

# Getting to know your student's IEP Part II

Presented by:  
Adriana Latrovalis, Coordinator of Special Education and  
Vanessa Norrington, Behavior Program Specialist

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# Special Factors Page

1. Technology Devices and/or Services
1. Low Incidence Services
  - a. Visually Impaired
  - b. Deaf / Hard of Hearing
1. English Language Learner Supports
1. Behavior

## FOOTHILL SELPA SPECIAL FACTORS

Student Name: The Pooh, Winnie

Birthdate: 9/25/2006

IEP Date: 9/18/2023

Does the student require assistive technology devices and/or services? ☒ Yes ☐ No

**Rationale:** Winnie will have utilize a district issued device that will provide him with access to word prediction software, text to speech feedback, and access to an organizational software allowing Winnie to access his extended writing assignments electronically. He will also have headphones to access the text to speech feedback and a keyboard case.

Does the student require low incidence services, equipment and/or materials to meet educational goals? ☐ Yes ☒ No  
(If yes, specify) This does not apply to Winnie.

**Considerations if the student is blind or visually impaired:** Winnie is not blind or visually impaired

**Considerations if the student is deaf or hard of hearing:** Winnie is not deaf or hard of hearing

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

1. All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.

a. Does the student need primary language supports during integrated ELD (across content areas)? ☐ Yes ☐ No

**If yes, please select:**

- ☐ Oral clarification of directions in the primary language
- ☐ Illustrated glossaries in primary language
- ☐ Graphic organizer with key concepts translated to primary language
- ☐ Pair key text/words translated to primary language with visuals
- ☐ Pair key text/words translated to primary language
- ☐ Provide definitions in primary language in context of lesson
- ☐ Frontloading using primary language, to bridge new learning to previous knowledge
- ☐ Teach relationships between concepts in primary language
- ☐ Conduct frequent comprehension checks, allow for student response in primary language
- ☐ Bilingual dictionary
- ☐ Glossaries in primary language
- ☐ Other:

b. Where will the student receive Designated ELD? ☐ General Education ☐ Special Education

2. The student who is an English Learner is currently participating in:

☐ Structured English Immersion (SEI) or ☐ Other, parent selected multilingual/language acquisition program

**Comments:**

Does student's behavior impede learning of self or others? ☒ Yes ☐ No (describe)

Winnie has off-task behaviors observed as nail biting which can impact his work production.

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

If he engages in off-task behaviors, remind Winnie of behavior expectations and provide him with choices. Redirect Winnie by telling him what you want him to do, instead of telling him to stop doing something. In other words, tell him "keep working on your math problem" instead of "you're not focused." If tasks are lengthy, please break up the tasks and provide student with structured breaks so that he may complete the activity in a timely manner and to help manage his frustration. For all academic tasks that he perceives as time-extensive or too difficult please provide accommodations and alternative ways to complete the task or chunk the work into manageable sections and provide praise for each section completed.

☒ Behavior Goal is part of this IEP ☐ Behavior Intervention Plan (BIP) Attached

# Technology Devices and/or Services

- ❖ Use of assistive technology to bridge the gap between a student's abilities and the demands of the curriculum, assistive technology enables these students to participate, learn, and thrive alongside their peers.
- ❖ The IEP. team determines the assistive technology needs of the child through an assessment process.
- ❖ SETT Framework - Student, Environment, Tasks, Tools.
- ❖ Assistive technology devices can range from "low technology" items like pencil grips, markers or paper stabilizers to "high technology" items such as voice synthesizers, Braille readers or voice activated computers.



# Low Incidence (LI) Services

LI services available to students who qualify under the eligibility:

**Hard of Hearing (HH) ,  
Deafness (DEAF),  
Visual Impairment (VI)  
Orthopedic Impairment (OI),  
Deaf-Blindness (DB).**

## **Materials and/or services for students with an LI disability**

- Required for student to meet IEP goals and objectives
- Required for student to access general education
- Specialized as it related to a need or the needs of the LI disability.
- Identified in a comprehensive evaluation

# English Language Learner Supports

- Students who are english learners must receive comprehensive
  - English Language Development (ELD) designated and Integrated ELD instruction as part of students' core instructional program.
- Based on assessed English language proficiency.



# English Language Learners Support

## Assessed English Language Proficiency

Students who are potential English Learners are given the Initial English Language Proficiency Assessments of California (ELPAC). When identified as ELS, they take the Summative ELPAC annually until they are reclassified.

Students receive scores for Overall Oral and Written Language and also by domains of Listening, Speaking, Reading, and Writing.

# Assessed English Language Proficiency

English Language Development Test (English Learners Only)

☐ Not Applicable

## English Language Proficiency Assessments of California (ELPAC)

- ☐ Initial ELPAC  
☐ Summative ELPAC

Overall Score:

Overall Performance Level:

Oral Language Score/Level:

Written Language Score/Level:

## Scores by domain

Listening

Speaking

Reading

Writing

## Performance by domain

Listening

Speaking

Reading

Writing

## Alternate English Language Proficiency Assessments for California (Alternate ELPAC):

- ☐ Initial Alternate ELPAC  
☐ Summative Alternate ELPAC

Overall Score:

Overall Performance Level:

# English Language Learner Supports



- Special Factors page
- The IEP team determines if the student needs primary language supports during integrated English Language Development.
- If yes, then which supports are needed.
  - Pair key text/words translated to primary language with visuals.
  - Bilingual dictionary
  - Etc.



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

**1. All students who are English Learners must receive Comprehensive English Language Development (ELD) (designated and Integrated ELD instruction) as part of their core instructional program, based on assessed English language proficiency.**

**a. Does the student need primary language supports during integrated ELD (across content areas)?**

☐ Yes ☐ No

**If yes, please select:**

- ☐ Oral clarification of directions in the primary language
- ☐ Illustrated glossaries in primary language
- ☐ Graphic organizer with key concepts translated to primary language
- ☐ Pair key text/words translated to primary language with visuals
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- ☐ Frontloading using primary language, to bridge new learning to previous knowledge
- ☐ Teach relationships between concepts in primary language
- ☐ Conduct frequent comprehension checks, allow for student response in primary language
- ☐ Bilingual dictionary
- ☐ Glossaries in primary language
- ☐ Other

# English Language Learner Supports

**b. Where will the student receive Designated ELD?**

☐ General Education ☐ Special Education

**2. The student who is an English Learner is currently participating in:**

☐ Structured English Immersion (SEI) or ☐ Other, parent selected multilingual/language acquisition program

**Comments:**

# Behavior



- Special Factors page
- Does the student's behavior impede learning of self or others?
  - If yes, the behavior must be described in this section
  - If no, the section is left blank.
- If yes, specify positive behavior interventions, strategies and supports
  - Accommodations: embedded breaks, frontloading expectations, etc.
  - Or a Behavior Intervention plan is developed and attached to the IEP
- Goal(s) must be proposed to address the behavior impeding the learning of self or others.

# Behavior

**Does student's behavior impede learning of self or others?** ☒ Yes ☐ No (describe)

Winnie has off-task behaviors observed as nail biting which can impact his work production.

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

If he engages in off-task behaviors, remind Winnie of behavior expectations and provide him with choices. Redirect Winnie by telling him what you want him to do, instead of telling him to stop doing something. In other words, tell him "keep working on your math problem" instead of "you're not focused." If tasks are lengthy, please break up the tasks and provide student with structured breaks so that he may complete the activity in a timely manner and to help manage his frustration. For all academic tasks that he perceives as time-extensive or too difficult please provide accommodations and alternative ways to complete the task or chunk the work into manageable sections and provide praise for each section completed.

☒ Behavior Goal is part of this IEP ☐ Behavior Intervention Plan (BIP) Attached

# Statewide Assessments

1. Assessments: SBAC , CAA , ELPAC
  - a. Embedded Supports
  - b. Non-Embedded Supports



## FOOTHILL SELPA Statewide Assessments

Student Name: The Pooh, Winnie

Birthdate: 9/25/2006

IEP Date: 9/18/2023

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)

Text-to-Speech Items (ELA): \*Not available for CAA  
Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)  
Text To Speech, Passages: \*Not available for CAA  
Word Prediction

### Math (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)

Text-to-Speech stimuli and items: \*Not available for CAA  
Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions

### Science (Grades 5, 8 & High School)

#### 11 With testing accommodations

- ☐ CAST with Designated Supports Embedded
- ☐ CAST with Designated Supports Non-Embedded
- ☒ CAST with Accommodations Embedded
- ☒ CAST with Accommodations Non-Embedded
- ☐ CAST with Accessibility Support (requires CDE Approval)

Speech to Text  
Abacus, Word Prediction

- ☐ If student is taking Alternate Assessment the IEP team has reviewed the criteria for taking alternate assessments.

### Physical Fitness Test (Grades 5, 7 & 9)

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

### ☐ Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)

### ☐ Desired Results Developmental Profile (DRDP) – (Preschool and TK Students, Ages 3-5 Years)

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Adaptations Not Applicable            | <input type="checkbox"/> Sensory support               | <input type="checkbox"/> Functional positioning                           |
| <input type="checkbox"/> Alternative response mode             | <input type="checkbox"/> Assistive equipment or device | <input type="checkbox"/> Visual support                                   |
| <input type="checkbox"/> Alternative mode for written language |  | <input type="checkbox"/> Augmentative or alternative communication system |

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

# Embedded v. Non-Embedded Supports

- Embedded resources are digitally delivered as part of the technology platform for the computer-based tests.
  - Examples: text-to-speech, closed captioning
- Non-embedded resources are available when provided by the local educational agency (LEA) for either computer-administered or special-form tests.
  - Examples: separate setting, read aloud, scribe

# Transition Pages 1 & 2

- ❖ Multi-year description of coursework planned to achieve a postsecondary goals in Training or Education, Employment and Independent Living.
- ❖ Process to help students with an IEP decide what they want to do after high school. Based on a high school student's individual needs, strengths, skills, and interests.
- ❖ Every student with an IEP must have an Individual Transition Plan (ITP) in their IEPs by the time they turn 16.



**FOOTHILL SELPA  
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: The Pooh, WinnieDate of Birth: 9/25/2006IEP Date: 9/18/2023Student Invited: ☒ Yes ☐ No

If Appropriate, and agreed upon, agencies invited:

☐ Yes ☐ No ☒ N/ADescribe how the student participated in the process: ☒ Present At Meeting ☒ Interview Prior ☒ Interest Inventories ☒ QuestionnaireAge-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:

Winnie is a great student who enjoys school and socializing with peers. He is very even tempered and respects authority. Winnie is looking forward to finishing high school and would like to attend a culinary institute and become a chef or open their own catering company. Winnie also took the career interest inventory. After the inventory was completed Winnie's three top career choices are education, accounting, and medical assistant. Winnie is interested into looking into other careers beside Culinary arts, but has a very difficult time with math so does not feel accounting would be a good match. Based on other assessment Winnie is very social and enjoys helping people.

**Student's Post Secondary Goal Training or Education (Required):**Upon completion of school I will enroll in a community college to complete a certificate in child development.**Transition Service Code as Appropriate:**330 Specialized Academic Instruction.**Activities to Support Post Secondary Goal:**

By 06/2024, Winnie will use careercruising.com to research at least 2 post secondary schooling options and discuss the options with caseload manager.

**Community Experiences as Appropriate:****Related Services as Appropriate:**Linked to Annual Goal # 1-2Person/Agency Responsible: student, parent and teachers.**Student's Post Secondary Goal Employment (Required):**Upon completion of school I will get a part-time job in retail marketing.**Transition Service Code as Appropriate:**330 Specialized Academic Instruction.**Activities to Support Post Secondary Goal:**

By 06/2024 Winnie will complete a basic resume that includes schooling completed, work experience, and volunteer experience completed so far.

**Community Experiences as Appropriate:****Related Services as Appropriate:**Linked to Annual Goal # 1-2Person/Agency Responsible: student, parent and teachers.**Student's Post Secondary Goal Independent Living (As appropriate):**Upon completion of school I will live with family, roommates**Transition Service Code as Appropriate:**330 Specialized Academic Instruction.**Activities to Support Post Secondary Goal:**

By 06/2024, Winnie will develop a simple household budget

**Community Experiences as Appropriate:****Related Services as Appropriate:**Linked to Annual Goal # 1-2

**FOOTHILL SELPA  
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: The Pooh, WinnieDate of Birth: 9/25/2006IEP Date: 9/18/2023**District Graduation Requirements:****Course of Study**

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet their post secondary goal. ☒ Yes ☐ No

A course of study is an annual description of coursework (classes or functional curriculum) that would assist the student to make progress towards his/her desired measurable post-secondary goals.

Examples:

Student will complete core courses leading to a high school diploma (community college) OR

Student will complete course of study for CSU/UC track, OR

Student will complete coursework leading to a certificate of completion

**\*\*If a student is behind on units note a plan of how a student is going to make up those credits. (example: take a summer school class, credit recovery, extra period during the day, Adult School)**

When a student is behind credits, please state the following:

Student will participate in credit recovery during the summer. He will be enrolled in Health A.

Winnie has completed 25 service hours of the 10-service hours needed for the graduation requirement.

Units/Credits Completed: 180/230

Units/Credits

Pending: 50/230

Student's course of study leads to:

☐ Certificate of Completion ☒ Diploma

Anticipated

Completion

Date: 5/23/2024

The IEP team has determined the Student is eligible to pursue an Alternative Pathway to a Diploma (Ed Code 51225.31) because 1) They are eligible to participate in the California Alternative Assessment AND 2) They are enrolled in coursework aligned with the state standards:

☐ Yes ☐ No**Age of Majority:**☒ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)By whom: Jane DoeDate: 6/10/2022**Conservatorship**



# Goals

- IEP Goals are written in the main areas of need.
- They target precise areas of academic achievement and functional performance.
- SMART Goals - Specific, Measurable, Achievable, Relevant and Time-Bound

**Given a choice of three picture cards of self-calming strategies, (Student) will independently choose a strategy card and follow what it shows in 4 out of 5 opportunities as measured by teacher data sheets by May\_\_\_\_.**



# Goals

- ★ Goal Description (On-Task)
- ★ Area of Need (Behavior)
- ★ Baseline (student's current level related to the goal)
- ★ Goal and possibly Objectives (SMART Goals)
- ★ Purpose of goals (Academics, Addresses Other educational needs)
- ★ Person(s) Responsible (for reporting progress on the goals)

### Goal Description

On-Task

### Area of Need

Behavior

### Measurable Annual Goal #

2

### Baseline

When anxious, Winnie is still biting his nails, in the general education setting or during a lengthy task, he will pick or bite his fingernails about 35% of the time (based on momentary time sampling).

### Goal [Choose Goal](#)

By June 2024, during a classroom task, Winnie will display (3) pre-taught on-task behaviors (•Quiet hands. •Body facing a speaker during discussion. •Sitting upright in seat.) for 75% of the duration of the task/activity, as measured by work samples and teacher observation records.

**Purpose(s) of Goal:**

☐ Enables student to be involved/progress in general curriculum/state standard

☒ Addresses other educational needs resulting from the disability

☐ Linguistically appropriate

☒ Transition Goal:

☐ Education/Training

☒ Employment

☐ Independent Living

**Person(s) Responsible**

Case manager, teachers, and SPED support staff

Show Objectives

# Services Offer of FAPE

- The team discussed a continuum of placement options, including general education, general education with collaboration support, Specialized Academic instruction in a separate class, and related services.

# Services Offer of FAPE/ Selecting LRE

- The team determines that the student requires.... (i.e., gen ed/collab) In order to advance in his goals and access the curriculum at this time.
- The extent to which the student will participate in the general education environment

# Supplementary Aids & Services and Other Supports

- Accommodations changes how a student learns the material. A modification changes what a student is taught or expected to learn.
- IEP team determines what accommodations (or modifications) are needed for the student.
- Other supports

# Special Education and Related Services

Service (Specialized Academic Instruction and related services such as Language and Speech, OT.)

Includes :

- Dates,
- Duration/Frequency,
- Provider



# SPECIAL EDUCATION AND RELATED SERVICES

+ Add Service

Expand/Collapse All

#1 330 Specialized Academic Instruction



**Dates**

09/18/2023 - 09/17/2024

**Duration/Frequency**

260 min x 2 sessions = 520 min  
Weekly

**Provider**

100 District of Service

☐ Do Not Report

☐ Do Not Print

**Blank Grids to Print**

0



Amend Service

Continue to new IEP

Discontinue Service

Copy to ESY

# Transportation

- Related Service when it is necessary in order for a student to benefit from special education.
- IEP determines transportation needs. These may include, but are not limited to:
  - ◆ Student needs use of adaptive or assistive equipment.
  - ◆ Medically fragile and requires special assistance

# Extended School Year

A student may be eligible for extended school year (ESY) if the IEP team determines the student will regress and have difficulty recouping those skills.

Each service is considered.



# Emergency Circumstances

Under California law, students with disabilities with an Individualized Education Program (IEP) must have an Emergency Plan in place.

The law requires IEP teams to consider how a student's individual needs may be impacted in emergency situations.

# Emergency Circumstances Program A

If instruction or services, or both, cannot be provided to the pupil either at the school or in person for more than 10 school days due to emergency conditions caused by fire, flood, impassable roads, epidemic, earthquake, imminent major safety hazard as determined by local law enforcement, a transportation services strike by nonschool entity, or other official order issued to meet a state of emergency or war, the IEP will be provided by one or more of the means stated below in light of the emergency circumstances and District policy.

## Specialized Academic Instruction and Related Services

**Means of Delivery, to greatest extent possible (mark all that could apply for student, depending on emergency circumstances):**

- ☒ Teacher-posted lessons, asynchronous (online or other media)
- ☒ Virtual class meetings, synchronous
- ☐ Personalized learning tools (virtual or paper packets, as available)
- ☐ Scheduled teacher appointments (virtual or in-person, as available)
- ☐ Scheduled email check-ins (parent or student)
- ☒ Virtual office hours (drop-in; parent or student)

### Other

### Comments

A Distance Learning schedule and Google Classroom links will be emailed.

# Educational Setting - Offer of FAPE

FAPE - Free Appropriate Public Education.

Free - at no cost to the parent.

Appropriate - IEPs outline a program for students to meet their unique needs.

Public - students have the same right to attend public school as all children.

FAPE requires schools to provide special education to meet the unique needs of a child.

# Notes

Notes taken during an IEP meeting generally list the participants in attendance and an outline of the topics discussed.



# Questions/Comments

