of areas. It includes strengths and weaknesses, as well as preferences and learning styles. The present levels, in providing a snapshot of the student's current levels, and thus areas of need for the student, provides the foundation for the rest of the IEP. Through effective and comprehensive assessment, an IEP team can see what the student's current needs are and come up with a plan to support and instruct the student in addressing those needs. In addition, information on the present levels triggers the requirement for goals, insofar as goals must be written for every area of need.

The present levels of performance section is one of the most important sections on the IEP. It is foundational for the rest of the IEP. The present levels of performance represents a snapshot of the student's levels in a myriad of areas, including both academic and non-academic areas. In addition, the section provides an area in which parents can provide input, and is therefore central to enabling a parent to participate meaningfully in their child's IEP process.

As a snapshot of the student's current levels of performance, this section indicates the areas in which the student has skill deficits that need to be addressed through a goal and, concomitantly, appropriate supports or services. In addition, the section provides evidence or justification for determining placement, or the least restrictive environment in which the student can make meaningful educational progress, given their disability, and unique circumstances and needs.

More specifically, the present levels explicitly indicate areas of need which must be addressed by goal. Without appropriate and thorough assessment, which lead to the development of the present levels, there is no way to determine either the student's areas of need, nor what their current levels are, so that an appropriately challenging goal can be developed.

In addition to establishing needs, the present levels section serves to provide a broad picture of the student. The section specifically includes the student's strengths and preferences. In addition, areas in which the student is within age appropriate developmental levels, or even exceeds such levels are delineated. In special education, it is sometimes too easy to focus too much on a student's skill deficits. At the same

time, present levels sections sometimes are overly positive, in that they don't identify and accurately describe the student's areas of need, as those are the areas which the IEP must address with goals, supports, and services, so the present levels section, in showing student strengths provides a reminder that every child as unique talents and strengths, as well as needs. In addressing each section of the present levels, begin each section with a description of student strengths in that particular area, provide data where student has been assessed, including the source of that data, if relevant, and finish the section by identifying any student needs and providing baselines which can be used when constructing goals to address those needs. (add to section on providing teacher input)

The present levels may be read and used by a variety of individuals during the course of the IEP cycle. The audience may include: general education teachers; educational specialists; speech language pathologists; other related service providers; school psychologists; parents; students; general education administrators; special education administrators; advocates; lawyers; judges. As a living document, it is important to write the section to make it as useful as possible to the team that will be supporting the student to be successful.

Some ask: should I include standard scores or should I include narrative? Ideally, you would include both. You should compare the student's skills to those of same age peers. To make an informed decision on whether to consent to an IEP, the parents should have a clear understanding of the document, and that really begins with the present levels of performance. In addition, the present levels should be clear enough that it is possible to "connect the dots" among present levels, goals, services, and placement. The goals should naturally and obviously follow from the information in the present levels. It is useful to include some standard scores, as that information may be most useful to education professionals when working with the student.

Legal requirements:

Education Code 56341.1 states:

- (a) When developing each pupil's individualized education program, the individualized education program team shall consider the following:
 - (1) The strengths of the pupil.
 - (2) The concerns of the parents or guardians for enhancing the education of the pupil.
 - (3) The results of the initial assessment or most recent assessment of the pupil.
 - (4) The academic, developmental, and functional needs of the child.

In SEIS, the first section is strengths/preferences/interests of student.

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Present Levels

Strengths/Preferences/Interests

In this section, provide a narrative description of the student’s strengths. These strengths may be relative strengths, or areas in which the student is stronger than in other areas. This section should include academic strengths/preferences/interests, as well as any other relevant to the student’s educational progress. A purpose of this section is to provide service providers some insight into how the student learns, so that lessons may be individualized and adapted to fit the student’s learning styles. In addition, knowing the student’s preferences and interests may impact how lessons are presented that will motivate and engage the student in her learning.

Parent input and concerns relevant to educational progress

This section was recently changed to include input as well as concerns. It is appropriate to solicit this information from parents (educational rights holders) before the meeting, but be sure to seek additional information at the IEP meeting. If parents have specific input in other areas of the present levels, you may include that specific information there, by indicating “parent reports that” when including such information.

Assessments

Smarter Balanced Assessment Consortium (SBAC)

Not Applicable

You should include the most recent results from the SBAC statewide assessments in English Language Arts and Mathematics, if the student took them. Currently, students in grades three through eight, and grade eleven, are required to take them, unless the

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parent has exempted the student in writing from taking the assessment, or if the student is taking an alternative assessment. If the student took such assessments more than a year earlier, indicate that in the notes or in the Other Assessment Data box. If the student has not taken the test, because he or she is taking an Alternate Assessment, was not in a tested grade level, or had parents opt them out of testing, check the “Not applicable” box. This data may be available through SEIS, but is also in the student’s cumulative file, or through your schools Student Information System, or through an individual score report.

California Alternate Assessments (CAA): Students who are unable to access the SBAC, as determined by the IEP team, may take the California Alternate Assessments. The criteria for making that determination are delineated in the statewide assessment section, and require the use of the Alternate Assessment Decision Confirmation Worksheet. It is anticipated that the vast majority of students with IEPs can access the SBAC assessment, particularly through the use of allowable Designated Supports and Accommodations, so the Alternate Assessments are designed for students with significant cognitive impairments. As above, indicate the student’s scores on the most recent assessment in this area.

English Language Development Test (English Learners Only): All students who are designated as an English Learner must take the summative ELPAC (or an alternate assessment) each year. As above, this information is available in the student’s cumulative file, through your school’s Student Information System, or through an individual score report. If the student’s IEP team determines that the student is unable to access the ELPAC because of their disability, the student may take an alternate assessment, as established using Alternate Assessment Decision Confirmation Worksheet, which should be completed at every Annual Plan Review IEP meeting.

Physical Education Testing (grades 5, 7 & 9)

Please write down the results from the most recent Physical Education test for the student.

Other Assessment Data (e.g. curriculum assessment, other district assessment, etc.): In this section, you should include any other relevant significant assessment results, except if they are included in one of the other sections on this page. It is also a place to include results from the last formal assessment, as required by Education Code 56341.1 (see above) This section should not include the detail of an assessment report - it represents as summary, possibly with some standard scores, or other data, and should refer to the full assessment report, which should be attached to the relevant IEP. For example, you can include the assessors conclusions regarding strengths or

weaknesses in various areas, such as auditory processing. Including this formal assessment data in Annual Plan Review IEPs can help remind the team about issues identified in formal testing which might impact accommodations or other supports, or services to the student when developing the IEP. Furthermore, for preschoolers, include DRDP results in this section.

<p>Hearing Date: <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Other</p> <p>Vision Date: <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Other</p>
--

Vision/hearing screening must be completed within one year of an initial assessment and Eligibility Evaluation reevaluation. In addition, if the student has an identified disability in the area of vision or hearing (e.g. DHH, VI), the testing should be administered more frequently, on an annual basis.

Pre-academic and functional skills should address the student’s development of readiness concepts for continued academic progress in the general education curriculum, as appropriate. Include classroom performance in all academic areas. For most students with IEPs, this section of the present levels should be the most thorough and lengthy. First, this section directly impacts whether the student qualifies for special education services, insofar as eligibility requires: 1) identified disability; 2) educational impact; 3) requires specially designed instruction. So, for every student under consideration for eligibility for special education services, this section addresses both educational impact and whether the student requires specially designed instruction, so it is critical for any eligibility determination. Second, in addition to providing support and evidence for eligibility determinations, this section documents the academic areas in which the student currently has educational needs. As such, it provides the basis for goal development, in that any needs expressed in this section must be addressed by at least one goal. Third, the section provides documentation of a student’s progress from the last IEP, in that the information may show growth from that last IEP.

Information should be gathered from each of the student’s classroom teachers. Typically, this is accomplished through a teacher input form (see samples in the resources section). When possible the classroom teacher should include relevant assessment data, such as reading fluency level, or math assessments. In addition, when possible the section should parallel the prior year’s present levels section, to indicate whether the student has grown in the various areas. While it is important to include current grades in this section, you should also detail the student’s particular skills in various areas (e.g. Can solve single variable equations or Reading Fluency

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level 3.4, or can write multiple paragraph essays) that exemplify the student’s current skill level. This section should directly cover the areas in which goals will be written, and provide baselines which will be duplicated for each goal.

English Language Learner Considerations

One of the challenges in assessing and supporting English Language Learner students is determining how much their second language acquisition status and how much their disability are contributing to their learning challenges. This distinction is important because of the concern that students may be identified for special education services in part because of their second language learner status. In addition, school districts are compelled to reclassify English Language Learners when their English is proficient. However, in the case of English Learners with disabilities, they may not reach the general education standards for English proficiency, or may be delayed in doing so, because of their disability. In such cases, the standards for reclassification may be adjusted because of the student’s disability. It is important in this section to attempt to distinguish between the student’s disability status and second language acquisition status in terms of showing their relative contribution to the student’s learning challenges. One effective way to do this is to draw two comparisons:

- 1) compare the student to English language learners without disabilities who have received a similar amount of EL instruction. If the student is lagging behind their non-disabled EL peers, that suggests the skill deficits are primarily the result of disability
- 2) compare the student to similarly situated students with disabilities who are not English Language Learners. If the student is performing at a level commensurate with those students, that also suggests the skill deficits are primarily the result of disability.

In addition, make certain to include information about the student’s performance with respect to their EL instruction. This is important because at least one of the student’s goals should support their second language acquisition, either through a distinct EL goal, or as part of an English Language Arts reading or writing goal.

Why is it important to address English Language Learner data in this section? If, at some point, the student’s IEP team wants to make a recommendation to reclassify the student, this information will be critical. In essence, the IEP team may make such a recommendation, pursuant to the district’s adopted EL procedures, when it determines that the student has sufficiently mastered English given their particular disability.

Communication Development: In this section address the student's communication skills including, but not limited to, articulation, fluency, and/or language needs. Furthermore, if the student is an English Language Learner, address the student's oral language levels, consisting of listening and speaking. As with the section above, compare the student's skills in these areas both to English Language Learners with a similar level of EL instruction who do not have a disability and to students with similar disabilities who are not English Language learners.

In this section, provide information on areas of language and speech development. This includes receptive language (what information the student can understand), expressive language (how the student conveys information, ideas, and needs. This would also include the student's ability to ask questions, seek information, gain clarification and understanding), and social communication with peers (ability to maintain a conversation, topic maintenance, and perspective taking). Speech development refers to the student's ability to articulate sounds correctly and be understood by others.

Gross/Fine Motor Development: In this section, address student's current levels in gross/fine motor skills, such as movement and writing.

Social Emotional/Behavioral: In this important section, address areas such as the student's ability to interact with, and relate to others, including both adults and peers. In addition, address any mental health related areas that appear at school, such as being withdrawn, anxiety, aggression, etc. Finally, include any information relevant to the student's behavior as compared to developmentally similar peers. There may or may not be formal assessment in this area. Please note that this information should align with any information on the Special Factors page which would be included if the "Behavior Impedes Learning" box is checked. Finally, as with other areas in the Present Levels section, this section should concern social emotional/behavioral levels at school (including virtual school), as opposed to issues that manifest only at home.

Vocational: In this section, include information relevant to vocational skills. This section must be filled out for all IEPs- it is not limited to high schoolers, or upper grade levels. For younger students, document the student's levels with respect to pre-vocational skills, which could include areas like: organization, rule following, punctuality, etc., which are foundational for success in a job in the future. As the student ages, this section should include more detail, to support the eventual development of the Individualized Transition Plan at age 16.

Adaptive/Daily Living Skills: Document the student’s levels in this area. This area is more typically of significant concern for higher needs students. Examples of adaptive/daily living skills include: self care (washing, toothbrushing, etc.), ability to communicate needs, grooming, safety, etc.)

Health: Document any health concerns that may impact the student’s education as reported in the student’s health file, from health professionals, or from parents. Please note the source of any information you include here. (e.g. “parent reports student feels fatigued at school” “per student health record, student has Type II diabetes”)

For student to receive educational benefit, goals will be written to address the following areas of need:

List any identified areas of need as documented above. The names of the areas of need should match the areas of need listed in the goals section of the IEP. It is extremely important that this section align exactly with the goals section. The present levels identifies current areas of need based on current information/assessment, and thus determines the areas where the student will have an identified goal and services and/or supports to reach that goal in the next year. An inadequate present levels that doesn’t correctly identify the student’s myriad of needs prevents the development of goals and services, and thus would constitute a denial of FAPE.

Special Factors

The Special Factors page includes a variety of factors which impact a student with a disability’s educational program: need for assistive technology; need for low incidence services; considerations if the student is blind or visually impaired; considerations if the student is deaf or hard of hearing; a description of supports and instruction for English Learners with disabilities; and whether the student’s behavior impedes learning of self or others, and a description of current interventions.

Does the student require assistive technology devices and/or services?

Yes No

Rationale:

The standard for inclusion of Assistive Technology on a student’s IEP is that the student must require assistive technology devices and/or services. To qualify for such assistive technology, and determine what, if any, devices or services appropriately support the student’s access to the curriculum and ability to make progress in that curriculum, an

assistive technology assessment should be completed. A report based on such assessment will include recommendations as to whether the student requires assistive technology devices/services and what types of such devices/services are appropriate for the student. If the student does require these, indicate the types of devices or services needed by the student.

Include a rationale for the decision. If the student requires AT devices/services, the rationale should include a reference to the AT assessment and should align with the rationale for such device/services as expressed in the AT assessment. If the student does not require AT devices/services, indicate that the student can access gen ed curriculum and has made/is likely to make educational progress without the use of AT {Student has access to _____ technology that is available within the classroom for all students.

Does the student require low incidence services, equipment and/or materials to meet educational goals?

Yes No

If yes, specify

Identify if the student requires low incidence services, equipment and/or materials to access the curriculum and make progress, and explain the rationale, in that it meets specific educational needs of the student. This only applies to students who are identified in one or more of the following eligibility categories:

- Deaf-Blind
- Visually Impaired
- Orthopedic Impairment
- Hard of Hearing
- Deaf

Considerations if the student is blind or visually impaired:

Please note that this section applies only to students who are eligible as Deaf-Blind or Visually Impaired. Indicate whether instruction will be provided, and a rationale if it will not. If the student will not be using Braille, indicate if they will use large print text or other modified input). The specific needs for services, equipment and/or materials are to be addressed here. If the student is not deaf-blind or visually impaired, indicate “N/A.”

Considerations if the student is deaf or hard of hearing:

Specify the strategies, specialized instruction, and/or the mode of communication that will be employed. If the student is not deaf, hard of hearing, or deaf blind, indicate “N/A.”

If the student is an English Learner, complete the following section:

Does the student need primary language support?

Yes No

If yes, how will it be provided?

For any student identified on the Information/Eligibility page, this section must be completed. Please note that if the student has been reclassified, the student is no longer an English Learner and this section is not applicable. Many EL students require some kind of primary language support, which could include bilingual classroom aides, dictionaries, glossaries, etc. If the student requires any of these, please list here.

Where will ELD services be provided to the student?

- General Education
- Special Education

ELD services are required to be provided to all ELD students. For students with disabilities who have a general placement, or a majority of their day is in gen ed, these services are typically provided by a general education teacher, either through the student’s English Language Arts class, or in a separate general education ELD class. Familiarize yourself with how English Learner services are provided at the school and by whom.

The student will participate in the following type of program:

- Structured English Immersion
- Alternative Language Program

type or description:

ELD services are provided as either Structured English Immersion or an Alternative Language Program. Structured English Immersion is instruction that is provided almost

exclusively in English but with a curriculum and presentation designed for English Language Learners. This is usually provided either as a separate English Learner class, in which all students in the class are English Learners, or embedded within the student’s English Language Arts class. Schools are required to provide such instruction to all English Learners until they are reclassified as Fluent English Proficient. These services may be provided through general education or through special education. Please include a description of the type of ELD instruction being provided.

Some students are in an Alternative Language Program, which could be a Dual Immersion program or a Transitional or Developmental program. A Dual Immersion program includes native speakers of English and native speakers of another language in the same class, and instruction is provided in both languages, with the goal of all students in the class becoming dual language speakers. In Transitional or Developmental programs, instruction is provided to pupils that utilizes a pupil’s native language for literacy and academic instruction and enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, in order to meet the state-adopted academic content standards.

Comments:

Does student’s behavior impede learning of self or others?
 Yes No

describe:

If yes, specify positive behavior interventions, strategies, and supports:

Behavior Goal is part of this IEP
 Behavior Intervention Plan (BIP) attached

If the student’s behavior is impeding access to the curriculum either for themselves or for others, this box should be checked. Make sure that if the box is checked there is appropriate documentation of the relevant behaviors in the Social Emotional/Behavioral section of the present levels. Some students with behavioral challenges may have

internalizing behaviors, and some may have externalizing behaviors, and some may exhibit both. Include a fairly detailed description of the behavior. If possible frame the behaviors in terms of environment, and antecedents, indicate whether the use of positive interventions and strategies are successful. This information is extremely important for any and all of the student’s teachers because successful behavioral interventions require consistent implementation across contexts. Examples of positive interventions include:

- Check in/Check out
- Self-monitoring procedures
- Peer tutoring/coaching/modeling/mentoring
- Token economy systems
- Contingency contracting
- Study or organization skills
- Meditation/relaxation practices
- Social narratives
- Explicit and ongoing teaching of expectations/relationship skills
- Use of visuals for schedules/routines

If the Behavior Impeding Learning box is checked yes, then a Behavior Goal MUST be included in the IEP. Of course that means that behavior must be documented appropriately on the present levels page and designated as a need that requires a goal. A Behavior Intervention Plan may be necessary for some students - if the behaviors are more intense, a BIP should be included. In addition, for many students with behavioral issues, the iEP team begins with a behavioral goal and concomitant supports and services to help the student achieve the goal. If that isn’t successful and the student doesn’t make meaningful progress in their behavior, then a BIP might be developed. While in many cases, a formal assessment, such as a Functional Behavioral Analysis, is necessary to determine the student’s needs and inform a goal and a behavior plan, it is not always required. In other words, a team may develop a BIP without having conducted formal assessment.

Statewide Assessments

The Statewide Assessments section documents what statewide assessments the student will be taking. In addition, any accommodations or other allowed supports that the student will be offered on each assessment are documented here. Federal laws governing student participation in assessments must meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education

Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008).

Indicate student's participation in the California Assessment of Student Performance and Progress (CAASPP) below:

English Language Arts (Grades 3-8, & 11)

11 With testing accommodations

- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)

Under the English Language Arts, Mathematics, and Science sections, note whether the student will be participating in that assessment during the IEP cycle.

Then include any testing designated supports and/or accommodations that will be offered to the student. Accommodations and supports should mirror the accommodations and supports available to the student for classroom assessment, and documented on the "Services-Offer of FAPE" page.

Select Supports and Accommodations

- SBAC with Designated Supports Embedded
- SBAC with Designated Supports Non-embedded
- SBAC with Accommodations Embedded
- SBAC with Accommodations Non-embedded
- SBAC with Accessibility Support (requires CDE Approval)

SBAC Supports and Accommodations:

1. Using the principles of Universal Design for Learning (UDL), accommodations and supports for assessment must be selected to reduce or eliminate barriers to the student demonstrating skills by virtue of their disability. For example, a student with a reading decoding disability cannot demonstrate their comprehension skills if they are not provided alternative means to access the written text.

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2. Any Supports and Accommodations that a student needs for Statewide Assessments must be provided to the student during instruction as well.

For statewide assessments, three levels of support are available:

1. Universal Tools - these are tools embedded in the testing software that are available to any student taking the test
2. Designated Supports - these are supports available to students who have been identified by an educator or team of educators as needing the support or if they are indicated on a student's IEP or 504 plan
3. Accommodations - these are available to students if indicated on their IEP or 504 plan

These supports are of two types:

1. Embedded - these supports are part of the software and, if designated for the student taking the test, will be automatically available through the software - examples include text to speech, color contrast, and large print
2. Non-embedded - these are supports that are external to the software and are provided by the LEA - examples include translated test directions, read aloud and speech to text

On an IEP, Universal Tools don't need to be listed on the Statewide Assessments page, as they are available to all students. Designated Supports and Accommodations must be documented on this page. As mentioned before, these supports and accommodations should match those available for classroom assessments. When you select "with testing accommodations" you can then

English Language Arts Supports and Accommodations

Embedded Accommodations

- American Sign Language *Not available for CAA
- Audio Transcript* (includes braille transcript) *Not available for CAA
- Braille *Not available for CAA
- Closed Captioning (Listening Only) *Not available for CAA
- Text To Speech, Passages *Not available for CAA

Non-Embedded Accommodations

- Additional Instructional Supports for Alternate Assessments *CAA ONLY
- Alternative Response Options (i.e., adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, wand, and switches)
- Braille (paper)
- Large-print Special Form (paper)
- Print on Demand (to set, email caltac@ets.org)
- Read Aloud Passages
- Scribe (Writing)

Resources to select Supports and Accommodations

[CAASPP Accessibility Resources](#)

[Accessibility Resources Planning Tool](#)

[Guidelines for Choosing Text to Speech or Read Aloud in Grades 3-5](#)

Other Resources

[UDL and State testing per Federal Law](#)

Physical Fitness Test (Grades 5, 7 & 9)

Select Supports and Accommodations

- Out of testing range
- Without Accommodations
- With Accommodations
- With Modifications (Check with PFT Office prior to use)

Similarly, if the student will be taking the Physical Fitness Test during the IEP cycle, select and include appropriate supports and accommodations. For modifications, one must check with the state Physical Fitness Testing office.

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English Language Proficiency Assessments of California (ELPAC; for English Learners Only).

Please Note: Computer-based is for all domains grades 3-12. The writing domain is paper-based only for grades K-2. All other domains for grades K-2 are computer-based.

Select Supports and Accommodations

Initial ELPAC

- Without Designated Supports (All domains)
- Designated Supports (All domains)
- Without Accommodations (All domains)
- Accommodations (All domains)

Summative ELPAC Computer-based

- Without Designated Supports (All domains)
- Embedded Designated Supports
- Non-embedded Designated Supports
- Without Accommodations (All domains)
- Embedded Accommodations
- Non-embedded Accommodations

IEP Teams Considering Domain Exemptions: Domains which are accessible, with the use of universal, designated and/or accommodations, shall be administered. Only when a Domain is not accessible, the IEP team may determine that a Domain exemption is necessary. For an Overall ELPAC score to be generated, only one domain from the Oral Language Composite (Listening or Speaking) and one from the Written Language Composite (Reading or Writing) may be exempted.

- Domain Exemption:**

All students identified as English Language Learners must take the ELPAC. Include the appropriate accommodations and supports, which are generally similar to those for other statewide testing, and are entered in SEIS in the same fashion. Students taking the ELPAC for the first time take the Initial ELPAC. Each subsequent test is the summative ELPAC. The ELPAC is composed of four domains: Speaking, listening, writing, and reading. IEP teams in some cases may exempt a student from taking particular domains if, for because of their disability, may not be able to access that domain. This is an IEP team decision. The IEP team may exempt a maximum of two domains, one from the oral language area (speaking and listening) and one from the written language area. If the student is reclassified, then that student is no longer an English language learner and does not take the ELPAC.

Alternate ELPAC

Select Supports and Accommodations

- Alternate ELPAC Embedded Designated Supports
- Alternate ELPAC Non-embedded Designated Supports
- Alternate ELPAC Non-embedded Accommodations

The Alternate ELPAC, much like the CAA, is for students who, even with accommodations and supports, can't access the ELPAC. The same criteria in determining whether a student should take the California Alternate Assessment apply, so the same worksheet may be used to determine whether the student should take the Alternate ELPAC.

The California Spanish Assessment (CSA) (formerly the Standards Test in Spanish (STS)) is for English Learner students who:

1. Have been enrolled in school in the US for fewer than twelve months; or
2. Receive curriculum instruction in Spanish.

As with the above tests, include appropriate supports and accommodations for students who will be taking this test.

Goals

Why is this section important?

The Goals section provides measurable signposts to determine if the student is making appropriate growth. It provides indicators to look at several times a year in monitoring the student's program. This helps the IEP team, including parents determine if the current supports and services are working effectively for the student in meeting their educational needs. In this way, it provides information so that IEP teams can make adjustments, if necessary, in the student's program if they are making too little, or no progress, in certain areas, or if the student is reaching goal targets too easily, implying that a goal may not be challenging enough.

The goals section specifies the growth the IEP anticipates in the student's areas of need, given faithful implementation of the IEP. The Present Levels documents the student's current skill levels in a wide variety of educational areas, thereby identifying deficits. The Goals section represents the improvement we want to see in that student in the next year in those deficit areas. There should be a goal for every area of need identified on the present levels. Therefore, effective, legally defensible goals are contingent upon having accurate present levels of performance based upon comprehensive, thorough assessment.

One purpose of the goals section is to focus the student's IEP towards addressing certain areas of need. A goal in a certain area allows the IEP team to discuss and determine what supports and services, as well as placement, are required to enable the

student to meet that goal within a year. This helps the team to focus on the development of an overall program of supports and services for the student.

Another purpose of the goals section is to provide measurable criteria to help determine whether the student’s educational program as formulated in the IEP is working. Insofar as there may be only one goal in a certain area, it is an indicator that the student’s program is working. If, for example, a student is progressing appropriately on their particular math goal, that implies that the student’s overall math program is working. Following from this is that progress on goals must be periodically measured and reported to parents, so that parents may know if the IEP is working for their child.

Alignment with Present Levels and Services/Supports

Per the California Code of Regulations, IEPs must “show a direct relationship between the present levels of performance, the goals and objectives, and the specific educational services to be provided.” The present levels of performance delineate the student’s skill levels in various areas, and identify any particular areas of need. Those areas of need then prompt the development of goals to address those needs, to enable the student to make meaningful progress. Finally, for every goal, there must be related programming in the form of services and/or supports to enable the student to make that progress. So, there must be close alignment among those three sections of the IEP. 5 CCR 3040

Legal Background

Both federal and state law describe the requirement for goals in every IEP:

“Every IEP must include statement of measurable annual goals, including academic and functional goals, designed to:

- Meet the needs of the student that result from disability to enable the student to be involved in and make progress in general education curriculum
- Meet all other educational needs of the student that result from disability

(34 CFR 300.320 (a)(2); Ed. Code, 56345, subd. (a)(2)

Thus once the needs are documented in the present levels, there must be a measurable goal to address that need. Please note that a goal may address more than one need - the law does not require a one to one correspondence between identified educational needs and goals. However, the law mandates that for every area of

educational need, there must be a goal, so for every area of need, one can point to some goal that addresses the need by specifying desired improvement in that area.

The IEP must “show a direct relationship between the present levels of performance, the goals and objectives, and the specific educational services to be provided.” Therefore, the goals must be based upon accurate present level of performance. CCR tit. 5, 3090

Furthermore, the goals help determine whether a placement was appropriate. Student v Paso Robles Joint Unified School Dist (OAH 2011); Student v. Los Angeles Unified School Dist (OAH 2010) Without measurable goals, it would not be possible to determine the appropriateness of the services, support and placement. If the goals demonstrate that the student is making meaningful progress, that suggest that the student’s program is working.

In addition to the goal requirement, the IEP must describe how the student’s progress towards meeting annual (and postsecondary) goals will be measured and when periodic reports will be provided to parental. (34 CFR 300.320(a)(3); Ed Code 56345, subd. (a)(3); Letter to Pugh (OSEP 2017) 69 IDELR 135)

The United States Department of Education has said that annual goals are statements that describe what student can reasonably be expected to accomplish within a 12 month period. Also, annual IEP goals should be aligned with state academic content standards for grade in which the student is enrolled. (Letter to Butler(OSERS 1988) 213 IDELR 118; 71 Fed. Reg. 46662 (Aug. 14, 2002); Dear Colleague Letter (OSERS/OSEP 2015) 115 LRP 53903

The United States Supreme Court, in the Endrew F. decision, required IEP teams to ensure that goals are appropriately ambitious and that all children have the opportunity to meet challenging objectives. Districts should also ensure that parents are regularly informed and encouraged to be part of the process as goals are evaluated and student progress is determined throughout the school year. (Questions an Answers on Endrew F. v. Douglas County School District RE-1 (USDOE 2017) 71 IDELR 68)

Finally, it is very important to write goals that are clear and measurable. Goals must meet the “Stranger Test.” This test states that

Person in another district who is unfamiliar with student’s IEP would be able to implement goal, assess student’s progress on goal, and determine whether progress was satisfactory (Sacramento City USD v. R.H. (E.D. Cal. 2016) 68 IDELR 220)

When drafting goals, and the IEP in general, the team should ensure that, if the student hypothetically transfers to another school, which may or may not use the same curriculum and instructional methodologies, that school can implement the goal and monitor progress.

Objectives

For most students, only goals must be written. For students who would qualify to take an alternative assessment, such as the California Alternative Assessment, Goals and Objectives must be written. In other words, objectives are required when the student would meet the criteria to take an alternative assessment, which require a student to have a significant cognitive disability that prevents accessing the standard assessment. Basically, this includes students who are working on a primarily functional curriculum. The criteria for determining this are listed on the Alternative Assessment Decision Worksheet [[link to Worksheet](#)].

Goal Elements

Goal	
Goal Description	Area of Need
<input type="text"/>	<input type="text"/>
Measurable Annual Goal #	
<input type="text"/>	

Area of Need: Indicate areas of educational need that have been identified by the IEP Team based on assessments and present levels of academic achievement and functional performance and/or special factors. Reminder: There must be a corresponding goal for every identified area of need. Make sure that the verbiage matches exactly the areas of need identified in the Present Levels.

Baseline
<input type="text"/>

Baseline: Specify the student’s baseline performance. The baseline should describe the child’s current performance on the skills identified in the goal. The baseline should be a

quantifiable description of classroom performance in the specified area. (i.e., reads 20 sight words, writes a simple paragraph of 2-4 sentences, etc.) Baselines should be precise and the team should have data that provides evidence for the stated baseline. Further, the baseline should align with the Present Levels of Performance. If there is a spelling baseline, there should be documentation, with reference to data, in the Present Levels about spelling.

Furthermore, it is crucial that the baseline data is directly comparable with the criterion in the goal, so that growth may be determined. For example, if the criterion for a reading fluency goal is in terms of Correct Words per Minute (CWPM) of a grade level text, then the baseline should be written as CWPM, as well, so that progress is determinable. An example of failure of alignment would be if the baseline were written as “John decodes grade level text with 75% accuracy,” and the goal criterion were written as “John will read grade level text at 120 CWPM.” Those numbers aren’t directly comparable.

<p>Purpose(s) of Goal:</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal:</p> <p><input type="checkbox"/> Education/Training</p> <p><input type="checkbox"/> Employment</p> <p><input type="checkbox"/> Independent Living</p>

Purposes of Goal : Annual academic goals must be based on a grade level general education standard, so that standard should be indicated here. Check the appropriate box and then indicate the state standard to which the goal is aligned, if appropriate. If the goal is not an academic goal, then check the “addresses other educational needs” box. You must check one of those two boxes, but not both boxes - the goal is either aligned to a state standard or addresses some other educational need.

What does “aligned to a grade level standard” mean? It only means that the goal is based on, and helps the student access and move towards, mastery of that grade level standard. This issue arises most cogently when writing a goal for a student whose functional skills are significantly below grade level. Remember that IEPs, and Federal

and State Special Education generally, guarantee access to general education curriculum. Depending on the student's disability, needs, and unique circumstances, that student may access that general education curriculum in different ways, that are tailored to that individual student. So, for example, a 10th grade student with an IEP may have writing skills closer to the 2nd grade level. In that case, the student may be able to access a 10th grade writing standard by working on writing simple sentences. That meets their unique needs and circumstances, and takes into account what they can reasonably expect to accomplish within a year.

Another way of looking at this is through the concept of foundational skills, which are the skills required to eventually master a higher level skill. For example, an 11th grade standard involves reading and comprehending literature. A foundational skill for that would be reading simple cvc words. So, if an 11th grade student is working on mastering cvc words, and that goal is appropriately challenging for that student, given their current needs and skills, that goal is aligned to an 11th grade standard, because mastering that lower level skill is necessary for eventually mastering that 11th grade standard.

A Linguistically appropriate goal is only included for English Language Learners. For such students, there must be at least one linguistically appropriate goal. Linguistically appropriate goals are aligned with, and support, the student's progress as a second language learner.

Transition Goals refers to the Individual Transition Plan, for students age 16 and older. For every postsecondary goal indicated on the transition plan, there must be an aligned annual goal that supports achievement of that postsecondary goal. What is the difference between postsecondary and annual goals? Postsecondary goals are the goals indicated on the student's individualized Transition Plan, and are in the student's voice, as "I" statements, beginning with "Upon completion of school, I will," and are not developed by an IEP team, but stated by the student. For all students with IEPs, there must be at least a postsecondary goal in the areas of education/training and in employment. For some students, typically with more intense needs, an independent living postsecondary goal is required.

They represent the student's desired outcomes at the completion of the high school, or a transition program, at age 22. Annual goals are the goals that are included on each Annual Plan Review IEP. A Postsecondary goal must be linked to at least one annual goal, that can, in the next year, support achievement of that Postsecondary Goal. For example, if a student's postsecondary goal were "I will enroll in an automotive technology training school," the IEP could have a linked annual goal for the student to

research and produce a report on admissions requirements for automotive technology training school.

You can include an annual goal that relates directly to transition only, such as researching college optional. Alternatively, you can use an academic goal that addresses an academic need and also supports a transition postsecondary goal.

Persons Responsible: Indicate, by title, those who will support and/or serve the student in making progress on the goal. This can include an Education Specialist, General Education teacher, Speech Language Pathologist, Counselor, etc. We do not recommend including parent as a person responsible, as it is the responsibility of the school district to provide a Free and Appropriate Public Education. In a similar vein, we do not recommend including student as a person responsible, insofar as the supports and services are supposed to help the student in achieving the goal.

Services Supports

This section of the IEP is part of the Offer of FAPE that a school district is compelled to make for every student that qualifies for special education services. This section details the specialized program that the school district is offering the student that will lead making progress on the goals developed by the IEP team. The section consists of two main parts: 1) the Supports section, which documents Program Accommodations/Program Modifications/Other Supports for School Personnel, or for Student, or on Behalf of Student; and 2) the Services section, which documents one or more services that the district has offered to provide the student. Please note that these are what CDE has termed “Prescribed Services.” They represent the services that the district at this time has prescribed, or offered the student, regardless of whether the parent has agreed to them. It is very important, then, to have the current offer of FAPE in terms of services and supports documented on this page.

In addition, this section includes documentation of the IEP team’s consideration and determination of the Least Restrictive Environment in which the student can make meaningful progress on their goals.

The development of the student’s program must be individualized and reflect appropriate assessment that establishes the student’s unique needs, skills, strengths, and preferences, as fully documented in the present levels section. School districts are presumed to have the appropriate educational expertise to develop effective programs for their students, so deference will be given to those decisions, so long as the school district can offer explanations for their decisions in designing the student’s educational

program. In essence, the services must be tightly aligned with the present levels and the goals, and include tried and true, research based strategies to support the student in achieving their annual goals.

1.

Alignment with Other Parts of IEP:

As mentioned, the foundational part of any IEP is the Present Levels section. If the present levels section in an IEP is inadequate, then the district can't develop goals, and then can't develop an appropriate program. To reiterate, the Present Levels section establishes the student's needs, skills, strengths, and preferences. Where there are identified needs, the school district must develop appropriate goals. Then, IEP, in the Supports and Services section, must include Supports and/or Services to support the student in making progress on their goals. So, that is one area of alignment. In addition, the Supports and Services page should take into account the student's needs, skills, strengths, and preferences in developing appropriate accommodations/modifications/supports and services that will fit the unique circumstances of this child.

The service options that were considered by the IEP team (List all):

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:

In this area, the IEP must address Least Restrictive Environment. With respect to Least Restrictive Environment (LRE), an IEP team must make a determination of the Least Restrictive Environment in which the student can make appropriate progress. This is an individualized determination dependent on the unique needs and circumstances of the student. So, a school could not, for example, automatically place all Specific Learning Disability students in a particular program and setting, without making an individualized determination. To do so would constitute predetermination, and deny both the meaningful participation of parents in IEP team decisions, and the power of IEP teams to make such determinations. A number of factors go into the LRE determination. In California, the Rachel H case provides the factors that must underlie Least Restrictive Environment decisions. The four factors are:

2. the educational benefits of the general education classroom with aids and services as compared with a special ed. classroom
3. the non academic benefits of interaction with students without disabilities

4. the effect of the student's presence on the teacher and the other students in the classroom
5. the cost of mainstreaming

Sacramento City USD v. Rachel H. 14 F.3d 1398 (9th Cir. 1994)

The array of environments is called the continuum of services and includes the following (listed from least restrictive to most restrictive)

- General Education Class
- General Education Class with Supplemental Aids and Services
- General Education Class with Related Services
- General Education Class with Consult and Collaboration from the Special Education Staff
- General Education Class with Specialized Academic Instruction in class (including RSP support)
- General Education Class with Specialized Academic Instruction in a separate class (including RSP support)
- Separate Classroom with Specialized Academic Instruction for majority of day
- Separate Classroom with Specialized Academic Instruction for majority of day utilizing alternate curriculum standards (old SDC Moderate/Severe model)
- State Special School (Referral only if not already accepted by school)
- Non-Public School
- Alternative Education
- Home/Hospital
- Instruction in Non-Classroom Setting
- Other: _____

An IEP should not “zero in” on one setting, but should have a robust discussion of at least a few options. One suggestion is consider at least three different settings - it is not necessary to discuss every setting at every IEP - for example, an IEP for a student with a mild learning disability and no behavioral issues, would not necessitate discussion of a non-public school, home/hospital etc, but might just require a discussion of a general education placement, a general education placement with some push in support, in which SAI is provided in the general education class, and a pull out model, in which SAI is provided in a separate setting. In discussing these, IEP teams should look at the pros and cons of each setting. For example, for a student with a significant learning disability, a purely general education setting might have the following considerations:

Pros: more time with general education peers; exposure to rigorous, grade level curriculum. Cons: student may not be able to access or progress academically as much because of the lack of specialized, individualized support.

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs:

In this section the IEP team should confirm the placement decision from among the options considered in the prior section. Recommended language is as follows:

In reviewing the various potential placement options for [student] and after considering the potential harmful effects on [student] and quality of services that [student] requires, the District believes the placement, [insert placement selected], provides [student] with educational benefit within the least restrictive environment that will address [student's] individualized learning needs.

Please note that every different placement/service option considered will have various effects on the student's program. For example, being pulled out from a general education setting will always create a legal "harm," insofar as the student is missing time in general education with their general education peers. However, the student, because of their disability an unique needs, strengths, skills, learning styles, etc., may require a different setting to access and make progress in the general curriculum. Here, the document refers to this idea as "quality of service." So, the student's quality of service may be negatively impacted by a purely general education setting if they require, for example, specialized, targeted individualized instruction to access and make progress.

Supplementary Aids & Services

Accommodations: An accommodation is a change in how material is presented to the student, or in how the student demonstrates mastery of the material. So, the content of the material presented to, or being demonstrated by, the student does not change

Examples of Accommodations:

1. Taking a test in another room
2. Extra time on a test
3. Having directions repeated

4. Having materially presented orally, unless it is a reading class or the student is being tested on reading
5. Having student dictate test answers
6. Allowing the student to answer fewer homework questions, so long as the student is still sufficiently demonstrating content knowledge
7. Allowing student to demonstrate mastery though, e.g, a presentation, rather than a paper (unless the class is testing writing)

In determining whether something is an accommodation, one must ask what the purpose of assignment or assessment is. If the assignment is to write a 5 page paper on the causes of the First World War, is the goal for the student to demonstrate content knowledge or the ability to write? If the goal is the former, then allowing the student to present the information through a display or powerpoint would be an accommodation.

Modifications: A modification is a change in the content of the material being presented to the student. Please be aware that modifications may impact a student’s ability to earn a diploma. School districts award diplomas based upon mastery of grade level material by earning credits in various classes, so a change the content of what the student is learning and mastering may not be those graduation requirements.

Examples:

1. Removal of a difficult question from a test
2. An alternative, functional curriculum for the student
3. Differential grading
4. Oral presentation of a reading test

Supports for School Personnel

These are supports for school staff to help support the student in making progress. Examples include: consult between educational specialist and general education teacher, special training for a teacher, and providing specialized teaching materials.

SPECIAL EDUCATION and RELATED SERVICES		
Service: <i>Specialized Academic Instruction</i>	Start Date: <i>4/20/2021</i>	End Date:
Provider: <i>District of Service</i>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <i>55 min x 5 Totaling: 275 min served Weekly</i>	Location: <i>Separate classroom in public integrated facility</i>	
Comments: <i>Julio will receive his English Language Arts instruction from an Education Specialist in a small group setting to support progress on his reading and writing goals.</i>		

Each direct and related service that the student requires to meet their needs and access and make progress in the general curriculum should be listed here. In addition, details of how and when the service will be provided must be documented. Include the start and end dates for the service: the start date should be the date of the IEP meeting, and the end date should be the date of the next Annual Plan Review IEP meeting. Include who is providing the service: it could be the school district, or a non-public agency or the county office, etc. Then indicate if the service is individual, group, and/or secondary transition. Please note that you may check more than one box here, if, for example, the student receives both individual and group services. If so, in the comments field at the bottom of the service, describe what the service looks like. For example, the student could receive some small group instruction in math, and individual instruction in English. For duration and frequency include the minutes and sessions for a daily, weekly, monthly, or yearly total. In some cases, having session based service, such as 10 sessions per semester, can allow greater flexibility when sessions are missed. The location is the location in which the service will occur. {check with Sheri on this for charters}

In the comments field provide more detail as to what the services will look like. In general, we do not recommend writing “duplicate” services, such as writing in two SAI services: one for push in and one for pull out. If you do that, it will generate an error and you cannot report both to the state. So, in such a case, write it as one SAI service, aggregate the total minutes, check both the Ind and Grp boxes, and put the location where the majority of the service time occurs. Then, in the comments field provide a more detailed description of what the service looks like, including what classes the student may be pulled out from, the minutes for math vs English support, and what goal(s) the service is supporting. Here is an example for a student who is receiving 100 minutes of SAI support per day, 50 minutes push in math support, and 50 minutes pullout English support:

Student is receiving 50 minutes per day of push-in SAI in their general education math class to support achievement of their math goal. Student is receiving 50 minutes per day of targeted Language Arts SAI in a small group setting outside of general education.

Specialized Instruction

330	Specialized academic instruction	Adapting, as appropriate to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (RSP- school based, RSP, SDC inclusion services, SDC-public integrated, SDC-public segregated, SDC-non-public school.)
340	Intensive individual instruction	IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals. Such as the use of an one-on-one instructional assistant.
350	Individual & small group instruction	Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program. (FOR PRESCHOOL ONLY)

Related Services

415	Language and Speech	Includes receptive and expressive language, articulation, voice, and fluency.
425	Adapted physical education	Direct physical education services provided by an APE.
435	Health & nursing –specialized physical health care services	Specialized physical health care services means those health services prescribed by the child’s licensed physician and surgeon requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school. SPHCS include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.

436	Health & nursing – other services	This includes services that are provided to students by qualified personnel pursuant to an IEP when a student has health problems, which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group & individual counseling, making appropriate referrals and maintaining communication with agencies and health care providers.
445	Assistive technology services	Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology or specialized media with the educational programs to improve access for students.

450	Occupational therapy	OT includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social play abilities and fine motor.
460	Physical therapy	Services provided by a register PT pursuant to an IEP when assessment shows discrepancy between gross motor performance and other educational skills.
510	Individual counseling	One-to-one counseling, provided by a qualified individual pursuant to an IEP.
515	Counseling & guidance	Counseling in a group setting, provided by a qualified individual pursuant to an IEP.
520	Parent counseling	Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs.
525	Social work services	Includes services provided pursuant to an IEP by a qualified individual.
530	Psychological services	These services provided by a credentialed or licensed psychologist pursuant to an IEP.
535	Behavior intervention services	A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the LRE.
540	Day treatment services	Structured education, training and support services to address the student's mental health needs.
545	Residential treatment services	A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. Note: Mark residential services as "Daily" in "Frequency" and 1,440 minutes under "Duration" as the service is by its nature provided 24/7. Any other mental health service received (i.e. counseling, behavioral intervention, etc.), in addition to the residential care service, would reflect the specific frequency and duration of that service.

Low Incidence Services

610	Specialized services for low incidence disabilities	Low incidence services are defined as those provided to the student population of orthopedic impairment (OI), visual impairment (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in
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		education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed.
710	Specialized deaf and hard of hearing services	These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included.
715	Interpreter services	Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter.
720	Audiological services	These services include measurements of acuity, monitoring amplification, and Frequency Modulation system use.
725	Specialized vision services	This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs -- including Braille, large type, aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation & mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher.
730	Orientation and mobility	Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.
735	Braille transcription	Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

740	Specialized orthopedic services	Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.
745	Reader Services	
750	Note taking services	Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student, transcription of tape- recorded information from a class, or aide designated to take notes.
755	Transcription Services	Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.
760	Recreation Services	Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general education programs.

Transition Services

820	College Awareness Preparation	College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.
830	Vocational assessment, counseling, guidance, and career assessment	Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.
840	Career awareness	Transition services include a provision for in self-advocacy, career planning, and career guidance.
850	Work experience education	Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

855	Job Coaching	Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job that can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.
860	Mentoring	Mentoring is a sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.
865	Agency linkages (referral and placement)	Service coordination and case management that facilitates the linkage of individualized education programs.
870	Travel Training (includes mobility training)	Orientation and mobility services means services provided to blind or visually impaired children by qualified personnel to enable those students to

		attain systematic orientation to and safe movement within their environments in school, home, and community
890	Other transition services	These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and post-secondary agencies. (Note: This code should be used with caution and only when appropriate)
900	Other Special Education / Related Services	Any other specialized service required for a student with a disability to receive educational benefit. (Note: Review all other service codes and contact the SELPA before using this code.) *** PLEASE NOTE THAT A 900 CODE SERVICE IS NOT CURRENTLY ALLOWED IN SONOMA COUNTY/SONOMA COUNTY CHARTER SELPAS

Provider: Indicate the provider of special education and/or related services. These codes are used to indicate the student's services' provider.

Code	Service Provider
100	District of service
110	County office of education
120	SELPA
130	Another district, county, or SELPA
200	WorkAbility
210	Transition Partnership Program (TPP) Check if this is ok.
220	Regional Center
230	Alcohol and drug prevention programs
240	Child development funded program
250	Head Start
300	California Department of Mental Health (DMH)
310	California Children's Services (CCS)
320	California Department of Social Services (DSS)
330	California Department of Rehabilitation (DOR)
340	Employment Development Department (EDD)
400	Nonpublic agency (NPA) under contract with SELPA or district
410	Nonpublic school (NPS) under contract with SELPA or district
500	Other public program
600	Other private program

Frequency: Indicate the frequency of the service being provided, such as daily, weekly, monthly, yearly, or any other frequency.

Duration: Indicate duration of service.

Location: Select the location of where the service is provided to the student from the following:

Specialized Academic Instruction

The term Specialized Academic Instruction can be somewhat misleading. This instructional service encompasses more than academics. It includes, but is not limited to, instruction in:

1. Academics
2. Behavior
3. Social Skills
4. Vocational skills

5. Transition skills
6. Organizational skills

The main limitation on SAI is that it must be provided by an appropriately credentialed individual, or by a paraeducator under the supervision and direction of an appropriately credentialed individual. A teacher with an Ed Specialist, Resource or Special Education credential may provide such services. The service may be provided to a whole class, to a small group, or individually. It may be provided in person, virtually, or asynchronously.

Standalone Services

Standalone services are defined as those services that by themselves would support a finding of special education eligibility. As previously mentioned, eligibility is a three prong test:

1. Student has a qualifying disability
2. The disability has educational impact
3. The student requires specially designed instruction to make progress and access the general curriculum

The services that currently count as specially designed instruction for this purpose are:

1. Specialized Instruction
2. Speech
3. Adaptive Physical Education
4. Low incidence services
5. Transition Services

So, as part of an eligibility determination, the student must require one of those services to qualify for special education.

Transportation

Indicate whether the LEA will provide transportation for the student. Transportation, which is a related service, is relatively uncommon on IEPs. Transportation is required when the school district is providing services to the student at a location other than the student's home school, which is the school in whose attendance area the student lives. Please note that if the student attends a charter school by choice, that will become the student's home school for this purpose. For example, if the student lives in the attendance area of School A, but the student has been placed in a Special Day Class program at School B because of the student's unique needs, then the LEA would have to provide transportation from School A to School B. In some other cases, because of the student's disability and unique needs, transportation may be required even if the student is receiving services at their homeschool. If you check the transportation box "Yes," indicate the type of transportation to be provided. A discussion about whether transportation is required should occur at every IEP meeting.

Extended School Year

Extended School Year is offered for some students, and is relatively uncommon. ESY is different from Summer School, which is voluntary, and not part of the Offer of FAPE on the IEP. The legal standard for whether Extended School Year is required is whether, during the summer, without services, the student will regress at a level that cannot be recouped at the beginning of the next school year. Most students, even general education students, suffer some regression during a summer break, but can catch up at the beginning of the next school year. A discussion of ESY should occur at every IEP, and IEP teams should use the ESY worksheet.

If the team determines that the student qualifies for ESY, the IEP should indicate the specific services and minutes to be provided during ESY. ESY services are required ONLY for areas in which the student meets the regression without recoupment standard, so the services offered during ESY may be fewer in number than those offered during the regular school year. Furthermore, in terms of the level of services, only so much service needs to be provided to prevent regression, so the service levels may be lower than during the regular school year.

Educational Setting

Why is this section important?

This section first and foremost documents the recommended placement for student. Setting is the final step in the FAPE offer because it takes into account where the IEP goals and services can best be delivered. The IEP team must always keep the least restrictive environment in mind, but if the services are such that they can't be delivered in a less restrictive environment, it is appropriate to offer a more restrictive setting. For example, if the student needs therapeutic services and counseling available to them throughout the day, an SDC program or an NPS may be the more appropriate setting. As discussed in the Offer of FAPE - Services section, IEP meets must consider more than one placement option at each Annual Plan Review IEP - if the IEP team considers only one option, that likely represents predetermination, in which the district is construed to have unilaterally imposed a placement on the student. This would deny a fundamental tenet of IDEA, in abrogating the parent's right to meaningfully participate in the IEP process, as well as contravening the requirement that appropriately constituted IEP teams develop the IEP. The Educational Setting page documents the placement offer, as developed by the IEP team. It is important to note that this page is an Offer, and should reflect the placement portion of the Offer of FAPE as developed by the IEP team and presented by the school district. Thus, even if parent has not yet consented to the IEP, the page should contain the prescribed offer, which may be different from the current placement.

Educational Setting - Offer of FAPE

Physical Education

General

Specially Designed

Other

First, indicate in which setting the student will be taking Physical Education. This is most commonly in a General Education setting, with the general PE teacher, even if the student's placement is primarily in a Special Education setting, such as a Special Day Class. PE represents an opportunity for inclusion and mainstreaming for most students with IEPs. This may include accommodations, modifications, and adaptations made by the general PE teacher to allow this student to access the curriculum. There are a few exceptions to this. If the student's PE is with a Special Education Class, and requires minimal or limited adaptations, accommodations, or modifications, and is taught by the person, general or special educator, who normally teaches physical education for this population, check the "Specially Designed" box. If the student requires Adaptive PE, that must be included as a service on the service page, and check the "Other" box with a brief description, here. Adapted physical education is a physical education program

for children with disabilities who have needs that cannot be solely met in general or specially designed physical education.

<p>District of Service</p> <p>Sonoma Training</p>	<p>School of Attendance</p> <p>Sonoma Training School</p>
<p>All special education services provided at student's school of residence?</p> <p><input type="checkbox"/> Yes <input type="radio"/> No (rationale)</p> <p>Enter rationale</p> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	

District of Service is a locked field that is populated from the Student Record, and cannot be changed on the IEP - any changes are made through editing the Student Record, typically by your school district office. School of attendance is the actual school that the student is proposed to attend. This is a drop down, and should list the school. If the school the student will be attending is not listed, contact your district office, which can arrange to have the school added.

Indicate whether the services are provided at the student’s school of residence. This is always the student’s neighborhood school. If the student’s parents do not live at the same residence, and have joint custody, such that the student is living in two different residences, and not in the same school boundaries, please refer to the SELPA policy regarding joint custody. Parents will choose one, and that will be set as the school or residence.

If the student attends a school other than the neighborhood school, check the “No” box and provide a rationale. Here are the common situations

1. Student’s needs require all or part of their day at a different school site to receive appropriate services. This could be a Special Day Class at another school site in the district, a placement with the county, a consortium or another school district, a placement at an NPS. In addition, the student might be on their school or residence campus most of the day but might receive a particular service, such as Speech or Occupational Therapy at a different location. In the rationale section, explain that the student’s needs, based on their disability, require services not available at the neighborhood school.
2. Student is enrolled in a charter school that is not in their neighborhood. In the rationale, indicate that the student is enrolled in a charter school as a school of choice based upon the decision of the parent.

3. Student is enrolled in another school in the district, per an intradistrict transfer. In the rationale, indicate that the student is enrolled in another school per an intradistrict transfer based upon the decision of the parent.

4. Student is enrolled in a school in a different district, per an interdistrict transfer. In the rationale, indicate that the student is enrolled in another school per an interdistrict transfer based upon the decision of the parent.

Program Setting (TK/Kgn or greater, ages 5-22):

----Select One----

Select One

- 300 - Separate School
- 301 - Residential Facility
- 400 - Regular Classroom/Public Day School
- 401 - Homebound/Hospital
- 402 - Correctional Facility
- 403 - Parentally Placed in Private School
- 500 - Regular Independent Study or Virtual Charter

Indicate the program setting. The codes and their descriptions are listed here:

Code	Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn)
200	<p>Home: For infants ages 0-35 months old, early intervention services are provided primarily in the principal residence of the child’s family or caregivers.</p> <p>For children ages 3-5 years old, this is the setting when children receive all special education and related services in the principal residence of the child's family or caregivers.</p> <p>This code value is not applicable to students age 5 and above in TK/Kgn).</p>
201	<p>Regular Early Childhood Program or Kindergarten: The majority of special education services are provided in a regular early childhood or kindergarten program. This code value is only applicable to children ages 3-5 years old in preschool and 4 years old in TK/Kgn.</p> <p>Early childhood programs include, but are not limited to:</p> <ul style="list-style-type: none"> • Head Start • Kindergarten • Reverse mainstream classrooms • Private preschools

	<ul style="list-style-type: none"> • Preschool classes offered to an eligible pre-kindergarten population by the public school system • Group childcare
203	Separate Class: This code value is only applicable to children ages 3-5 years old in preschool and 4 year old in TK/Kgn. In this setting, the student attends a special education program in a class with less than 50% nondisabled children.
204	Service Provider Location: This code value is only applicable to children ages 3-5 years old in preschool and 4 year old in TK/Kgn. This is the setting when children receive all special education and related services from a service provider, and child did not attend an early childhood program or special education program provided in a separate class, separate school, or residential facility. For example, speech instruction provided in: <ul style="list-style-type: none"> • Private clinician's office • Clinician's offices located in school buildings • Hospital facilities on an outpatient basis • Libraries and other public locations
300	Separate School: This is a placement setting where children receive all special education programs in public or private day schools designed specifically for children with disabilities.
301	Residential Facility: This is where children receive all special education and related services in publicly or privately-operated residential schools or residential medical facilities on an inpatient basis.

---Select One---

(Note: Percentage of time is required for those that will be 5 and in Transitional Kindergarten/Kindergarten or greater within the duration of this IEP)

% of time student is outside the regular class & extracurricular & non academic activities

18

% of time student is in the regular class & extracurricular & non academic activities

82

IEP team is prepared to project additional Program Setting

In this section, determine the percentage of time that the student is in a general (regular) education setting vs time outside of that setting. This includes not only classes, but also passing periods, recess, lunch, etc. One method for calculating this:

- Find out the total number of school minutes in a week.
- Determine the weekly minutes for special education services outside of the general education environment for a week

- C. Divide B by A.
- D. The result is the percentage of time outside of the general education environment. To figure out the percentage of time in the general education environment, simply subtract this percentage from 100

It is very important to calculate this field accurately as it is data collected by CDE.

Student will not participate in the regular class & extracurricular & non academic activities

because

In this box, indicate any times when a student will not be in a general education setting, including for extracurricular and non-academic time. For example, the student receives pull out Specialized Academic Instruction services and is pulled out of math class, document that here. If the student is in a Special Day class placement, state the general education classes in which the student is not participating. If the student is at a Non-Public school, indicate that the student is in a special education setting at all times. Most importantly, the IEP team must justify why the student is not participating in general education at all times. This statement should be similar to the description on the Information/Eligibility page about how the student’s disability affects involvement and progress in the general curriculum, as it provides a rationale why Least Restrictive Environment for the student is not a completely general education placement.

Other Agency Services

- County Mental Health
- California Children's Services(CCS)
- Regional Center
- Probation
- Department of Rehabilitation
- Department of Social Services (DSS)
- Other

In this section, list any other agencies that are providing services to the student. These are not services that are listed on the services page of the IEP.

Promotion Criteria

District

Progress on Goals

Other

If the student is taking classes to gain a diploma, or a certificate of completion, as defined by the district, “District” should be checked. If the student’s program is modified or different from district promotion criteria indicate “Other” and describe those promotion criteria.

Parents will be informed of progress

Quarterly

Trimester

Semester

Other

How?

Progress Summary Report

Other

In this section, the IEP defines when and how parent will be informed of progress on IEP goals. Most frequently, this matches the school district report card frequency for general education. So, if the school is on a trimester system, progress reports can be sent out at the same frequency. Legally, progress reports must be sent out at least as often as general education students would be informed of progress, typically in the form of a report card. However, IEP teams can opt for more frequent progress reporting, if they so choose. Finally, check the “Progress Summary Report” box, as you will be reporting progress in that way through SEIS.

Activities to Support Transition - (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

Students with IEPs require activities to support transition when there will be some kind of significant environmental change during the pendency of the IEP. List any and all activities for the student to assist the student in a future environmental change. For example, if the student is an 8th grader, activities could include meeting with a high

school guidance counselor, visiting the high school, and/or reviewing high school diploma requirements.

Notes

The Notes section is one of the most important sections on the IEP. It documents the discussions and events of an IEP meeting. As such if there are any details that don't fit in a particular section of the IEP, they can be included in the notes. The notes also documents that a district followed all the appropriate legal and procedural steps and requirements in holding the IEP meeting. The notes also provide strong evidence that predetermination did not occur - predetermination occurs when the school district develops and determines the IEP before the meeting, instead of at the IEP meeting, by an IEP team, as required by the law. One fundamental tenet of IDEA is that parents are given full opportunity to meaningfully participate in the development of their children's IEP and educational program. Predetermination fundamentally prevents this from happening. So, in the notes section, documenting that there was a robust discussion and decisions made during the IEP by the IEP team. In addition, if there is any disagreement in the meetings, that should also be documented as it shows that there was meaningful participation. In addition, the Notes section can provide some history and chronology of events to provide context for the development of the IEP. Finally, the Notes can document what the responsibilities of team members are with respect to any next steps.

What to Include in the Notes Section:

Meeting Participants: the Notes section should document the attending IEP team members, by name and title. This provides evidence that the school district conducted an IEP meeting with all the legally required members. If a member was excused, indicate that in the notes, and that the parent excused that member. The excusal form should be attached to the IEP. If individuals were invited to attend, but did not attend, please document that in the notes as well. (this could include, for example, a high school that was invited to attend an 8th grade transition meeting, but did not show up, or a student aged sixteen or over who did not attend the meeting)

Parents' Rights: the notes should also indicate that Parents' Rights and Alternative Dispute Resolution brochure were presented to parents and that parents were asked if they needed further clarification/information about those items.

Parents' Participation at the meeting: as previously mentioned, an opportunity for meaningful parent participation is one of the bedrock legal requirements in Special

Education. Therefore, parents' questions, concerns, and any other input should be documented in the notes to show that they meaningfully participated in the meeting. The notes should indicate parents' areas of agreement, disagreement, requests, and/or additional comments. This includes the parent's requests that may seem controversial. For example, if the parent requests Equine Therapy, but the District doesn't agree, this conversation should still be reflected in the Notes.

District's Response to Parent Requests: the district should note its response to each of parents' requests/ concerns. It is critical that the District demonstrate that it is responsive to student needs and parent concerns, to show that it values parent participation. If the district agrees with a parent request, that should be included in the notes, as well as a statement of how the district will implement that request. If the district disagrees with a parent request, the district should indicate its disagreement in the notes and note that it will follow-up with the parent regarding its denial of the parent request through a prior written notice.

The notes should reflect discussion of all of the following:

- Purpose of the IEP meeting
- List of IEP team participants
- List of documents provided in advance to participants (agendas, draft goals, etc)
- Parental rights and whether the meeting was recorded
- Areas of need
- Assessments/Reports reviewed
- Present levels
- Progress on Prior Goals
- Newly proposed goals
- Supplementary aids/accommodations/modifications/other supports
- Continuum of program/placement and service options considered
- Least restrictive environment considerations in looking at the continuum
- Offer of FAPE

On a practical level, the notes should indicate that each page of the IEP document was discussed, with particular attention to the most salient points of each page.

In addition, depending on the nature of the meeting the following should be included:

- Eligibility (on an initial, Eligibility Evaluation, or any other meeting in which eligibility is under consideration)

- Private assessment reports (either from an Independent Educational Evaluation, or report from a private assessor submitted by parents)

It may also be helpful to document the district's offer of FAPE in the notes, even though it is contained on the Services and Educational Settings pages.

What to avoid in the notes:

- Writing a transcript
- Prewriting the notes (an outline of the agenda in the notes is fine)
- Boilerplate language (cutting and pasting from a notes template)
- Overly legal jargon
- Contradicting another section of the IEP
- Accusatory language

Who should write the notes?

A district staff member attending the IEP should write the notes. Typically, an IEP will have a facilitator, who runs the meeting and makes sure to follow the agenda, and a note-taker. Usually, if there are the case manager, an administrator, a general education teacher, and the parent at an IEP meeting, either the case manager or the administrator takes notes. It is very difficult to facilitate and take notes at the same time. Furthermore, the individual taking notes should have some training and experience in taking notes at IEP meetings. A recommendation, then, is to have the administrator facilitate the meeting and the case manager take notes, but that decision is up to the district.