

**STATE SELPA
FORMS MANUAL**

***WRITING IEPs
FOR EDUCATIONAL BENEFIT***



**Supplemental State SELPA
Template Forms Instructions
Included**

July 2011

Introduction

This manual and accompanying IEP Forms were developed by members of the State SELPA Association to address the legal requirements of IDEA, state law, and the State Performance Plan as appropriate. This IEP is a recommended template to provide greater consistency for districts around California. The California Department of Education, Special Education Division also posts it on their website.

The items denoted in bold font on the IEP Forms and in the manual are required CASEMIS fields and must be completed.

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IEP FORM – INDIVIDUALIZED EDUCATION PROGRAM – ELIGIBILITY

Items above the solid line may be completed prior to the meeting, based on information contained in the student information system.

1. Student Name: Enter the student last name and first name.
2. IEP Date: Enter date of the IEP meeting.
3. Last IEP: Enter the date of the last IEP. This will be the same date as the IEP date above.
4. Next IEP: Enter the next IEP date that will be one year from the present date in most cases.
5. Original SpEd Entry Date: Enter the date the student first received special education services, including IFSP (0-3 infant services).
6. Last Eval: Enter the date of the most recently completed comprehensive assessment to determine or re-determine eligibility for special education and related services (triennial or initial IEP date).
7. Next Eval: Enter the date when the next triennial evaluation is due.
8. Purpose of Meeting: Select purpose of meeting.
 - Initial is the IEP to determine eligibility after initial assessment.
 - Annual is the IEP meeting to be held within one year of prior IEP.
 - Triennial is the IEP meeting to be held after reassessment. This meeting may also include the Annual IEP Meeting.
 - Transition means transition from infant to preschool, preschool to kindergarten, elementary to middle, middle to high school, high school to transition placements, from public school setting to NPS or reverse, etc.
 - Pre-expulsion means an IEP meeting that is being held as part of or following a manifestation determination.
 - Interim means if the child has an IEP and transfers into a district from another district.
 - Expanded IEP means an IEP meeting which includes CMH representatives.
 - Other
9. Birthdate: Enter the exact birthdate.
10. Age: The student's age as of the IEP meeting date.
11. Gender: Enter M or F.
12. Grade: Enter the appropriate grade designation.
13. Migrant: Check Yes or No to reflect the student's Migrant status.
14. Native Language: This field was previously known as home language. This is the student's home language or birth language.
15. EL: Check if the student is an English learner or has been redesignated. (R-FEP)
16. Interpreter: Check if an interpreter is needed for the IEP meeting.

17. Student ID and SSID: The student ID number is automatically assigned through CASEMIS. The SSID formerly CSIS is assigned by the State. Each student must have a SSID. Social Security Number is optional.
18. Residency: This is the student's residential status.
19. Parent/Guardian Information: Enter the contact information for the parent/guardian. If the student resides in an out-of-home placement through a non-educational agency, put the parent contact information in the second contact area, if known.
20. District of Residence: This is the student's district of residence.
21. Residence School: Enter the child's neighborhood school.
22. Ethnicity: **Answer the two part question and then check** the appropriate ethnicity(s). Note: Only four ethnicities can be listed. This should be the ethnicity designated by the parent on the student enrollment form at the school site.
23. Disability: Mark primary disability with "P" and secondary disability with "S". The primary disability should be the one that has the most significant impact on the student's ability to access the general education environment. Note: For funding purposes, low incidence disabilities marked as secondary will generate low incidence funding.

If team determines the student has a *specific learning disability*, complete *Specific Learning Disability Team Determination of Eligibility*. Evaluation team members sign form as appropriate.

24. If the student is not eligible or no longer eligible for special education:
 - Document reason for decision and other options to address the student's educational needs on *IEP Team Comments Page* (Form 7).
 - IEP team members sign as appropriate on (Form 6).
If parent(s) do not agree that the child is not eligible for special education services, note their concerns, discuss options for resolving their concerns, and review *Notice of Procedural Safeguards*.
25. How Disability Affects Educational Performance: Write a statement which describes the disability and its impact, i.e. "*auditory processing deficits adversely impact the student's ability to complete activities within the general education setting*", "*significant speech and language deficits interfere with the student's ability to interact with other students in the preschool setting*"
27. Triennial (3 Year) Re-Evaluation: Check the appropriate box. If the triennial evaluation is due prior to the next IEP meeting; check one of the following: Summary of Progress and Current Educational Performance, Full Evaluation, or Other. If other is check specify measurement.

For Initial Placements Only (Ages 3 to 22 only – Do not include infant referral dates)

1. Has the Student Received Coordinated Early Intervening Services (CEIS) under the IDEA in the Past Two Years: Coordinated Early Intervening Services (CEIS) are coordinated interventions for students not currently identified as requiring special education who need additional academic and behavior support to succeed in a general education environment. **NOTE: Do not confuse this with early intervention.** NOTE: NOTE: This is required for districts that have been found to be significantly disproportionate by the CDE and optional for other districts. Districts can choose to use up to 15% of IDEA Local Assistance dollars for CEIS. Districts that are found to be significantly disproportionate by CDE must use 15% of IDEA Local Assistance dollars for CEIS.

Coordinated early intervening services include educational and behavioral evaluations, services and supports including scientifically based literacy instruction. If the student received coordinated early intervening services (CEIS) during the past two years, check “yes”. If you check “yes” then it is assumed that the district has moved 15% of their Federal Local Assistance (IDEA) funds to general education and that data is being collected on the students who have are receiving CEIS. Coordinated early intervening services are only required for districts who have been identified as *significantly disproportionate*. Otherwise, check no.

2. Date of Initial Referral for Special Education Services: Enter the date of the initial referral to assess and determine eligibility for education services (ages 3-22).
3. Person Initiating the Referral: Select the person initiating the referral (Parent, Teacher, SST, Other School/District Personnel, Other).
4. Date District Received Parent Consent: Enter the date the district received parent signature/consent for initial evaluation.
5. Date of Initial Meeting to Determine Eligibility: Enter the date of IEP Team meeting to review initial evaluation and determine eligibility for special education.

 **Educational Benefit Reminder** 

- *Is all of the information complete and correct?*
- *How will the manager of the school MIS system be informed of any changes?*
- *Does the IEP clearly specify the child's disability(s)?*
- *Did the IEP Team identify how the child's disability affects his or her involvement and progress in the general curriculum or participation in appropriate activities for the preschool child?*

FORM 1A – INDIVIDUAL TRANSITION PLAN (ITP)

This form must be completed in time to be in effect when the student reaches 16 years of age (i.e. at the annual review or via an addendum before the student's 16th birthday). The IEP Team may determine that consideration is appropriate for younger students. If the student is younger than age 16 and consideration of transition is not appropriate, skip IEP Forms 1A and 1B and go to IEP Form – 2 Present Levels of Academic Achievement and Functional Performance

1. Student was invited: The student (16 years and above or will be 16 years old before next IEP meeting) is to be invited on the meeting notification. If the student was invited mark YES. Keep the documentation in the student's file
2. Agency was invited: When appropriate support agencies need to be invited on the meeting notification, with the parent/guardian/students permission. If an agency was invited mark YES. Keep the documentation in the student's file. At this time if it is not appropriate to invite an agency please note that in the meeting notes.
3. How the Student Participated in the Process: Describe how the student participated in the process by choosing the best answer in the pull down menu. The choices will be; Present at meeting, Interview Prior, Interest inventories, or questionnaire.
4. Age-appropriate transition assessments/instruments were used: Age-appropriate transition assessments/instruments are to be used and drive the ITP portion of the IEP. When used mark YES. The next step is to record the transition assessment information/results used to identify the student's preferences and interests for transition planning as they relate to his/her post secondary goals Assessment needs to be comprehensive NOT JUST Vocational. This information serves as Present Levels for the transition section of the IEP. The post secondary goals are what the student plans on doing upon graduation/completing school. The gap between the results of the transition assessment and the student's interests is the basis for the post secondary goals.

There are three areas for documenting Post Secondary Goals. The three areas are: Training or Education, Employment, and if appropriate Independent Living. For each area you will be including a post secondary goal based on age-appropriate assessment, an annual goal to support the post secondary goal, person/agency responsible for support, transition service codes, activities to support the post secondary goal, community experiences to support the post secondary goal, and any related services that may be needed to support the post secondary goal in that specific area. Complete this process for the top two areas on all students and the third area as appropriate.

5. Student's Postsecondary Goals: The team must include measurable postsecondary goals in Training or Education, Employment and if appropriate, Independent Living. Document what the student plans on doing upon exiting school (post secondary goals) in each of these areas. The post secondary goals will be based on the results of the age-appropriate transition assessments and the student's desired outcomes. Identify the specific areas of need to be addressed within the next year to assist the student in meeting his/her post secondary goals. Indicate the annual goal number that is linked to the post secondary goal. (ex. Upon completion of school I will join the army or upon completion of school I will enroll in Shasta Community College PSG) link to annual English Language Arts goal on write a letter of application.) The key is to make the annual goal contextual and it can serve both as a content area goal and a transition goal.
6. Transition Services Codes: Chose an appropriate Transition Service Code that will be used to support the student's post secondary goal. (please see 800 code descriptions)

7. Activities to Support Transition Service: Identify different activities that will be employed to help the student achieve his/her post secondary goal. (career research paper, college application, job applications, resume writing, self-help unit on cooking, workability job etc.)
8. Community Experiences as Appropriate: Identify any activities in which the student will be participating in the community. (ex. Job shadowing, community based instruction, service learning, community service, youth group, scouts, ballet)
9. Related Services as Appropriate: Include any related services the student may need based on their disability that will help the student achieve his/her post secondary goal. (ex. transportation, career counseling, a DIS service)

You are to answer the four questions at the end of the page once you have completed page Form ITP 1A. These questions are a check to make sure the transition section of the IEP is complete.

IEP FORM – INDIVIDUAL TRANSITION PLAN (ITP) 1B

Beginning not later than the first IEP, to be in effect when the child turns 16, or younger if determined appropriate by the IEP team.

1. Units/Credits: Identify which courses are required for graduation. Add the additional courses related to goals and/or vocational interests. Update the units/credits the student has completed up to this meeting and then the units/credits the student still has to complete or has pending for a diploma/certificate including what the student will take in the next IEP cycle. Check if student is working toward a Diploma or Certificate. Include the projected date for Diploma or Certificate.
2. California High School Exit Exam: Enter the date and score on the ELA and Math section of the CAHSEE and indicate if the student passed or failed. In the CAHSEE Other section you can put if the student is getting an exemption, waiver, or taking the CAPA.
3. Transfer of Rights: On or before the student's 17th birthday, explain that he and/or she will assume all special education rights and protections upon turning 18 (unless a conservator has been appointed by the court). Review the *Notice of Procedural Safeguards* with the student. Have the student and parent sign this section.

Educational Benefit Reminder

- Is there an appropriate measurable post secondary goal or goals that covers education or training, employment, and as needed, independent living?
- Are the post secondary goals updated annually?
- Are the post secondary goals based on age appropriate transition assessments?
- Are there transition services in the IEP that will reasonably enable the student to meet his/her post secondary goals?
- Does the course of study reasonably enable the student to meet their post secondary goals?
- Is there an annual IEP goal related to the student's transition services needs?
- Was the student invited and involved in their transition planning?
- Was a representative of any participating agency invited to the IEP Team meeting with prior consent from parent, guardian, or student?

IEP FORM – PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Except for the Concerns of the Parent, a draft of this portion of the IEP may be prepared prior to the meeting. Each section should be discussed at the meeting and changes made as appropriate based on input by members of the IEP team.

1. Strengths, Preferences, and Interests: Identify the student's strengths, preferences, and interests.
2. Parent Concerns related to Educational Performance: This information should be discussed at the IEP Team meeting.
3. Test Scores: Scores reflecting the student's performance on state, district wide and other assessments may be gathered prior to the meeting. Review results of the assessments including (as appropriate):
 - California Standards Test (CST) Advanced→Far Below Basic
 - California Modified Assessment (CMA) Advanced→Far Below Basic
 - CAT-6 Standard Score
 - California Alternate Performance Based Assessment (CAPA)
 - CELDT: Write in the CELDT scores.
 - Physical Fitness Test
 - Other Assessment Data, including results of district wide and/or individually administered assessments. For preschoolers include DRDP access.
 - Hearing and Vision Screening: Enter date and if the student passed or failed the hearing and vision screening. This data may be from a prior year IEP. Note the reason for "other", such as parent exemption.
4. Pre-academic/Academic/Functional Skills: Summarize Pre-academic/Academic/ Functional skills, including the student's performance in the classroom, levels of mastery of the California content standards, progress in the curriculum, etc. 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.
5. Communication: For the students with identified areas of need in communication, describe the student's articulation, voice, fluency, and language needs. If none, indicate "*no concerns noted at this time.*"
6. Gross/Fine Motor Development: For a student, who has been identified with motor development concerns, describe his or her specific skills and/or needs. If none, indicate "*no concerns noted at this time.*"
7. Social/Emotional/Behavioral Development: Describe the student's social/emotional/ behavioral strengths and needs. If the student's behavior is appropriate in the educational setting indicate "*no concerns noted at this time.*"
8. Vocational: Include strengths, interests, and needs related to pre-vocational/ vocational skills. Address traits, such as work habits, initiative, completion of classroom or school site jobs, etc.
9. Adaptive/Daily Living Skills: For those students with needs in self-help, specify skills such as dressing, toileting, feeding, etc. Indicate "*age appropriate*" if no concerns are noted.
10. Health: Describe pertinent medical information that relates to the student's educational progress. If none, indicate "*no concerns noted at this time.*"

Educational Benefit Reminder

- *Are the student's strengths, preferences, and interests clearly identified?*
- *Are the concerns of the parent identified?*
- *Are all sections of the Present Levels of Academic Achievement and Functional Performance addressed including documentation of "no concerns noted at this time?"*
- *Does this clearly reflect the student's performance in the educational setting?*
- *Do the Present Levels of Academic Achievement and Functional Performance reflect all needs identified in the assessments?*

IEP FORM – SPECIAL FACTORS

1. Assistive Technology: Does the student require assistive technology devices and services or low incidence services, equipment and materials to meet educational goals and objectives? Check yes or no. If yes, specify the type of devices, services, equipment, and/or materials needed.
2. Low Incidence: *This applies only to the students with the following eligibility categories: DB, VI, OI, HH, and Deaf.* Low incidence equipment is indicated only if it is required to meet specific educational needs. Check yes or no. If yes, specify.
Note: Best practice – assistive technology should be addressed in the Supplemental Aids and Services section and/or in a goal.
3. Blindness or Visual Impairment: Is the student blind or visually impaired? If the student is visually impaired, indicate whether instruction in Braille will be provided, and if not, why? If the student will not be using Braille he/she may use large print text or other modified input.
4. Deaf or Hard of Hearing: If the student is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the student's language and communication mode. If the student is not deaf or hard of hearing, indicate "N/A".
5. English Learner: If the student is an English Learner complete the sections listed below:
 - a. Indicate if the student will take CELDT (reminder: all EL students take CELDT unless an alternative is designated by the IEP team via the IEP).
 - b. Is an alternative to CELDT designated by IEP team (for low functioning students)?
 - c. Will the student need accommodations or modifications on CELDT? If so, list them.
 - d. Will the student need primary language instruction (preview/review or directions given) If yes, indicate the title of the staff member(s) who will provide this support.
 - e. Indicate what the language of instruction will be. It must be English unless the IEP team has designated otherwise.
 - f. Indicate who by title (such as general education teacher, special education teacher, etc.) will provide the student's ELD services. All EL students MUST receive ELD services unless a parental exception waiver has been submitted.
 - g. EL students get either English language Mainstream (ELM) or Structured English Immersion (SEI) services depending on their CELDT scores or proficiency in English. A student must get SEI if they score at the beginning or early intermediate level on CELDT or have "less than reasonable fluency" in English.
6. Behavior: Does the student's behavior impede learning? Check yes or no. If yes, describe how the behavior impedes learning. Specify positive behavior interventions, strategies, and supports to address the behaviors. Check if there is a Behavior Support Plan or Behavior Intervention Plan and attach a copy. If there is a behavior goal check the box to indicate a goal is in the IEP. Check which type of plan is attached.
7. Areas 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. For every identified area of need there must be a goal.

IEP FORM – STATEWIDE ASSESSMENTS

1. Participation in State-wide Assessment Program (STAR): Indicate how the student will participate in STAR:

NOTE: THE IEP TEAM MAY NOT WAIVE STATE ASSESSMENTS.

The State Testing and Reporting (STAR) include the California Standards Test/CAT-6, California Modified Assessment (CMA), and the California Alternate Performance Based Assessment (CAPA). The IEP Team must determine which test will be the most appropriate for the student to take. If the student is taking CMA or CAPA, the IEP Team must have reviewed the criteria for taking the alternate assessment.

- Outside of testing range (before grade 2 and after grade 11) Check the box to indicate that the student is below grade 2 or above grade 11 and therefore is exempt from the STAR.
- For the areas of English Language Arts, Math, Science, and History/Social Science determine if the student will be taking CST/CAT-6 or CMA and document any allowable accommodations or modifications. Check the appropriate boxes.
NOTE: A student may take a test in an area on the CST/CAT-6 and in another area on the CMA. If the student is taking CAPA he/she must take it in all areas. (Refer to <http://www.cde.ca.gov/sp/se/fp/> for the *Test Variation Matrix*)
- California Alternate Performance Assessment (CAPA). If the student has a significant cognitive impairment, indicate the CAPA Level that is most appropriate to measure student progress. If the student is taking the CAPA, document why the student cannot participate in the CST/CAT-6. Also state why participation in the CAPA is appropriate.
- For 3, 4, & 5 preschoolers note if the child will take DRDP-R or DRDP access. If the child is at the developmental level of 3 years or below, the IEP Team should recommend the DRDP access. If the child needs adaptations in the preschool setting, then the IEP Team should document the adaptations. (Refer to <http://www.draccess.org> website for a list of adaptations.)
- Specify any accommodations or modifications the student may need to participate in other state/district wide assessments, including writing proficiencies, physical fitness tests, etc. This would also be the place to note if the student is taking the Standards-based Test in Spanish (STS). This test is required for English learners who will have been enrolled in a school in the United States less than 12 months on the first day of testing or who are receiving instruction in Spanish regardless of the length of time he she has been enrolled in school in the United States.
NOTE: Do not put parent exemption on the IEP form as a reason that the student will not participate in statewide assessment. The IEP Team must address how the student would participate even if there is a parent exemption. The parent must file the exemption with the school site according to the district procedures for all students.
- Physical Fitness Test (Grades 5, 7, 9 only): Specify if the student will be taking the Physical Fitness Test with accommodations or modifications.
- California High School Exit Exam (CAHSEE): Document if the student will be taking CAHSEE with or without accommodations. If the student will participate in CAHSEE using modifications a waiver is required after the student takes CAHSEE with modifications and passes. Currently there is an exemption for students with disabilities. Check the exemption box if the student will be using the exemption. If the student is taking CAPA check the appropriate box. If the student is outside the testing range check the appropriate box.

2. For English Learners Only

Check the appropriate assessment that the student will be taking. If other is checked document the assessment. For the CELDT, check the area of assessment and for the Standards Based Spanish Test, check the appropriate area of assessment and if the student will need accommodations.

Educational Benefit Reminder

- *Has the IEP Team addressed all the special considerations the student may require?*
- *Does the student demonstrate behavior(s) that impede learning, and if so, how will positive interventions, strategies, and supports be provided?*
- *Does the IEP Team agree on the areas of need to be addressed in goals as identified in the Present Levels of Academic Achievement and Functional Performance and in Special Factors?*
- *Is participation on state and district wide assessments, including accommodations and modifications, in accordance with state guidelines?*
- *Are alternate assessment(s), including the reasons, clearly noted if required?*

IEP FORM 4A – ANNUAL GOALS

IEP Form 4B is required for students who take the CAPA. These students require annual goals AND objectives. Best practice would be to use Form 4B for any students who are working on pre-academic or functional skills.

1. **Areas 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. For every identified area of need there must be a goal.
2. **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.)
3. **Measurable Annual Goal #:** Enter the number of the annual goal.
4. **Standard:** First consider standards at the student's chronological grade level. Also consider pre-requisite skills, levels of the cognitive domain, accommodations, modifications, and assistive technology. NOTE: If the student is taking CMA there must be a grade level standards based goal for each area where the student is taking the CMA.
5. **Annual Goal:** Annual goals must be measurable and relate to the baseline data. Goals must include:
 - Who student
 - Does What observable behavior (will add single digit numbers)
 - When by reporting date
 - Given What conditions (when given a paragraph to read)
 - How Much mastery, criteria (90% accuracy, 3 consecutive days)
 - How Will It Be Measured performance criteria (as measured by teacher data)
6. **Enables The student to be Involved and Progress in the General Curriculum:** Select if student is working on the goal written to California content standards.
7. **Addressed other Educational Needs Resulting from Disability:** Select if the student is working on other educational needs (i.e., behavior, social skills, self help, etc.). Remember, to be linguistically appropriate, the goals should align to the student's assessed level on the CELDT (if appropriate) and the CDE English Language Standards.
8. **Secondary Transition Goal:** If the goal is related to secondary transition, check the box and then check the appropriate area: Education/Training, Employment, or Independent Living.
9. **Progress Reports:** Document the date and the summary of the progress.

Educational Benefit Reminder

- *Are there goals and objectives/benchmarks (if appropriate) for each area of need and vice versa?*
- *Are the goals and objectives/benchmarks measurable?*
- *Do the goals and objectives/benchmarks enable the student to be involved/progress in the curriculum?*
- *Are all other educational needs resulting from the disability addressed?*

- *If the student is an English Learner, are the goals and objective/benchmarks linguistically appropriate?*
- *Is the person(s) identified who is primarily responsible for implementing the goals and objectives/benchmarks, and monitoring progress?*

IEP FORM 4B – ANNUAL GOALS AND BENCHMARKS
IEP FORM 4C – ANNUAL GOALS AND OBJECTIVES

Use IEP Form 4A for students who are not taking CAPA. Objectives or benchmarks are no longer required for students who are accessing the general curriculum. Draft goals (and objectives or benchmarks, if required) may be developed prior to the meeting and reviewed with the team for changes. Annual goals must be measurable, and at least one annual goal must be written for each area of identified need.

Follow the directions for Form 4A and include measurable objectives.

Objectives are sub skills leading towards goal mastery (i.e. multiply 2 digits by 3 digits; analyze word problem to identify data needed to determine area of a rectangle.).

IEP FORM – SERVICES OFFER OF FAPE

Special education and related services are determined at the IEP meeting only after goals and if appropriate objectives / benchmarks have been finalized. Placement decisions must be made in conformity with the least restrictive environment (LRE) provisions. These provisions direct that to the maximum extent appropriate, students with disabilities be educated with typically developing peers, and that special classes, separate schooling or other removal of students from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. The placement must be made in the school that the student would attend if the student did not have a disability unless unique circumstances prevent this placement. Special education and related services and supplementary aids and services, should be based on peer-reviewed research to the extent practicable.

1. Service Delivery Options Considered: Discuss and document service delivery options considered. The team must first consider placement in the general education classroom with supports prior to recommending a more restrictive setting all or part of the day.

Note: In determining the LRE, consideration must be given to any harmful effect on the child or quality of services that the child needs.

Follow the continuum of services below as a guide to determining LRE:

- General Education Class
- General Education Class – Supplemental aids or services
- General Education Class – Some direct instruction by special education staff. Less than 21% of time out of the classroom for special education services.
- General Education Class – 21% to 60% of instructional day in a separate classroom.
- Some/or no instruction in General Education Class – 60% or more of the instructional day in a separate classroom (intensive services).
- Special day school – Separate facility (public or nonpublic) with no general education students on campus.
- Residential School.
- Hospital Program.
- Home Instruction.

2. Supplementary Aids, Services and Other Supports for School Personnel, or for the Student, or On Behalf of the Student: Note supplementary aids and services and/or supports for the student, school personnel (consultation to teachers, preferential seating, enlarged text, etc.). Indicate if the supports are for the student or for school personnel by checking the appropriate box in the grid.

Team must also document modifications and/or accommodations that will be needed in order for the student to progress toward annual goals while participating in the general curriculum. Accommodations *do not* fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria (extended time on a timed task, enlarged text, etc.). Modifications fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria (alternate math assignment, etc.). Indicate who will be responsible for the supplementary aids and services, the start and end date, duration, frequency, and location.

3. Transportation: Check “No” if the IEP team determines that the student does not need special education transportation. Check “Yes” if the student will require special education transportation and specify the type of transportation (e.g. door to door, wheel chair bus, etc.)
4. Special Education and Related Services: The team needs to determine the special education and related services that will provide educational benefit and facilitate progress on the goals for the student (e.g. specialized academic instruction, health and nursing, language and speech, etc.). Identify the type of

service. Indicate if the service will be individual or group. NOTE: Specialized Academic Instruction (SAI) is the core special education service that most students receive. The duration and frequency for SAI is based on the amount of time the Special Education Specialist/Full Inclusion Specialist is adapting curriculum and/or working with the student. SAI is not based on the amount of time a general education teacher may spend adapting curriculum for a student. SAI is a service not a location. If the service is to support secondary transition, check the secondary transition box. See CASEMIS codes below:

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. (1-1 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.

MENTAL HEALTH SERVICES

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.

Mental Health Service Codes and Definitions/CASEMIS Service Codes

MENTAL HEALTH SERVICE DESCRIPTION	CASEMIS SERVICE CODE	CASEMIS SERVICE CODE DESCRIPTION
Individual Therapy	510	Individual Counseling
Group Therapy	515	Counseling and guidance
Collateral/Family Therapy	520	Parent Counseling
Case Management/Brokerage	865	Agency Linkages
Day Treatment Services	540	Day Treatment Services
Residential Treatment Services	545	Residential Treatment Services

SCHOOL TYPE CODES

CASEMIS CODE	DESCRIPTION
70	Non-public Day School: A nonpublic, nonsectarian that enrolls the student students with disabilities pursuant to an IEP and employs at least one special educator and certified by CDE.
71	Non-public Residential School: A nonpublic, nonsectarian school that enrolls students with disabilities pursuant to an IEP employs at least on special educator and certified by the CDE. This school provides an education program at the same location where the student resides. Located in CA.
72	Non-public Residential School: A nonpublic, nonsectarian school that enrolls students with disabilities pursuant to an IEP employs at least on special educator and certified by the CDE. This school provides an education program at the same location where the student resides. Located in CA. Located outside of CA
76	Private Residential School (not certified by CDE): A school, sectarian or nonsectarian, which is not administered by a public agency, and does not provide special education services. The student resides at this school, although private

	residential school may provide a combination of residential and day programs. The status of a student (whether day or residential) will depend on where the student resides. Services are through an ISP, in accordance with district policy for serving students in private schools.
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CDE Directions on Coding Residential Placements Frequency and Duration

Residential Treatment Services Code (545): 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.

Coding for Residential Placements

When students are placed in residential placements by the IEP team it is critical that the IEP reflect this type of placement.

If a student is placed in a residential placement by an expanded IEP team which includes county mental health the following coding on the IEP should correspond.

CASEMIS FIELD	CODE	DESCRIPTION
Residential Status	50	Residential Facility
Federal School Setting	460	Residential Facility
MHS Eligible	YES	Student is Eligible Under mental health services under G.C.26.5
Mental Health Services Language	YES	Mental Health Language is Included in the IEP Under G.C. 26.5
Service	330	Specialized Academic Instruction
	540	Day Treatment Services or other Mental Health Services
	545	Residential Treatment Services
	865	Case Management
		Other Related Services as appropriate
Provider	300	Department of Mental Health
Service Location	360	Residential Facility (or)
	550	Public Residential School

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 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	Reading 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.
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TRANSITION SERVICES

820	College Awareness	
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 who 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)	
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.
900	Other Special Education/Related Services	Any other specialized service required for a student with a disability to receive educational benefit.

3. Start and End Date: This will often be the same start/end dates for the primary service on the IEP.
4. Provider: Note the title of the provider of the service (do not put the person's name).

5. Frequency: Indicate the frequency of the service being provided, such as daily, weekly, monthly, yearly, or any other frequency.
6. Duration: Indicate number of times per frequency (see CASEMIS for examples).
7. Location: Select the location of where the service is provided to the student from the following:
 - 210 Home instruction based on IEP team determination (not medical)
 - 220 Hospital
 - 310 Head Start center
 - 320 Child development or childcare facility
 - 330 Public preschool
 - 340 Private preschool
 - 350 Extended day care
 - 360 Residential facility
 - 510 Regular classroom/public day school
Includes students who are fully included in general education classrooms. Also includes students who are seen under a “push in” model in the general education classroom and students who receive DIS services in the general education classroom. Additionally, students who receive services in a setting that includes other students with special needs are included here if there are general education students who are “reverse mainstream” students in that class for that portion of the day.
 - 520 Separate class in public integrated facility
Includes students receiving special education “pull-out” services, including RSP and DIS, or in a “special day class” model,” etc.
 - 530 State Special School
 - 540 Separate school or special education center or facility
 - 550 Public residential school
 - 560 Other public school or facility
 - 570 Charter school operated by an LEA/district
 - 580 Charter school operated as an LEA/district
 - 610 Continuation school
 - 620 Alternative work education center/work study facility
 - 630 Juvenile court school
 - 640 Community school
 - 650 Correctional institution or facility
 - 710 Community college
 - 720 Adult education facility
 - 810 Nonpublic day school
 - 820 Nonpublic residential school-in California
 - 830 Nonpublic residential school-outside California
 - 840 Private day school (not certified by CDE Special Education Division)
 - 850 Private residential school (not certified by CDE Special Education Division)
 - 860 Parochial school
 - 890 Service provider location
This would include CMH Outpatient Services provided at a clinic or other outside medical/therapeutic setting.
 - 900 Any other location or setting
8. Extended School Year (ESY): Discuss if the student needs ESY to receive FAPE. Check yes or no. If yes, specify in the grid the services the student will receive, the start and end date, provider, frequency, duration, and location.
Note: *ESY shall be provided to a student with a disability who the IEP deems requires special education and related services in excess of the regular academic year. Such students shall have*

disabilities which are likely to continue indefinitely or for a prolonged period of time, and interruption of the student's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disability. (5 CCR 3043)

◆ Educational Benefit Reminder ◆

- *Was the determination of the appropriate supplementary aids and services, and special education and related services completed after the goals were finalized?*
- *Are the appropriate services identified to support progress toward all goals including: progress in the general curriculum, participation in extracurricular activities, and other nonacademic activities?*
- *Are the special education, related services, and supplementary aids and services based on peer-reviewed research to the extent practicable?*
- *Are the start/end dates, provider, frequency, duration, and location specified for supplementary aids and services as well as special education and related services?*

**IEP FORM – EDUCATIONAL SETTING
OFFER OF FAPE**

1. Physical Education: Check the type of physical education, if applicable.
2. District of Service: Specify district providing the majority of services to the student.
3. School of Attendance: This is the school where the student is enrolled.
4. School Type: Select one of the following:
 - 00 No school (0-5)
 - 10 Public day school
 - 11 Public residential school
 - 15 Special education center or facility
 - 19 Other public school or facility (i.e., store front transition program)
 - 20 Continuation school
 - 22 Alternative work education center/work study program
 - 24 Independent study
 - 30 Juvenile court school
 - 31 Community school
 - 32 Correctional institution or facility
 - 40 Home instruction based on IEP team determination
 - 45 Hospital facility
 - 50 Community college
 - 51 Adult education program
 - 55 Charter school operated by an LEA/district
 - 56 Charter school operated as an LEA/district
 - 61 Head Start program
 - 62 Child development or childcare facility
 - 63 State preschool
 - 64 Private preschool
 - 65 Extended day care
 - 70 Nonpublic day school
 - 71 Nonpublic residential school-in California
 - 72 Non-public residential school- outside California
 - 75 Private day school (not certified by CDE Special Education Division)
 - 76 Private residential school (not certified by CDE Special Education Division)
 - 79 Nonpublic agency
 - 80 Parochial school
5. Federal Setting (ages 6-22): Indicate the type of school setting the student attends. If the student turns 6 years old on or before December 2 of the current school year, this category is completed.
 - 400 Regular classroom/public day school

Select if the student attends classes on a general education school campus regardless of the type of program

- 450 Separate school
- 460 Residential facility
- 470 Homebound/hospital
- 480 Correctional facility
- 490 Parentally placed in private school

6. Federal Preschool Setting (ages 3-5): Indicate the type of school setting the student attends. If the student turns 6 years after December 2 of the current year, this category is completed. *If the student is dually or concurrently enrolled in general education and a special education program for an equal amount of time, consider the student as being in a regular early childhood or kindergarten program.*
- 400 Regular early childhood or kindergarten program- more than ten hours per week-majority of special education services provided in the regular early childhood program or kindergarten.
 - 405 Regular early childhood program or kindergarten-more than ten hours per week-majority of special education services provided in some other location than the regular early childhood program or kindergarten.
 - 410 Regular early childhood program or kindergarten-less than ten hours per week-majority of special education services provided in the regular early childhood program or kindergarten.
 - 415 Regular early childhood program or kindergarten-less than ten hours per week-majority of special education services provided in some other location than the regular early childhood program or kindergarten.
 - 440 Separate class
 - 450 Separate school
 - 460 Residential facility
 - 470 Home
 - 475 Service provider location
7. All Special Education Services Provided at Student's School of Residence: Check yes or no to the question "all special education services provided at the student's school of residence." If the team determines "no," rationale must be documented.
8. Percentage of Time Outside and In Class & Extracurricular & Non Academic Activities: Document the percentage of time the student is outside the regular environment and document percentage of time the student is in the regular education environment. Consider the full day including lunch, recess, passing periods, etc.
9. Student Will Not Participate in the Regular Class & Extracurricular & Non Academic Activities: Document the regular education environments where the student will not participate with typically developing peers: Provide rationale for non-participation.
10. Other Agency Services: Note other agency services the child is receiving.
11. Student Eligible for Mental Health Services under Chapter 26.5: Check yes or no. NOTE: This box should only be checked if the student is eligible under 26.5 and receiving mental health services.
12. Mental Health Services Included on the IEP: Check yes or no. (Be sure to list the service received from County Mental Health on the Services page (Form 5A). (i.e. counseling, day treatment, etc.)
13. Promotion Criteria: Check appropriate box. District criteria are the same for students without disabilities. Progress on goals or 'other' should be noted if the child's curriculum has been modified to meet his/her unique needs.
14. Parents will Be Informed of Progress and How: Check the frequency and how the progress will be reported. NOTE: Progress reporting should match frequency of report card schedule.
15. Activities to Support Transition: If the student is going through a transition (preschool to kindergarten, special education to general education, etc.), document the activities to support the transition.
16. Graduation Plan: This needs to be done for students in grade 7 and higher.
NOTE: The IEP Team must use caution when determining if the student will be working towards a diploma or a certificate of completion. Students must have the opportunity to work toward a diploma if he/she has the ability to do so. This must be considered on an annual basis. Check appropriate box.

Educational Benefit Reminder

- *Is there a clear description of the location of services, including why some services may not be provided at the child's school of residence, if appropriate?*
- *Is there a clear description of the amount of time the student is outside the general education environment, including an explanation of why the student will not participate in general education for all or part of the day?*
- *If appropriate, are the activities clearly identified to support transition from preschool to kindergarten, from special education and/or NPS to general education, 8th-9th grade, etc?*
- *If appropriate, is the graduation plan identified for students Grade 8 or higher?*

IEP FORM – SIGNATURE AND PARENT CONSENT

1. IEP Meeting Participants: Have all meeting participants sign and date that they were in attendance. Make sure to include titles of each participant.
2. Consent: Have the parent initial, if they agree in-whole or in-part to the IEP. If they agree only in-part, document the areas they are not in agreement with. Steps to resolve the disagreement should be documented on Form 7.
3. Not Eligible: If team determines child is not eligible for special education, check the appropriate box.
4. If the parent declines the initiation of special education and related services, check the box.
5. No Longer Eligible: If team determines child is no longer eligible for special education, check the appropriate box.
6. **As a means of improving services and results for your child did the school facilitate parent involvement?** Check the appropriate box. This is a required CASEMIS data field. One of the boxes must be checked.
7. Parent received a copy of the assessment report if applicable. Check this box if the parent received a copy of the assessment report.
8. Parent received a copy of the IEP.
9. Signature: Have parent(s)/guardian/surrogate/adult student sign and date.
10. Public Benefits: If parent agrees to authorize district access to health insurance benefits provided by Medi-Cal, check box and have parent/guardian sign.
11. Students Enrolled in Private Schools by Their Parents: If the student is enrolled in private school by his/her parent, check the box and develop a Services Plan, if appropriate.

Educational Benefit Reminder

- *Did all IEP Meeting participants sign and date, if required?*
- *Do the parent(s) consent to all components of the IEP?*
- *If not, are areas of agreement and/or disagreement clearly specified?*
- *Are the next steps identified for reaching resolution, if appropriate?*

IEP FORM – IEP TEAM MEETING NOTES

- This is not a required component.
- It is used by most districts to document key points of agreement and/or areas of disagreement.
- It should be a summary of what was discussed.
- Document that parent received a copy of the IEP.
- Document if there needs to be further clarification on the *Offer of FAPE*.
- Document parent participation.

Educational Benefit Reminder

- *Is this information a summary of the meeting?*
- *Does everyone agree that the information accurately reflects what was discussed and the agreements that were made?*
- *Are next steps clearly identified, including individuals responsible, if needed?*

IEP FORM – IEP AMENDMENT(S) / ADDENDUM PAGE

IDEA Section 614(d) (3) (D) In making changes to a child's IEP after the annual IEP meeting for a school year, the parent of the child with a disability and the LEA may agree not to convene an IEP meeting for the purposes of making such changes, and instead develop a written document to amend or modify the child's current IEP.

IDEA Section 614(d) (3) (F) Changes to the IEP may be made either by the entire IEP Team by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent shall be provided with a revised copy of the IEP with the amendments incorporated.

- Serves as the option for making minor amendments to the IEP if the parent(s) and district agree that a meeting is not needed (adding additional DIS LSH minutes after a phone conversation with the parents and agreement with school staff, etc.)
- Attach this form to current IEP after getting signature from parent(s).
- Districts need to designate who can serve as the LEA representative. LEA representative is authorized to approve the amendments.
- Parents may request a copy of the IEP with the amendments incorporated.

Educational Benefit Reminder

- *Is the amendment clear?*
- *Do the parents and staff agree on the amendment?*
- *Are all affected staff (special education teacher(s), DIS provider(s), general education teacher(s), etc.), including the LEA representative, informed of the amendment/change?*

SUPPLEMENTAL STATE SELPA TEMPLATE FORMS

Referral for Special Education and Related Services

Notice of Receipt of Referral for Special Education Assessment

Assessment Plan

Prior Written Notice for Initial Assessment

Notice of Meeting Individualized Education Program (No names of personnel)

Specific Learning Disability – Team Determination of Eligibility

Specific Learning Disability – Discrepancy Documentation Report – IEP Team Certification

Manifestation Determination

Summary of Academic Achievement and Functional Performance

Summary of Recommendations of Accommodations, Supports and Resources

Prior Written Notice

Prior Written Notice When Parent Revokes Consent to Special Education and Related Services

Individual Service Plan for Parentally Placed Private School Students

Interim Special Education Services

IEP Team Member Excusal

REFERRAL FOR SPECIAL EDUCATION AND RELATED SERVICES

This form is used by school personnel when requesting an assessment for eligibility for special education and related services.

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. EC 56303

- **Student Name:** Use legal first and last name.
- **D.O.B.:** Enter date of birth
- **Grade:** Enter current grade designation.
- **Name of parent or legal guardian:** Enter first and last name of parent or legal guardian.
- **Address:** Enter complete address and phone number.
- **Date parent notified of intent to refer:** Enter exact date parent notified.
- **Method of notifying parent of intent to refer:** Check method used to notify parent.
- **Parent's native language:** If other than English enter language or primary mode of communication.
- **Primary Concern Regarding Student:** This should be the specific reason or area where you suspect a disability.
- **Specific Reason for Referral:** Check the appropriate box or enter a description of the reason next to "other".
- **General Education Interventions Attempts:** Describe the interventions attempted and attach documentation.
- **Name of Referring Person:** Enter the name of referring person and title.

The bottom part of the form "For District Use Only" is helps keep track of the assessment timelines.

NOTICE OF RECEIPT OF REFERRAL FOR SPECIAL EDUCATION ASSESSMENT

This form serves as a notice to parent or guardian that their child has been referred for assessment. It is in a letter format and should be put on district letterhead.

- Enter date referral received
- Enter child's name
- Enter the name of the people who will be attending the IEP meeting.
- Enter name of contact person and phone number.

ASSESSMENT PLAN

The assessment plan is to be completed by the assessment team and approved by the parent in writing at the initial referral for special education and/or request for assessment and each time the Local Education Agency (LEA)/District proposes to conduct assessment. There are two versions of the Assessment Plan Form. Form 22A does **not** have the titles of the personnel that made the referral for assessment. This is a requirement for Medical billing. Form 22C does have the referral section.

NOTE: For initial assessments, Some SELPAs use a *Prior Written Notice* Form 22B.

Assessment" means an individual evaluation of a pupil in all areas of suspected disability in accordance with Sections 56320 through 56329 of the Education Code and Sections 300.530 through 300.534 of Title 34 of the Code of Federal Regulations.

"Assessment plan" means a written statement that delineates how a pupil will be evaluated and meets the requirements of Section 56321 of the Education Code.

Note: An assessment plan must be completed and signed and agreed to by the parent if the district plans to administer testing to the student that is not part of an assessment being administered to all or a group of students.

- Mark the **reason** the assessment plan is being sent: Initial, Annual, Triennial, Transition, or Interim (or other such as Manifest Determination, Special Requested, etc.).
- Check the boxes to the left of each **category of assessment** that will be administered. In the right column, state the professional title of the examiner that will be administering the assessment such as Speech & Language Specialist, Special Education Teacher, School Psychologist, NPA, etc. For **"alternate means of assessment"** list the alternate types of assessment that will be conducted such as criterion referenced, observation.

- Enter date that signed consent was received.

Legal Citations: 2 CCR 60010; 30 EC 56321; 1 GC 7572; 30 EC 56043 (see below)

PRIOR WRITTEN NOTICE FOR INITIAL ASSESSMENT

The Prior Written Notice form must be completed and sent with the Assessment Plan for all initial referrals for assessment.

- Enter date.
- **Evaluation procedure(s)** – List the types of assessment data that were used in making the decision to assess the student (i.e., observation, standardized testing, state-wide assessment, etc.).
- **Assessments** – List the assessments used to make the determination to engage in further assessment
- **Record(s)** – List any records that are or are not part of the student’s cumulative file to make the determination to assess.
- **“Alternatives considered/rejected”** – List any other options that were considered and rejected such as intervention programs offered, curriculum adaptations, etc.
- **“Other factors”** – list any other relevant factors to be considered such as: the student has been retained, the student is working far below grade level, the student has received scientific-based intervention and has not responded, etc.

Legal Citations: 30 EC 56500.4

NOTIFICATION OF MEETING

30 EC 56341.5 - Parent Participation in IEP Team Meeting

The State Template has two meeting notification forms, one listing school district titles and the other with the title and a line to write in specific staff names. It is up to your local district//SELPA to determine which form to use.

Type of Meeting: Check the box to indicate what type of meeting is being proposed.
Example: Initial, Annual, Transition etc.

Student Name etc. Complete all demographic information, including date.

Parent's Name: Enter the name of the person you are inviting to the meeting
(Parent/Guardian)

Meeting Schedule: Enter Date, Time and location of the proposed meeting.

Anticipated Team Members: Check appropriate boxes to indicate IEP team members that may attend the meeting. Form 2 would include the member's name next to their title. Specialist type: indicate any related service providers that may be attending, such as SLP, OT, APE etc.

NOTE: This gives the parents notice that if they wish to audio tape the meeting, they must give 24 hour notice and the school would be taping also.

Further Information: Enter Name, Title and contact information for your District Director or contact person.

Return To: Enter the name of the case carrier. **Note:** It is often helpful to highlight this so the parent realizes they should complete the form and return it to school.

Parent Response: Parent is to check the appropriate boxes, indicating attendance, sign, date and return the form to school.

FORM 9A
SPECIFIC LEARNING DISABILITY – DETERMINATION OF ELIGIBILITY

This form documents the requirements for identifying a student as having a *specific learning disability*.

A draft of this form is typically completed prior to the IEP meeting with a discussion and final decision reached by the IEP team during the meeting.

The Case Manager completes the form with input from the appropriate IEP team members (School Psychologist, Special Education Teacher, General Education Teacher, etc.)

- Fill out the appropriate information based on the evaluations indicating the area of achievement that is severely discrepant from the level of intellectual ability and the processing disorder associated with this discrepancy.
- Indicate whether the discrepancy is or is not caused by poor attendance, environmental, emotional, sensory or the other reasons listed in Section III.
- Include any medical findings that are educationally relevant and the other information required on this form.
- If there is a team decision that is not based on the standard measures indicated, support that decision.
- Obtain signatures from all participants in the IEP meeting on this form.

FORM 9B
SPECIFIC LEARNING DISABILITY DISCREPANCY DOCUMENTATION REPORT
IEP TEAM CERTIFICATION

This form documents the presence of a *specific learning disability* in instances when the student's standardized testing results do not exhibit a severe discrepancy between ability and achievement. (Ed. Code Section 3030j Paragraph C)

A draft of this form may be completed prior to the IEP meeting, but more typically is completed during the IEP meeting with extensive discussion and final decision reached by the IEP team during that meeting.

The Case Manager completes the form with input from the appropriate IEP team members (School Psychologist, Special Education Teacher, General Education Teacher, etc.)

- Fill out the appropriate information based on the evaluations including intellectual ability and academic achievement.
- As the testing results did not indicate a severe discrepancy the decision is based on information provided by the parent, information provided by the student's teacher, observations, work samples, state testing results or other group testing scores.
- The student's chronological age is taken into consideration and any other relevant supporting information is documented.

MANIFESTATION DETERMINATION FORM

The Manifest Determination form is used to report findings for a Manifest Determination Review each time the Local Education Agency (LEA) / recommends a student in special education (or on a 504 Plan) for expulsion and/or when the student is removed from his/her current educational placement (is suspended for more than 10 consecutive days or suspended for more than 10 days in a school year if the behavior constitutes a pattern).

Legal Citations: Title 34 Part CFR §300.530 -300.536; 27 EC 48900; 27 EC 48915

- **Part I. Student Information**

Lines 1 through 6 – fill in information about the student as stated

- **Date of the Current IEP** is the date of the last agreed upon, signed IEP (by the parent/guardian)
- **Date of Last Assessment** – List the date of the last three year triennial or complete psycho-educational assessment conducted (it may be an assessment that was conducted as part of the Manifest Determination).
- **Disability** – State the “primary” disability of the student
- **Current Educational Setting** – List the current placement (i.e., special class, regular education class, etc.)
- **Description of the Behavior** – Write a brief statement about the behavior that occurred (it is best to list factual information or investigation findings/outcomes)
- **Disciplinary Action Taken and Date** – This refers to suspension and the first date of the suspension

Part II. In determining whether the student's behavior was a manifestation of his/her disability, the manifestation determination team considered the following:

- **Evaluation and diagnostic results** – Check this box if formal assessment results helped the team to make the decision regarding whether or not the behavior was a manifestation of the student’s disability. List the specific evaluations/dates used).
- **Observations** – Check this box if student observation data was used to help the team make the decision regarding whether or not the behavior was a manifestation of the student’s disability. List who observed and when.
- **Student's IEP, services, and placement** – Check this box if the IEP, services or placement of the student at the time of the behavior incident were used to help the team make the decision regarding whether or not the behavior was a manifestation of the student’s disability. Describe how used (relevant information from IEP).
- **Other relevant information** – List any other information that contributed to the decision such as past discipline history of the student, reports from staff, etc.

Part III. The Manifestation Determination team determined that, in relation to the behavior subject to disciplinary action the following is true:

- Check “yes” if the team feels the behavior was caused by or had a direct or substantial relationship to the disability. Check no if team feels it did not.
- Check “yes” if the team feels the behavior was the direct result of a failure to implement the IEP (for example, if all the supports and services listed on the IEP were not taking place as outlined as the time of the incident)

Part IV. The Manifestation Determination team decided that the student's behavior (check one of the following two boxes as appropriate based on the boxes check above:

- Check the first box “**was a manifestation of his/her disability**” if the answer to the two questions above (steps 12 and 13) were “yes” – if this box is checked the discipline proceedings may not go forward (in most cases this will mean that the case cannot go forward to the Board of Education for to recommend expulsion)
- Check the second box if one of the answer to both of the two questions above was “no.” This means the behavior **was not a manifestation of his/her disability.**
- On this line indicate “**yes**” or “**no**” to indicate if the parent agreed with the findings.

SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Act of 2004. §Sec. 300.305(e) (3).

The SOP must be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

Reason for Exit: Check the appropriate box.

Summary of Academic Achievement and Functional Performance:

- **Strengths/Interests/Learning Preferences:** Specify in each of these areas.
- **Pre-Academic/Academic/Functional Skills:** Check the appropriate box. If checked other, briefly describe.
- **Cognitive Abilities:** Check the appropriate box. If checked other, briefly describe.
- **Communication Skills:** Check the appropriate box. If checked other, briefly describe.
- **Motor Skills (Fine/Gross):** Check the appropriate box. If checked other, briefly describe.
- **Health:** Check the appropriate box. If checked other, briefly describe.
- **Social/Emotional/Behavioral:** Check the appropriate box. If checked other, briefly describe.
- **Self Help/Adaptive:** Check the appropriate box. If checked other, briefly describe.
- **Pre-Vocational/Vocational:** Check the appropriate box. If checked other, briefly describe.
- **Agency Linkages:** Check the agencies known to be working with student or could be a resource to the student. Include the agency contact person and phone number, if known.
- **Related To Support:** Check the areas that apply and other items as appropriate.
- **Related to Health Concerns:** Check the areas that apply and other items as appropriate.
- **Presentation of Materials & Instructions:** Check the areas that apply and other items as appropriate.

- **Response to Materials & Instruction:** Check the areas that apply and other items as appropriate.
- **Settings:** Check the areas that apply and other items as appropriate.
- **Timing/Scheduling of Tasks/Assignments/Tests:** Check the areas that apply and other items as appropriate.

Contact Information:

- **Name of School District:** Include name of district.
- **District Phone Number:** Include phone number
- **Title of Contact Person:** Include title, not name of contact person.
- **Date of Contact:** Note date when contact can made no later than.

NOTE:

The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended, however, that one individual from the IEP Team be responsible for gathering and organizing the information required on the SOP.

PRIOR WRITTEN NOTICE

This form is provided to parents prior to the district initiating or refusing to change the identification, evaluation, educational or placement or provision of a free appropriate public education.

- Fill out student name and date of birth.
- If the district is proposing to do something, check the box “Proposal to initiate or change” and then check the appropriate box that applies to the situation that has required a Prior Written Notice.
- If the district is refusing a request made by the parent, check the corresponding box and then check the box that applies to the situation that has required a Prior Written Notice.
- Description of proposed or refused action: Briefly describe the proposed action or the action that the district is refusing to take.
- Reason(s) for proposed or refused action: Note the specific reasons why the district is refusing to take a proposed action or a refused action.
- Description of evaluation procedures, tests, records, or reports used in deciding to propose or refuse this action: Document the procedures that the district used in making the determination to propose or refuse an action.
- Description of other options considered and reasons for rejecting them: Document other options that were considered and the reasons for rejecting the options.
- Other factors relevant to the proposal or refusal: Document any other factors that were relevant to the district’s decision to propose or refuse to do an action.
- Print name of district contact, position, phone and email address.

PRIOR WRITTEN NOTICE WHEN PARENT REVOKES CONSENT TO SPECIAL EDUCATION AND RELATED SERVICES

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education related services, the LEA:

- May not continue to provide special education and related services to the child, but must provide Prior Written Notice before ceasing the provision of special education and related services;
- May not use the procedures of due process;
- Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of services.

Fill out the appropriate blanks in the template letter (see sample on following page).

INDIVIDUAL SERVICE PLAN FOR PARENTALLY PLACED PRIVATE SCHOOL STUDENTS

1. **Student Name**: Enter the student's last name and first name.
2. **DOB**: Enter the student's date of birth.
3. **Grade**: Enter the student's current grade level.
4. **Date**: Enter the date.
5. **Parent / Guardian Names**: Enter the name(s) of the parent(s) or guardian(s).
6. **Address**: Enter the student's current address. If the student is living in a residential school, enter the address of the parent.
7. **Home Phone**: Enter the phone number of the parent(s) or guardian(s).
8. **Cell Phone**: Enter the cell number of the parent(s) or guardian(s), if known.
9. **Work Phone**: Enter the work phone of one of the parent(s) or guardian(s), if known.
10. **District where private school is located**: Enter the name of the district where the private school is located (unless other agreements have been made. This would be the district drafting and implementing the Service Plan.
11. **District of residence**: Enter the name of the district where the student's parent(s) or guardian(s) reside.
12. **Home School**: Enter the name of the school the student would attend if they were living at the address of their parent(s) or guardian(s) and not attending a private school.
13. **Private School**: Enter the name of the private school where the student is currently attending.
14. **Private School Phone**: Enter the phone number of the private school.
15. **District of Residence Phone**: Enter the phone number of the District of Residence listed on the Service Plan (item 10 above).
16. **Check the following**: Check ONLY one of the following:
 - Student's parent(s) or guardian(s) have declined the district's offer of a Service Plan** – check this option if the parent(s) or guardian(s) have declined wanting a service plan. This would be applicable if they want no services or if at some time they choose to enroll the student in a public school program in the district of residence.
 - Student's parent(s) or guardian(s) have accepted the district's offer of a Service Plan.**

16. **Services**: Enter the special education service(s) below for the student while enrolled in private school or until the proportionate share of federal funds have been expended for the current school year.
17. **Area(s) or need**: Enter the area(s) of need based on the assessment results.
18. **Summary of Present Levels**: Enter the present levels in relevant areas assessed (social / emotional, academic, etc.).
19. **Enter the service(s)**: Enter the service(s) being offered. Remember, the services offered must be based on the final decisions the SELPA / District have made with respect to private school services. (§300.320)
20. **Frequency**: Enter how often the service will take place or how many sessions, etc.
21. **Duration**: Enter how long (minutes, hours, etc.) each service will take place.
22. **Location**: Enter the location where services will take place.
23. **Start Date**: Enter the date when services will begin.
24. **End Date**: Enter the date when services will end.
25. **Service Provider**: Enter the “title,” not the name, of the service provider.
26. **Signature Lines**: Parent – have the parent sign in attendance.
LEA Representative – enter the name of the person who is representing the district / LEA. Remember this person must have the authority to allocate services.
Other – have any other persons in attendance sign the Service Plan.
27. **Next Annual Review Due By**: Enter the next annual review date (approximately one year from the date of the date of the current service plan meeting).
28. **Triennial Review Due By**: Enter the triennial review date. This is three years from the date of the last assessment review or the initial assessment review.

INTERIM SPECIAL EDUCATION SERVICES

This form is used for placement of a student coming from another SELPA or from out-of-state.

1. **Student Name**: Enter the student's last name and first name.
2. **Birth Date / Age**: Enter the student's birth date and age.
3. **Grade**: Enter the student's current grade.
4. **Gender**: Enter the student's gender (M or F).
5. **Parent**: Enter the parent / guardian name.
6. **Home Phone**: Enter the parent's / guardian's home phone and cell number, if known.
7. **Address**: Enter the parent's / guardian's home address, city and zip code.
8. **Native Language**: Enter the student's home language or birth language.
9. **EL**: Check if the student is an English Learner and whether or not they have been redesignated.
10. **Ethnicity**: Enter the student's ethnicity as it has been entered on the school enrollment form for the school.
11. **Residency**: Check whether the student resides with a Parent / Guardian, in a Foster Family Home, in a Licensed Children's Institution, is an Adult Student, or Other.
12. **Indicate Disability**: Check the appropriate disability as reflected on the IEP from the sending SELPA.
13. **Special Education Entry Date**: Enter the date the student first received special education services, including IFSP (0-3 infant services).
14. **Interim Placement to be Reviewed**: Enter the date of the next meeting to determine appropriate special education placement. This date must be within 30 calendar days.
15. **Triennial Date**: Enter the date when the next triennial evaluation is due to be completed.
16. **Last Placement**: Enter the name of the School / District / County where the student was last enrolled.
17. **Phone**: Enter the phone number of the student's last school.
18. **Contact Person**: Enter the name of an appropriate contact person at the student's last school or district. This could be the Special Education Teacher, Program Specialist, Special Education Director, etc.

19. **Special Education Program Authorization**: Enter the appropriate, comparable special education services, starting date of the services, frequency of that service, duration, location, and the service provider (the title, not the name).
20. **% of Time OUTSIDE**: Enter the % of time the student is out of the general education classroom receiving special education services.
21. **Name of LEA Representative**: The LEA representative, who looked at the incoming IEP and determined the appropriate placement, prints their name, signs the form, indicates their position, and dates the form.

IEP TEAM MEMBER EXCUSAL FORM
From a Meeting in Whole or in Part

1. **Student Name:** Enter student's full name.
2. **Date of Meeting:** Enter the date of the meeting.
3. **Check the Box in Whole or in Part:** If the IEP team member is being excused for the entire meeting check "in whole" and check "in part" if the team member is only being excused for part of the meeting.
4. **Individual Education Program Team Member(s):** List the members that will be excused from the IEP team meeting in whole or in part.
5. **Area of Curriculum or Related Services:** List the area of curriculum or related services that pertain the IEP team member being excused.
6. **Area of Curriculum or Related Services is Not Being Discussed:** Check the column if the area of curriculum or related services is not being discussed at the IEP team meeting.
7. **Written Input has Been Submitted to the Parent and the IEP Team Prior to the Meeting Regarding Area of Curriculum or Related Services:** If the area of curriculum or related services pertaining to the IEP team member is going to be discussed at the IEP team meeting, then IEP team member must submit his/her in writing to the parent and the IEP team prior to the meeting.
8. **Parent/Guardian Signature:** The parent must sign a date this form in order for the IEP team to be excused in whole or in part.
9. **Signature of Designated District Representative:** The district representative must also sign and date the form.