



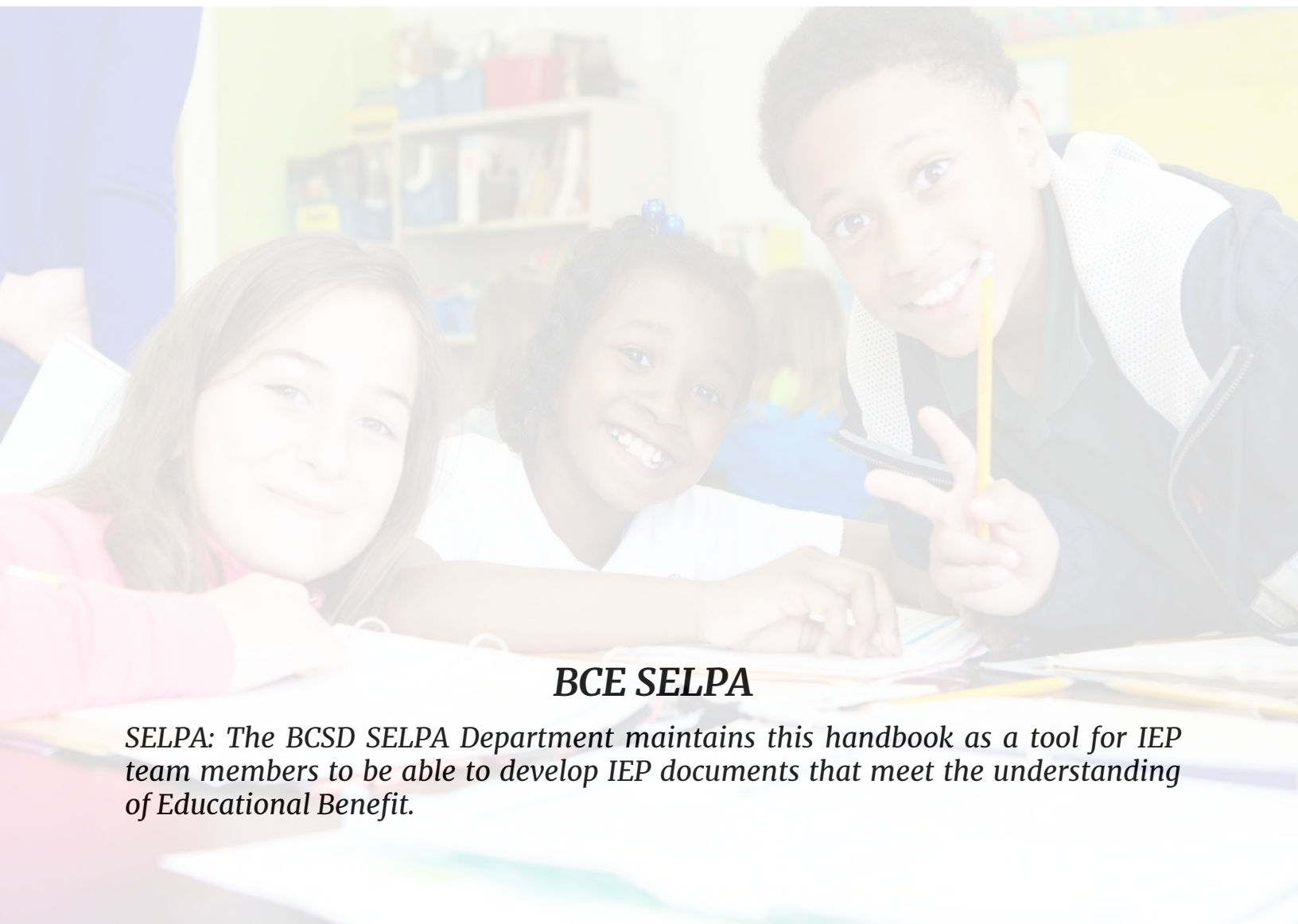
# Writing IEPs For Educational Benefit

2023-2024



# EDUCATIONAL BENEFIT

Educational Benefit: A Free and Appropriate Public Education (FAPE) provided in the Least Restrictive Environment (LRE) that has been reasonably calculated to ensure that every student on an IEP grows to become the best version of themselves.



## **BCE SELPA**

*SELPA: The BCSD SELPA Department maintains this handbook as a tool for IEP team members to be able to develop IEP documents that meet the understanding of Educational Benefit.*

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# **PURPOSE OF THE HANDBOOK**

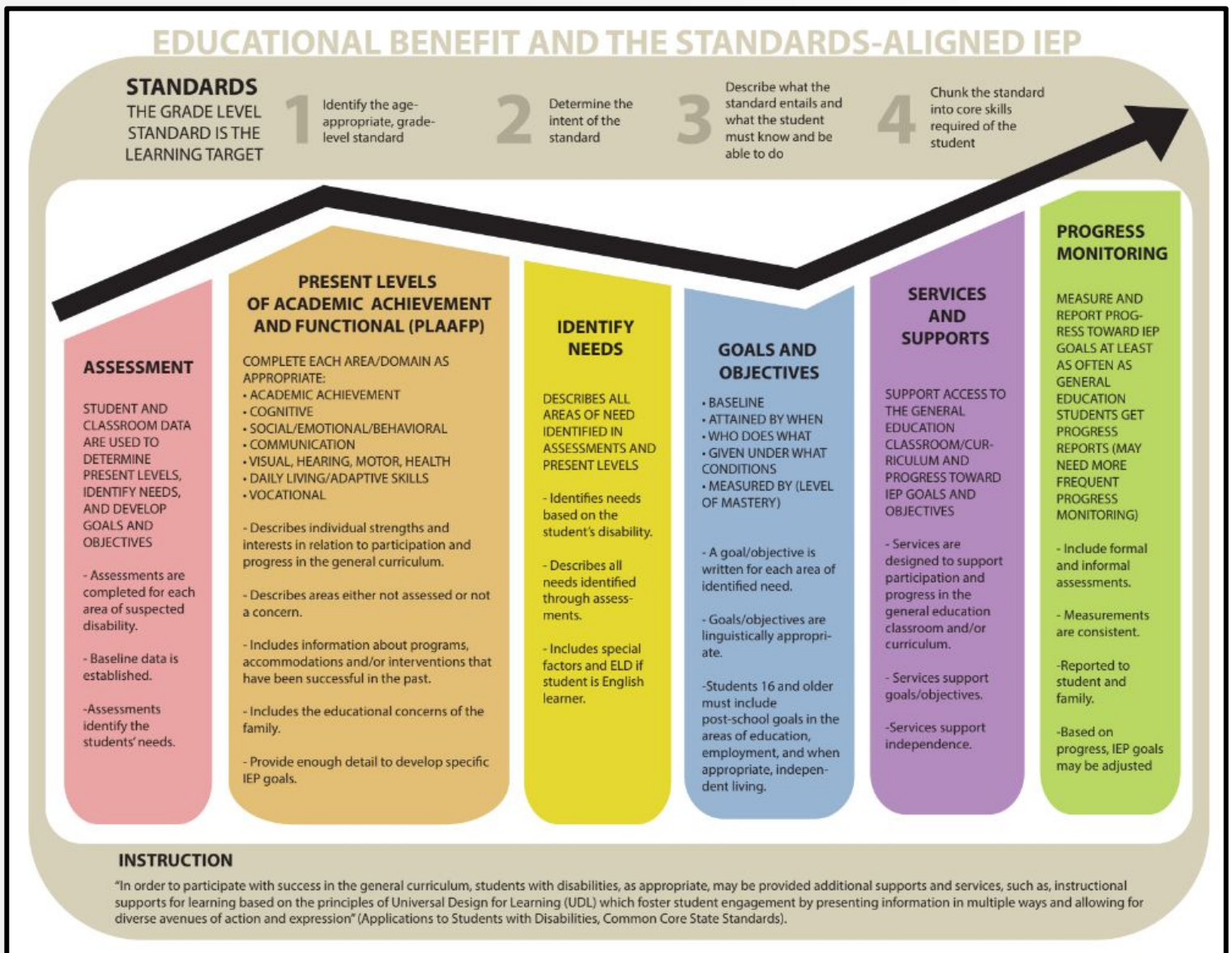
The purpose of this handbook is to provide Special Education Teachers, Speech Language Pathologists, Psychologists and District Administrators the tools necessary to write IEP documents that provide educational benefit for students with disabilities.

It is the goal of the Special Education Department to ensure that all SIRAS users have the information necessary to carry out their job effectively.

This handbook is distributed to all SIRAS users and school site administrators.

Questions or concerns about SIRAS, the IEP documents, the IEP process, or anything related,  
Please contact the Special Education office at  
661-631-5863

# EDUCATIONAL BENEFIT



This graphic identifies each area of the IEP document that helps to calculate Educational Benefit.

Graphic has the PDF linked for easy access. Hard copies of this handbook will have the PDF in the books appendix.



# **SIRAS and IEP Support Staff**

## *Technical and Compliance Support*

### **SIRAS Administrator**

Dr. Michael Cunningham  
Extension: 87122

### **CALPADS Compliance Clerk**

Otilia Melgoza De Bravo  
Extension: 87104

### **Special Education Clerks**

Alexa Hedgemon  
Extension: 87130

Cynthia Ibarra  
Extension: 87191

Imelda Aguirre  
Extension: 87133

Maria Perez Arce  
Extension: 87105

# Program Specific IEP Support

## Mild-Moderate Team

**Coordinator:**  
Ashlee Leon  
Extension: 87206

**Support Staff:**  
Anne Langley  
Extension: 87119

April Fox  
Extension: 87116

Aimee Luter  
Extension: 87207

Vacant  
Extension:

## Social Emotional Transition Team

**Coordinator:**  
Vacant

**Support Staff:**  
Chris Combs  
Extension: 87747

Amy Taiwo  
Extension: 87205

## Moderate-Severe Team

**Coordinator:**  
Desiree Romero  
Extension: 87185

**Support Staff:**  
Sal Lopez  
Extension: 87187

Robert Johnson III  
Extension: 87189

## Autism Team

**Coordinator:**  
Adriana Frausto

**Support Staff:**  
Jennifer Othart  
Extension: 87117

Lean Blake  
Extension: 87229

Dina Saavedra  
Extension: 87186

## Intensive PK/K Team

**Coordinator:**  
Tracy Holdcraft  
Extension: 87190

**Support Staff:**  
Teodoro Carbajal  
Extension: 87101

Angela White  
Extension:



# 01 Tools for Successful IEP Meetings



# District Calendar and Timelines

One of the most important items to keep in mind is that everything in Special Education runs on a very specific timeline.


The District Calendar and 60-day Timeline Chart help IEP teams develop a yearly IEP calendar. It is important to pay attention to holidays as they can interfere with IEP scheduling efforts.

The Special Education Timelines and Due Process Related Timeline charts are intended to help IEP teams and school site teams understand the timeline requirements that must be followed. Any time a timeline is not followed as outlined there may be a compliance issue that the district will be required to address.

Any questions regarding timelines should be directed to the school psychologist or a member of the administrative team in the Special Education Department.

# BCSD 2023-2024 School Calendar

Bakersfield City School District 2023-24 School Calendar						1-15-22	
July/August	M	TU	W	TH	FR	Date	Description
	18	19	20	21	22	July 26	Principals on Duty
	25	26	27	28	29	Aug. 3	School Secretaries, School Clerks, Office Assistants on Duty
	1	2	3	4	5	Aug. 9	New Teachers (1 <sup>st</sup> year) Report
	8	9	10	11	12	Aug. 11	New Teachers (2 <sup>nd</sup> year) Report
<b>August/September</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>Aug. 15</b>	<b>Certificated Staff on Duty</b>
1 <sup>st</sup> School Month	22	23	24	25	26	Aug. 16	Classified Staff on Duty
17 School Days	29	30	31	1	2	Aug. 17	First Day of School
	5	6	7	8	9	Aug. 25	Back to School Night Virtual (Elementary)
						Sept. 1	Back to School Night Virtual (Middle/Jr. High)
<b>September/October</b>	12	13	14	15	16	Sept. 5	Labor Day Holiday
1 <sup>st</sup> School Month	19	20	21	22	23	Sept. 16	Progress Report Sent Home
20 School Days	26	27	28	29	30	Oct. 14-28	Parent Teacher Conferences
	3	4	5	6	7	Oct. 28	Report to Parents Sent Home
<b>October/November</b>	10	11	12	13	14	Nov. 11	Veterans' Day Holiday
1 <sup>st</sup> School Month	17	18	19	20	21	Nov. 18	Progress Reports Sent Home
20 School Days	24	25	26	27	28	Nov. 21-25	Thanksgiving Recess (Schools Only)
	31	1	2	3	4	Nov. 24-25	Thanksgiving Day Holiday
<b>November/December</b>	7	8	9	10	11	Nov. 23	End of 2 <sup>nd</sup> Quarter
1 <sup>st</sup> School Month	14	15	16	17	18	Dec. 26-Jan. 6	Winter Break
14 School Days	21	22	23	24	25	Dec. 26	Holiday (Observed)
	28	29	30	1	2	Jan. 2	New Year's Day (Observed)
<b>December</b>	5	6	7	8	9	Jan. 16	Martin Luther King, Jr. Day Holiday
1 <sup>st</sup> School Month	12	13	14	15	16	Jan. 20	Report to Parents Sent Home
15 School Days	19	20	21	22	23	May 20	Memorial Day Holiday
	26	27	28	29	30	May 29	End of 3 <sup>rd</sup> Quarter
<b>January</b>	2	3	4	5	6	Mar. 20-24	Parent Teacher Conferences
1 <sup>st</sup> School Month	9	10	11	12	13	Mar. 24	Report to Parents Sent Home
17 School Days	16	17	18	19	20	Apr. 3-Apr. 7	Spring Break
	23	24	25	26	27	Apr. 10	Holiday
<b>January/February</b>	30	31	1	2	3	Apr. 21	Progress Reports Sent Home
1 <sup>st</sup> School Month	6	7	8	9	10	May 9	Day of the Teacher Observance
18 School Days	13	14	15	16	17	May 15-19	Classified School Employee Week Observance
	20	21	22	23	24	May 20	Memorial Day Holiday
<b>February/March</b>	27	28	1	2	3	June 1	Last Day of School
1 <sup>st</sup> School Month	6	7	8	9	10	June 1	Report to Parents Sent Home/Staff check out
20 School Days	13	14	15	16	17	June 1	Certificated staff on duty
	20	21	22	23	24	June 2	Classified staff on duty
<b>March/April</b>	27	28	29	30	31	June 8	Last Day Principals, School Secretaries, School Clerks, Office Assistants
1 <sup>st</sup> School Month	3	4	5	6	7	June 8	Total School Days: 180
14 School Days	10	11	12	13	14	June 8	Minimum Days (students only) Nov. 18, Dec. 23, March 31, and June 1
	17	18	19	20	21	June 8	Holidays for 12-month employees are: July 4, Sept. 5, Nov. 11, Nov. 24-25, Dec. 26, one designated day, Jan. 2, Jan. 16, Feb. 13, Feb. 20, April 1, April 15, and May 29
<b>April/May</b>	24	25	26	27	28		
1 <sup>st</sup> School Month	1	2	3	4	5		
20 School Days	8	9	10	11	12		
	15	16	17	18	19		
<b>May/June</b>	22	23	24	25	26		
1 <sup>st</sup> School Month	29	30	31	1	2		
8 School Days	5	6	7	8	9		



## 2023 - 2024 SCHOOL YEAR

**August 2023**

M	TU	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**September 2023**

M	TU	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**October 2023**

M	TU	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

**November 2023**

M	TU	W	TH	F
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**December 2023**

M	TU	W	TH	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**January 2024**

M	TU	W	TH	F	
	1	2	3	4	5
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

**February 2024**

M	TU	W	TH	F
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

**March 2024**

M	TU	W	TH	F
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

**April 2024**

M	TU	W	TH	F	
	1	2	3	4	5
8	9	10	11	12	
15	16	17	18	19	
22	23	24	25	26	
29	30	31			

**May 2024**

M	TU	W	TH	F
	1	2	3	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

**June 2024**

M	TU	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

**July 2024**

M	TU	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

**17 School Days**  
 August 16 - September 8  
**20 School Days**  
 September 11 - October 6  
**20 School Days**  
 October 9 - November 3  
**14 School Days**  
 November 6 - December 1  
**15 School Days**  
 December 4 - December 22  
**14 School Days**  
 January 8 - January 26  
**18 School Days**  
 January 29 - February 23  
**20 School Days**  
 February 26 - March 22  
**14 School Days**  
 April 2 - April 19  
**20 School Days**  
 April 22 - May 17  
**8 School Days**  
 May 20 - May 30  
**Total School Days - 180**

**Principals/Psychs/Admin**  
 Starting Date - July 27  
 Ending Date - June 6

**School Secretaries/Clerks**  
 Starting Date - August 2  
 Ending Date - June 6

**Speech Therapist**  
 Starting Date - August 14  
 Ending Date - May 30

**Teachers**  
 Starting Date - August 14  
 Ending Date - May 30

**Staff Aides**

These calendars and time line outlines are to be used by IEP teams to develop their yearly IEP schedules. Each graphic is linked with full page PDFs that can be downloaded and printed. For hand copy books the PDFs are in the Appendix.

Special Education Timelines					
5 Days	10 Days	15 Days	30 Days	60 Days	Reasonable Amount of Time
Provide New IEA with Special Education Records Within 5 business days after request from new IEA for records. EC 56043(e)	Conduct a Manifest Determination Review: Within 10 school days after the decision is made for discipline or change of placement. 34 C.F.R. 300.530(e)	Need Parent Consent to a Proposed Re-Assessment: At least 15 calendar days after receipt of the proposed assessment EC 56043(b) & EC 56043(d)	IEP Team Meeting to Review Initial IEP: Within 30 days to develop the IEP after determination that student needs additional educational. EC 56043(f)(2) & EC 56043(f)	Convene IEP Team Meeting to Review IEP: Within 60 calendar days after receipt of signed assessment plan and IEP meeting to review assessment results EC 56043(a) & EC 56043(f)	The following guidelines follow what is considered a "Reasonable Amount of Time" and is what is considered best practice
Provide Access to Copies of Student Records Within 5 business days of oral or written request from parent(s). EC 56043(e) & EC 56044	Send Parents IEP Notice: Early enough to ensure an opportunity to attend the IEP meeting. 10 days is generally considered reasonable and best practice. EC 56043(d) & EC 56043(b)	Provide an Assessment Plan for Both an Initial and Re-Assessment: Within 15 days of referral. (Except for school breaks of 5 school days. If referral occurs 10 days or fewer before the end of the school year, then due within 10 days of the following school year) EC 56043(a) & EC 56043(b)	Interim Placement or "30-Day Review": Within 30 days of a student transfer from a different SELPA, team must meet to decide whether to adjust prior IEP or develop new IEP. (Except for school breaks of 5 school days or fewer before the end of the school year) EC 56043(f)(2) & EC 56043(f)	IEP Team Meeting to Review Re-Assessment: (Including Triennial Assessments): As soon as possible after receipt of signed assessment results and IEP meeting to review assessment results must be held. (Except for school breaks of 5 school days or fewer before the end of the school year) EC 56043(f)(2) & EC 56043(f)	IEP Meeting to Review Student's Lack of Anticipated Progress: No statutory timeline. EC 56043(h)
			Convene Parent Request IEP Team Meeting: Within 30 calendar days of written request from parent. (Except for school breaks of 5 school days or fewer before the end of the school year) EC 56043(f)(2) & EC 56043(f)	IEP Team Meeting to Review Re-Assessment: (Including Triennial Assessments): As soon as possible after receipt of signed assessment results and IEP meeting to review assessment results must be held. (Except for school breaks of 5 school days or fewer before the end of the school year) EC 56043(f)(2) & EC 56043(f)	Implement an IEP: As soon as possible after receipt of parent consent to the IEP. EC 56043(a) & EC 56043(d)
			Respond to IEE Request: 30 days is generally considered reasonable and best practice. 34 C.F.R. 300.502(b)	Inter-District Transfer Within SELPA: Implement IEP without delay. EC 56043(a)(2)	

Due Process Related Timelines					
2 Years	5 Days	10 Days	15 Days	45 Days	90 Days
Statute of Limitations: A Due Process Request must be filed within 2 years from the date the party knew or had reason to know the facts underlying the basis for the request. EC 56505(f)	Right to be Informed of Documents and Witnesses: At least 5 business days prior to the hearing, each side has a right to a copy of all documents and witnesses the parties intend to present at hearing. Evidence not disclosed at least 5 business days before the hearing may be barred. EC 56505(e)(7)	Response to Complaint: Within 10 days of receiving the complaint, must send a response and PWN that specifically addresses the issues raised in the complaint, unless PWN has been sent as to those issues. EC 56505(d)(2)(b) & EC 56505(d) & EC 56043(b)	Resolution Session: Shall convene resolution session within 15 days of receiving notice of hearing request, unless both parties agree to use mediation process. EC 56505(d) & (b)	Hearing Timeline: 45 days after the expiration of the 30 day resolution period, a hearing decision shall be made to all parties. EC 56505(f)(3), EC 56501(d) & (c)	Appeal Timeline: Filher party who disagrees with the Administrative Law Judge's decision may appeal the decision within 90 days of receiving it. EC 56505(k)
	Notice of Representation: At least 10 days prior to hearing, parties must provide notice of intent to be represented by counsel at hearing. EC 56505(e)	Notice of Issues: Right to be informed by the other parties to the hearing of the issues to be decided and proposed resolution at least 10 days prior to the hearing. EC 56505(e)(6)	Notice of Inefficiency of Due Process Complaint: Must be provided to hearing within 15 days of receiving the complaint requesting the hearing. EC 56505(i)(1)	Expedited Hearing Decision: Due within 10 school days after the expedited hearing is completed. 34 C.F.R. 300.532(c)(2)	Expedited Due Process Hearing Timeline: Expedited Due Process Hearing must occur within 20 school days of the date the complaint requesting the hearing was filed. 34 C.F.R. 300.532(e)(2)



# BCSD Timeline Chart

The following calendar can be used to calculate 15, 30, and 60 day timeline due dates.

Timelines are based on calendar days and only stops for holidays greater than 5 days

**Assessment plans signed within the last 30 days of the school year must have an IEP held on or before 9/15/2022.**

**If an IEP is due on or before a date that falls on a school holiday it must be held BEFORE the holiday.**

## BCSD Timeline Chart 2023-2024

The following calendar can be used to calculate 15, 30, and 60 day timeline due dates. **This timeline excludes weekends and holidays.** Timelines are based on calendar days and only stops for holidays greater than 5 school days.

Current Date	Current Date + 15 days	Current Date + 30 Days	Current Date + 60 Days	Current Date	Current Date + 15 days	Current Date + 30 Days	Current Date + 60 Days
8/16/2023	8/31/2023	9/15/2023	10/13/2023	9/27/2023	10/12/2023	10/27/2023	11/17/2023
8/17/2023	9/1/2023	9/15/2023	10/16/2023	9/28/2023	10/13/2023	10/27/2023	11/27/2023
8/18/2023	9/1/2023	9/15/2023	10/17/2023	9/29/2023	10/13/2023	10/27/2023	11/28/2023
8/21/2023	9/5/2023	9/20/2023	10/20/2023	10/2/2023	10/17/2023	11/1/2023	12/1/2023
8/22/2023	9/6/2023	9/21/2023	10/20/2023	10/3/2023	10/18/2023	11/2/2023	12/1/2023
8/23/2023	9/7/2023	9/22/2023	10/20/2023	10/4/2023	10/19/2023	11/3/2023	12/1/2023
8/24/2023	9/8/2023	9/22/2023	10/23/2023	10/5/2023	10/20/2023	11/3/2023	12/4/2023
8/25/2023	9/8/2023	9/22/2023	10/24/2023	10/6/2023	10/20/2023	11/3/2023	12/5/2023
8/28/2023	9/12/2023	9/27/2023	10/27/2023	10/9/2023	10/24/2023	11/8/2023	12/8/2023
8/29/2023	9/13/2023	9/28/2023	10/27/2023	10/10/2023	10/25/2023	11/9/2023	12/8/2023
8/30/2023	9/14/2023	9/29/2023	10/27/2023	10/11/2023	10/26/2023	11/9/2023	12/8/2023
8/31/2023	9/15/2023	9/29/2023	10/30/2023	10/12/2023	10/27/2023	11/9/2023	12/11/2023
9/1/2023	9/15/2023	9/29/2023	10/31/2023	10/13/2023	10/27/2023	11/9/2023	12/12/2023
9/5/2023	9/20/2023	10/5/2023	11/3/2023	10/16/2023	10/31/2023	11/15/2023	12/15/2023
9/6/2023	9/21/2023	10/6/2023	11/3/2023	10/17/2023	11/1/2023	11/16/2023	12/15/2023
9/7/2023	9/22/2023	10/6/2023	11/6/2023	10/18/2023	11/2/2023	11/17/2023	12/15/2023

*Graphic has the PDF linked for easy access. Hard copies of this handbook will have the PDFs in the books appendix.*

# BCSD Timeline Compliance Expectations

In accordance with Federal and California State Law, once a parent makes a written request for a Special Education assessment the District has 15 calendar days to respond to that request.

[Parent Request for Assessment Policy](#)

In accordance with Federal and California State Law, once the District receives an signed assessment plan from a parent, an IEP meeting must be held within 60 calendar days.

## **Past Practice:**

### ***Open a Meeting to Stay Compliant:***

It used to be acceptable to “Open a Meeting” to stay in compliance, then actually hold the meeting at a later date. This is no longer permitted. BCSD policy is that all IEP meetings be held on or before the date they are due. This means the meeting must be held, marked “Held” in SIRAS, and be “Finalized” in the IEP manager.

### ***Open and Reconvene:***

If a team gets to the end of a meeting and the parent is not prepared to sign we do not leave the meeting open in SIRAS. We have the parent sign that they participated and close the meeting under, “Partial Consent.” The IEP team must use an addendum IEP meeting when they meet again.

### ***Parent Participation:***

It is understandable that it can be difficult to get some parents to be present at an IEP meeting. If you have trouble finding a parent please contact the Special Education office for support. All IEP meetings must be held on time, so support can be provided to support IEP teams struggling with parent participation.

# IEP Meeting Agenda

1. Welcome and Introductions
  - a. *Introduce Team Members and the Role*
  - b. *Review Group Norms*
  - c. *Review Procedural Safeguards*
2. Review Assessments if Initial, Other Review or Triennial to determine eligibility
  1. Student Information Page
    - b. *Make sure all Demographic Information is accurate*
  2. Review Previous Annual Goals and Objectives ( if applicable )
  3. Discuss Present Levels of Performance
  4. Review New Annual Goals and Objectives
  5. Review and Discuss Support, Services, and Program Placement
  6. Review IEP Document Pages
  7. All team members sign meeting participation and parent signs in Consent of the IEP Document.

**It is important to value everyone's time and respect everyone's opinion. The goal of every IEP meeting is to make decisions that are in the best interest of the student.**

# Desired Outcomes for the IEP Meeting

1. Understanding and Agreement of the students present levels of performance
2. Understanding and Agreement for the student's eligibility for Special Education Support and Services
3. Understanding and Agreement of the Student's Annual Goals and Objectives
4. Understanding and Agreement for Support, Services and Program Placement
5. Agreement and Resolution of all team member concerns and questions

**There is nothing wrong with disagreement in an IEP meeting, so long as the goal of all IEP members is to foster understanding of one another.**

# Group Norms for the IEP Meeting

1. Communicate Clearly and Listen Carefully
2. Respect the Views of Others
3. Share Your Views Willingly
4. Ask and Welcome Questions for Clarification
5. Be Open to the Ideas and Views Presented
6. Honor Time Limits and Stay on Task
7. Above All Show Respect for One Another

**Remember that above all, every member of the IEP team wants the same thing, what is in the best interest of the Student.**



# Individual Educational Plan Look For, Listen For, Ask For

## Individual Education Program (IEP) Look For, Listen For, Ask For

### Before the Meeting

#### Case Manager:

- Schedules the meeting
- Sends Parent notice of the IEP and procedural safeguards
- Notify all team members of the IEP date, time, location
- Writes a rough draft of the IEP utilizing the Writing IEPs for Educational Benefit
- Assigns a note taker
- Assigns a translator (if needed)

### Look For/Ask For

#### IEP Administrator:

- IEP has been scheduled
- Parent has confirmed date and time and has received notice of IEP and copy of procedural safeguards
- IEP confirmation notice sent out to all participants
- Review IEP 5 days in advance
- Provide a space for IEP meeting
- Provide a translator (if needed)

*Graphic has the PDF linked for easy access. Hard copies of this handbook will have the PDF in the books appendix.*



# IEP Team Member Roles and Responsibilities

IEP Team Member:	Responsibilities:
<p style="text-align: center;"><b>Case Manager</b></p> <p style="text-align: center;">Special Education Teacher or Speech Therapist (When a student only receives speech services.)</p>	<p><b>Before the Meeting:</b></p> <ul style="list-style-type: none"> <li>- Send home assessment plan and health history to be completed</li> <li>- Deliver signed assessment plan to psychologist</li> <li>- Deliver health history to the school nurse</li> <li>- Complete academic testing and collect data on current IEP goals</li> <li>- Confirm meeting date and time with the parent</li> <li>- Develop a draft of the IEP document</li> <li>- Prepare the meeting space the IEP will be held in</li> </ul> <p><b>During the Meeting:</b></p> <ul style="list-style-type: none"> <li>- Facilitates the meeting</li> <li>- Provide a copy of the BCSD procedural safeguards to the parent</li> <li>- Bring a hard copy of the draft IEP for each team member to reference during the meeting</li> <li>- Have extra, blank, notes pages ready to ensure all notes are taken and assign a note taker</li> <li>- Bring results of all academic testing and evidence of student progress on current IEP goals and objectives</li> <li>- Provide parents with a draft copy of the IEP to take with them at the end of the meeting</li> </ul> <p><b>After the Meeting:</b></p> <ul style="list-style-type: none"> <li>- Type all handwritten notes into SIRAS</li> <li>- Finalize the IEP meeting in SIRAS</li> <li>- Validate MIS summary page and fix any errors</li> <li>- Archive for Reporting to Finalize</li> <li>- Place copy of IEP in the student's working folder.</li> <li>- Send original IEP with signature page to the special education clerk</li> </ul> <p><b>Throughout the year:</b></p> <ul style="list-style-type: none"> <li>- BENCHMARK REPORTS sent home quarterly at each grading period.</li> </ul>

<p><b>General Education Teacher</b></p>	<p>The general education teacher must provide information on how a student is performing, academically and behaviorally, in his/her class. If the student does not participate in a general education classroom for academics, then the general education teacher will report to the team on the academic content of the classroom and the expectations for student performance.</p>
<p><b>Site Facilitator/ Administrator</b></p>	<p>Each school site designates a site facilitator who serves as the administrator of record for an IEP meeting. If a meeting is expected to be contentious, the case manager should consult with their Special Education Program Specialist in advance to determine if a Special Education administrator should be present for the meeting.</p>
<p><b>Psychologist</b></p>	<p>Before the meeting: The school psychologist is responsible for assessing the student and determining if the student qualifies for special education supports and services under one of the 14 disabling conditions.</p>
<p><b>Speech Language Pathologist</b></p>	<p>The speech and language pathologist is responsible for assessment and determination of eligibility for speech services as well as recommending the type of services a student should receive.</p>
<p><b>Nurse</b></p>	<p>The school nurse must be provided the health history of the student prior to the IEP meeting. The nurse will consult with the parents to identify any health and nursing supports a student may need to access their education. A nurse must be present at all initial IEPs and any IEP for a student with an Emergency Healthcare Plan.</p>
<p><b>Designated Instructional Services (DIS) Provider)</b></p>	<p>DIS providers could include a physical therapist, occupational therapist, adaptive physical education coach, orthopedically impaired specialist or low incidence service provider. The school psychologist or special education program specialist can assist with identifying if a student receives or requires a referral for these types of services.</p> <p>When any of these service providers are a member of an IEP team, they are responsible for an assessment of need as well as recommending what services should be included in the IEP. These service providers will write goals and objectives for the student in SIRAS and monitor the students' progress. They will also consult with the teacher on how the classroom instruction can support the students' needs.</p>

# Procedural Safeguards Brief Explanation

1. All information discussed and contained in your child's Special Education file is confidential
2. IEP Meetings will be held at least annually, but can be held more often if requested by parents or other members of the IEP team
3. An IEP will be held every three years to determine continued eligibility
4. No assessment will be conducted without the parent's written consent
5. Parent's are entitled to copies of all assessment reports shared during an IEP meeting
6. If Parent/Guardian does not agree with something involving their child's education, the IEP team can utilize dispute resolution or parent can contact the Office of Administrative Hearings
7. A child can not be placed in or removed from a program placement without the parent's written consent
8. A child will receive progress reports on annual goals quarterly

**The Procedural Safeguards outline the rights of a parent/guardian with a child eligible for special education support and services under one of the disabling conditions defined in the Individuals with Disabilities Education Act.**

# Salvuardas Del Procedimiento

1. Toda la información discutida y en el archivo de su hijo es confidencial.
2. Las juntas del IEP se llevarán a cabo por lo menos anualmente o más frecuente si es solicitado por los padres.
3. Se llevará a cabo un IEP cada tres años para determinar si continúa siendo elegible.
4. No se conducirá una evaluación sin su consentimiento por escrito.
5. El padre tiene derecho a copias de todos los reportes de evaluación compartidos en la junta del IEP.
6. Si no está de acuerdo con algo involucrando la educación de su hijo: colocación, servicios, evaluaciones, etc...hay un proceso que seguir (números telefónicos incluidos).
7. Su hijo no puede ser colocado o removido de un programa sin su consentimiento por escrito.
8. Su hijo recibirá reportes del progreso acerca de sus metas y pruebas de nivel en la misma programación que los estudiantes en las clases de educación general.

**Las Salvuardas del Procedimiento describen los derechos de un padre/tutor con un niño elegible para recibir apoyo y servicios de educación especial bajo una de las 13 condiciones de discapacidad definidas en la Ley de Educación para Personas con Discapacidades.**

# Updating SIRAS Account Information

## Case Manager

When a case manager begins employment with BCSD they will be provided login information for SIRAS.

Usernames have been standardized to make account retrieval and transfers easy. All usernames will be the case managers full name in all lower case letters and a period between the first and last name.

Example: john.smith

*School Psychologists, Speech Therapists, DIS Service Providers, and Site Administrators who need support can call  
Michael Cunningham  
@ 87122*



## SIRAS Support

Any issues with logging into SIRAS, or retrieving a password, must go through your program's Program Specialist, the School Psychologist, or the SIRAS Administrator in the Special Education Office.

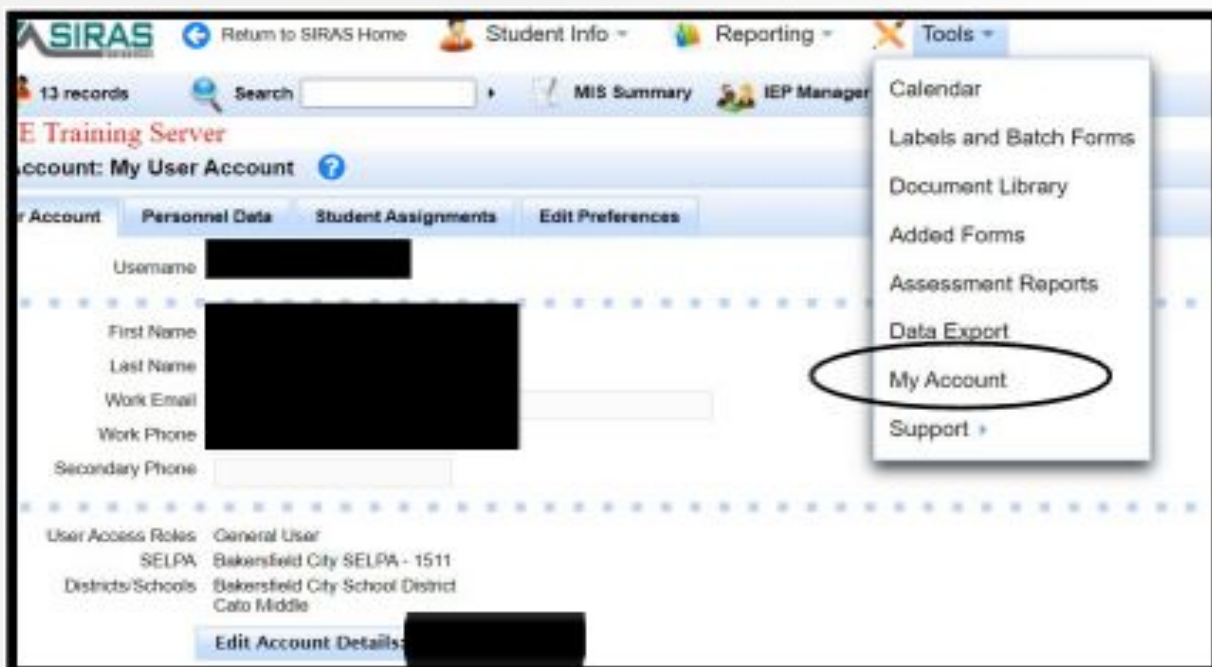
# How to Update Account Information in SIRAS

When a new user first logs in they will need to update their phone number and email address. The accurate BCSD email address is vitally important. If for some reason a user loses their password the only way to reset the password is via email to the users email address.

From the SIRAS home page click on Tools a Drop Down Menu will appear and select “*My Account*”.

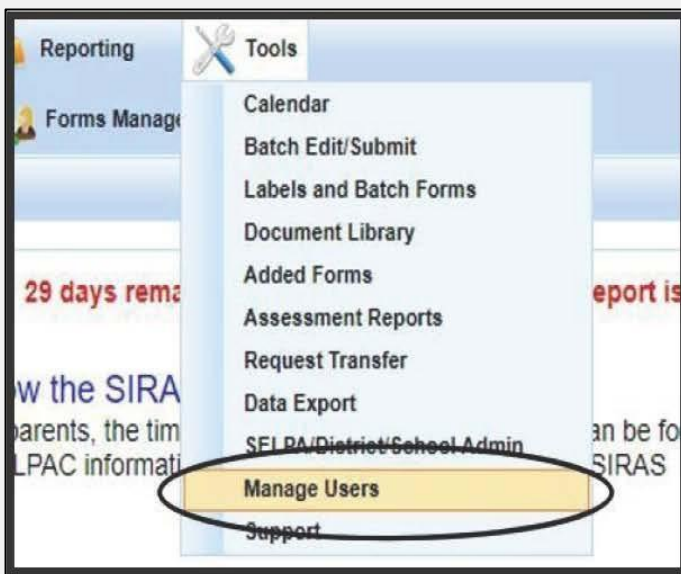
You can update your name and phone number information. This will ensure accurate information is auto-populated on the SIRAS IEP pages.

**You can also reset your password from this screen**



# Managing SIRAS Account Information: (Administrator Access)

It is important that all information on the IEP document is accurate. School staff with administrative access are able to verify and update SIRAS user account information as needed.



Select the “Tools” drop down and click on “Manage Users.” Once you select a user you can edit their information and update it to ensure accuracy on all IEP documents.

From the “User Account” page, enter all of the information requested and click “Update User Account.”

All new users are encouraged to use the “Reset Password” button the first time they log in.

Any user who needs help with this can ask their school psychologist or their program’s Program Specialist for assistance.

A screenshot of the SIRAS web application interface showing the 'My User Account' page. The page displays user information for 'michael.cunningham' and includes fields for First Name, Last Name, Email, Phone, and Secondary Phone. The 'User Access' dropdown menu is set to 'District CASEMIS Clerk'. The 'Update User Account' button is highlighted with a black oval. Other buttons include 'Reset Password', 'Return to SIRAS Home', 'Search', 'MIS Summary', 'Choose User', and 'New User'.



# Creating a New IEP Meeting

Anytime a new IEP meeting must be developed in SIRAS, the IEP Case Manager will login to SIRAS, select the student in question from their caseload, and enter the IEP Manager Page. The following directions are intended to guide the user through this process.

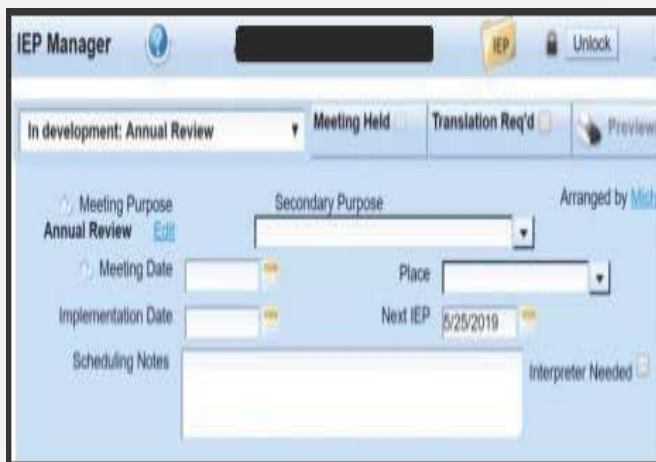
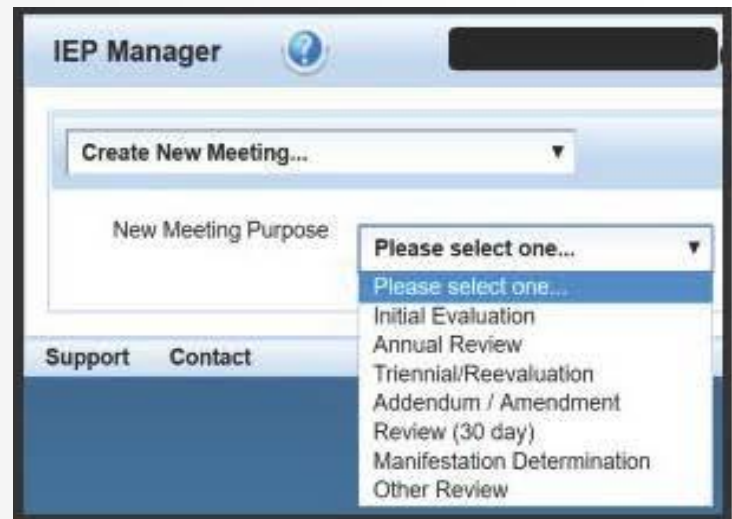


From the IEP Manager Page click the “Create New Meeting” button to start creating a new IEP.

*(\*It is vital to make sure there are no other IEP meetings open before doing this. No student should have multiple IEP meetings open at the same time.)*

From the drop down menu the user will need to select the type of IEP meeting so the proper IEP pages are populated.

*(\*Please review the following page, “IEP Meeting Purpose” to understand the purpose for each IEP meeting type.)*



Select the “Tools” drop down and click on “Manage Users.” Once you select a user you can edit their information and update it to ensure accuracy on all IEP documents.

# Notice of IEP Meeting

When a new meeting is created in SIRAS and the meeting date, time and place are entered, the information will auto-populate on the Notice of Individualized Education Plan Team Meeting page.

This page is located in the IEP manager screen under the pre-meeting tab. It must be filled out completely and delivered to the student's parent or guardian a minimum of **10 days** prior to the IEP meeting date with the understanding that the bottom portion needs to be completed and returned to the case manager as soon as possible.

Once returned, a copy is made for parents and sent to them. The original Notice of Team Meeting is placed in the student's working folder to become part of the IEP.



Anyone who will be attending the IEP meeting must also receive an invitation at least **10 days** prior to the meeting. This invitation will then serve as a reminder for the IEP team members.

It is the IEP case manager's responsibility to set up all IEP meetings and to invite all members of the IEP team to the meeting

# IEP Meeting Purpose

*The following list provides the reasons for each type of IEP meeting.*

**Initial:** An initial IEP meeting is held once initial assessments to determine special education eligibility have been completed. During an initial IEP meeting the assessment team discusses the assessments completed and the team determines if a student is eligible for special education support and services.

**Annual:** An annual IEP meeting must be held each year to review a student's progress towards their goals and objectives, to develop new goals and objectives, discuss and possibly adjust service minutes, and to update the student's present levels of performance. Annual IEP meetings must be held on time each year to maintain the districts offer of a Free and Appropriate Public Education as required by Federal Ed Code.

**Triennial:** A triennial review must be held at least every three years in order to determine continued eligibility for special education support and services. A triennial review is also the only IEP meeting type in which a student may be exited from Special Education.

**Addendum/Amendment:** An IEP meeting that is used to make minor changes to an IEP document. In SIRAS, only pages that have changes made will be produced for printing and become part of the most recent annual IEP held. An addendum IEP meeting can also be used to document IEP team discussions such as parent concerns or to review a Behavior Incident Report.

**30-Day Review:** When a student enrolls in BCSD the IEP team has 30 days to hold a 30-Day Review. This meeting is vital for documenting a student's move for CALPADS reporting and to ensure the IEP team, including the parent, fully understands the support and services a student was receiving in their previous school district.

**Manifest Determination:** Once a student has been removed from school and denied their IEP services for 10 days a Manifest Determination IEP meeting must be held. If a student is suspended for 5 days total in a single school year a Manifest Determination meeting must be held to determine if the behaviors inquisition are or are not a result of the student's disability. If they are then a Behavior Intervention Plan must be developed.

**Other Review:** Anytime new assessments are requested, outside of the triennial review, by parent or other team member, an Other Review IEP meeting must be held to review the results of the assessments completed. An Other Review IEP can not be used to exit a student from Special Education.

# Team Member Excusal Form

This page is never to be used to excuse an administrator, general education teacher, or special education teacher. It may be added to an IEP when other service providers (ie. nurse, ERMHS, therapists) who normally would be required to attend but are unable to be present at the meeting. In this case, parent's consent and the excusal form would be completed by the team member who will be absent prior to the IEP meeting.

<b>Bakersfield City School District</b>		
<b>EXCUSAL OF IEP TEAM MEMBER</b>		
Bakersfield City School District		
<hr/>		
<input type="checkbox"/> Completed prior to IEP.	<input type="checkbox"/> Completed at IEP.	
Student Name _____	D.O.B. _____	Date _____
		Student ID _____
The <u>Bakersfield City School District</u> School District is proposing the excusal of a required team member from all or part of the following IEP meeting:		
IEP meeting date:	<u>9/29/2021</u>	
Meeting purpose:	<u>Annual Review</u>	
IEP team member being excused:	_____	
	Name and/or Title	

The student demographic information will automatically populate. When filling out the form, the team member being excused must enter his/her name and title.

In the comments section the excused team member should document any discussion had with parent in regards to progress on goals and objectives or discussions had regarding the team member's assessments and reports.

# Accessing Spanish Forms/ Translating IEP Forms into Spanish

Spanish forms will only become available after you have developed the form in English, saved it, and clicked the checkbox for “Translation Req’d” on the menu bar across the top of the IEP Manager screen.

**Make sure you have filled out the English form and saved it before opening the Spanish form**

The information on the Spanish forms transfer directly from the English forms. If you open the Spanish forms and save in SIRAS, then make further changes to the English forms those changes will not be reflected on the Spanish forms.

For this reason, it is suggested that you **DO NOT** check the checkbox for ‘Translation Req’d’ until all of the English forms have been completed.









If you need to make changes to the English version of any form after submitting the Spanish form to SIRAS, you will need to delete the saved Spanish form (by clicking on the grey ‘X’ to the right of the Spanish submitted form) SIRAS will bring over all the revised information that has been entered on the English form.





An exception to this suggestion would be Pre-IEP forms. The Spanish versions will be needed before the IEP meeting has been held. For Pre-IEP meeting forms, fill out all the forms that will be needed in English first and save them. Then check the ‘Translation Req’d’ checkbox. You will then see a new column for Spanish Pre-IEP forms.

The Spanish versions of the English forms that have been saved will be available under this tab. The only information that will need to be translated on these forms, such as the IEP Meeting Notice, would be information which was typed onto the form rather than selected from the menus. Once the Spanish Pre-IEP forms have been printed, it is strongly advised that you uncheck the ‘Translation Req’d’ box so that other users will not be tempted to open the Spanish forms before the English forms have been completed.

# Accessing Spanish Forms/ Translating IEP Forms into Spanish Continued...

To print a Finalized IEP in Spanish in the finalized meeting window, select “Basic (Spanish)” and click “View/Print All Forms” button.

 <u>Consent and Placement</u>	<u>Spanish</u>	
 <u>Excusal of an IEP Team Member</u>	<u>Spanish</u>	
 <u>Notice of IEP Meeting_(Parent)</u>	<u>Spanish</u>	
 <u>AngelAcevedoUpdatedGoal.pdf (Updated Goals)</u>		

 View/Print Forms    Basic Forms     Spanish             Send Forms Link

**Note 1:** There is a special role in the program which is called Translator. Any user assigned the role of Translator can see all and only the students who have “Translation Req’d” checked. When the translation is finished, the Translator will check “Translation Complete,” and the record will no longer be listed. If a Translator needs to be assigned to another role in addition to that of a Translator, the students with IEPs needing to be translated will have to be assigned to that provider. The Translator role cannot be combined with any other role.

**Note 2:** When the translation is completed, indicated by the translator checking the ‘Translation Complete’ checkbox, the providers associated with the meeting and the person who created the meeting will get an internal email message (located on the SIRAS Home Page) that the translations to the IEP have been completed.

# Exiting a Student from Special Education

When the IEP team is considering exiting a student from special education because s/he is no longer eligible, it is not necessary to do all of the pages of the IEP. The Student Information and Services (SIS) page, the Present Levels page, and the Consent for Placement page are always required. If the student was found to no longer exhibit a Specific Learning Disability (SLD) but was previously eligible as SLD, then it is expected that the SLD Summary Form be completed. It is also advised that you include a meeting summary using the Additional Page of the IEP. No other pages should ever be included in an IEP when a student is exited. Exiting a student requires a Triennial/Reevaluation to determine whether or not the student continues to be eligible.

**The purpose of this meeting would be to determine the following:**

- 1) whether the student continues to have a disability;
- 2) the present levels of academic achievement and related developmental needs;
- 3) whether the student continues to need special education and related services; and
- 4) whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual IEP goals and participate, as appropriate, in the general curriculum.

Since eligibility can only be determined at an Initial IEP or a Triennial/Reevaluation, any meeting where a student is being considered for exiting must be a Triennial/Reevaluation (even if it is conducted before the three-year due date). To exit a student from special education during the Triennial/Reevaluation, simply click on the Exit Student Button at the bottom of the dates box on the Student Information and Services (SIS) pages.

# Exiting a Student from Special Education Continued...

<b>Dates</b>   <b>Exit Student</b>	Parent Consent	12/18/2017	
Initial Referral	12/18/2017	Previous IEP	10/5/2020
Initial entry (0-22)	2/28/2018	Next Annual	9/29/2022
Initial IEP	2/28/2018	Next Triennial	10/5/2023
Annual IEP	9/29/2021	Exit Date	
Exit Reason			

This button will automatically enter the date of the meeting as the Exit Date and “Return to gen ed or no longer eligible” as the Exit Reason. It will also remove the Next Review and Next Triennial dates, the disability and services on the IEP, and change the percentage of the school day in general education to 100%. The SIS page will have the information the way it needs to be for the IEP; however, CASEMIS requires the district to maintain a record of the student’s status at the time s/he exited. Therefore, the data regarding the student’s disability, percent in general education, and services will remain on the MIS Summary page for CALPADS reporting. Once a student is exited, the student's record will be changed to Inactive in SIRAS. When a student is exited all pages that are no longer “Required” for the IEP will collapse (disappear) so they are no longer a part of the IEP.

When exiting a student from Special Education, do not fill in the "Dismissed From" box on the SIS page. That box is used only when a student is continuing in Special Education and is being dismissed from one or more services. A student may be dismissed from a service during an annual review or other meetings if the IEP team determines that the service is no longer needed, but a student may not be exited.

**The school psychologist will fill out the exit information.**



# Steps for Finalizing an IEP in SIRAS

Once a meeting has been held, the case manager must make any necessary corrections found during the IEP meeting. Also, if the IEP was held without the use of a laptop and/or the notes were handwritten, they must be typed into the notes page. Once all IEP documentation is complete in SIRAS, the following steps must be followed to finalize the IEP meeting:

**Step 1:** On IEP Manager page in SIRAS, click box next to “Meeting Held”

**Step 2:** On IEP Manager page confirm- “Meeting Held” by choosing parent response from drop down menu

**Step 3:** On IEP Manager page, click “confirm” and choose participation from drop down menu

**Step 4:** On IEP Manager page, select “Finalize”

**Step 5:** On IEP Manager page, confirm- “Finalize meeting”

**Step 6:** On IEP Manager page, click “yes all forms are complete”

**Step 7:** On IEP Manager page, click box indicating IEP was sent to district office

**Step 8:** Click on MIS Summary button

**Step 9:** On MIS summary page, click button to “Validate” the IEP

**Step 10:** If errors are found, scroll through and correct as indicated

It is vital that this process is followed for ALL IEP meetings in SIRAS. If meetings are not appropriately finalized, student IEP information, testing information, and all CALPADS data will not appropriately update in SIRAS or AERIES.

02  
The IEP  
Pages



# Student Information Page

This is the first page of the IEP document and it is vital that all of the information on this page is accurate. It is not acceptable to assume or guess on any of this information, we must always double check this information against Aries, the students CUME folder, and emergency contact card.

**Bakersfield City School District - Individualized Education Program (IEP)**  
**STUDENT INFORMATION PAGE**

Phone \_\_\_\_\_ Fax \_\_\_\_\_  
Enter dates on the arrange meeting section in the IEP Manager.

Student \_\_\_\_\_ D.O.B. \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_ Sex \_\_\_\_\_ Meeting Date \_\_\_\_\_  
 Parent/Guardian \_\_\_\_\_ Case Manager \_\_\_\_\_ Meeting Purpose \_\_\_\_\_  
 Foster Parent  Surrogate  Group Home Case Manager Phone \_\_\_\_\_ Secondary Purpose \_\_\_\_\_  
 Address \_\_\_\_\_ School Attending \_\_\_\_\_ District of Residence (DOR) \_\_\_\_\_  
 Phone Hm \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_ Home School \_\_\_\_\_ District of Service (DOS) \_\_\_\_\_  
 E-mail \_\_\_\_\_ Residency \_\_\_\_\_ Student ID # \_\_\_\_\_  
 Secondary Contact \_\_\_\_\_ Address \_\_\_\_\_ Native Language \_\_\_\_\_ SSID # \_\_\_\_\_  
 Phone Hm \_\_\_\_\_ Cell \_\_\_\_\_ Work \_\_\_\_\_  
 EO  IFEP  EL (see ELD page)  
 RFEP Date \_\_\_\_\_  N/A Pre-K  Eligible for Migrant Program

<b>Dates</b> Initial Referral _____ Initial entry (0-22) _____ Initial IEP _____ Annual IEP _____ Exit Reason _____	<b>Parent Consent</b> Previous IEP _____ Next Annual _____ Next Triennial _____ Exit Date _____	<b>Agency Services (outside of IEP)</b> <input type="checkbox"/> California Children's Services <input type="checkbox"/> Social Services <input type="checkbox"/> Rehabilitation (DR) <input type="checkbox"/> Other Agency _____	<b>Ethnicity/Race</b> <input type="checkbox"/> None <input type="checkbox"/> Regional Center (RC) <input type="checkbox"/> Mental Health (DMH) <input type="checkbox"/> Probation Dept. Hispanic/Latino _____ Race _____
--	---	---	--

<b>Eligibility (Check Primary)</b> <input checked="" type="checkbox"/> Intellectual Disabilities <input type="checkbox"/> Speech/Language Impairment <input type="checkbox"/> Specific Learning Disability* <input type="checkbox"/> Autism Secondary (If any) _____ Other (If any) _____ <small>* SLD Eligibility Summary Page attached for Initial and Triennial IEPs          LI = Low Incidence - must be listed as either primary or secondary to - Use Least Restrictive Environment page for specialized equipment</small> <input type="checkbox"/> Not Eligible - Initials Only (explanation/comments): _____	<b>Health / Behavior</b> <input checked="" type="checkbox"/> N/A <input type="checkbox"/> Specialized Physical Health Care Service(s) <input type="checkbox"/> Emergency Plan <input type="checkbox"/> Health Care Plan <input type="checkbox"/> Behavior Intervention Plan Date _____ <input type="checkbox"/> Functional Behavior Analysis Date _____ <b>Special Transportation</b> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Eligible, But Declined Service <input type="checkbox"/> Walk <input type="checkbox"/> Parent <input type="checkbox"/> Bus-Provider <input type="checkbox"/> Curb-to-curb <input type="checkbox"/> Wheelchair <input type="checkbox"/> Extended School Year Start Date: _____ End Date: _____
---	---

<b>In General Education</b> _____ Percent of time that the student is in general education classroom/setting (ages 3-22) <b>Physical Education</b> <input type="checkbox"/> General <input type="checkbox"/> Adapted <input type="checkbox"/> Physical Education Testing <input type="checkbox"/> Modified General <input type="checkbox"/> Exempt <input type="checkbox"/> Medical Excuse <input type="checkbox"/> Specially Designed <input type="checkbox"/> N/A <input type="checkbox"/> Accommodations for Testing	<b>Dismissed From (NOT used for exit)</b> Service: _____ Service: _____ Date: _____
---	--

The top portion of this page will auto-populate based on information from the MIS Summary Page.

Any of the information in this section can be changed from the MIS Summary Page but only by the psychologist, speech therapist, nurse, site administrator or special education administrators.

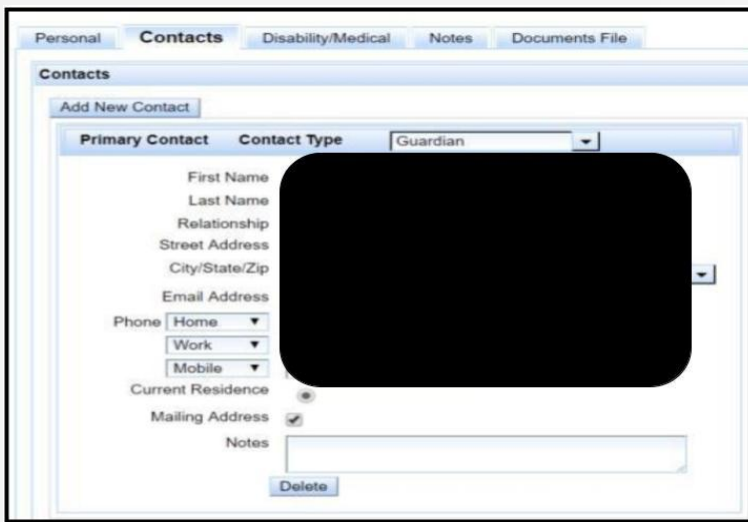
General student information must be changed in the student profile window.

# Student Information Page Continued...



All of the dates in the Dates Box and the Ethnicity/Race information will auto populate from the MIS Summary Page.

Ask the parent/guardian if the student receives any outside **Agency Services**. The bottom portion of this page should be filled out with input from the entire IEP team based on the unique needs of each student.



Click Student Info and scroll over to the personal tab. From this window, all of the student's demographic information can be changed to accurately reflect on the IEP.

**Eligibility:** To be eligible for special education services, a student must be assessed by a school psychologist or other service provider. This assessment must confirm one of the 14 disabling conditions identified in the eligibility box. It must also be determined that the disabling condition has a negative impact on the student's ability to learn. Eligibility can only be determined or altered by an assessor.

# Student Information Page Continued...

**Health / Behavior**  N/A

Specialized Physical Health Care Service(s)  
 Emergency Plan  
 Health Care Plan  
 Behavior Intervention Plan      Date \_\_\_\_\_  
 Functional Behavior Analysis      Date \_\_\_\_\_

---

**Special Transportation**

Yes     No     Eligible, But Declined Service  
 Walk     Parent     Bus-Provider \_\_\_\_\_  
 Curb-to-curb     Wheelchair

---

**Extended School Year**

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

---

**Dismissed From (NOT used for exit)**

Service: \_\_\_\_\_  
Service: \_\_\_\_\_  
Date: \_\_\_\_\_

**Health/Behavior:** If a student has specialized physical health care services, such as an Emergency Plan or a Health Care Plan, the school nurse must be part of the IEP team. The nurse will develop a plan for how those specific health needs will be met in the school setting. For students who have OHI or OI as a disability, the nurse must be invited to the IEP as well. During an initial IEP, if the student has a current 504, the student should be exited from the 504 and an Emergency Plan or Health Care Plan should be created.

**Special Transportation:** The IEP team must determine if a student requires special transportation and check the appropriate box. If the student receives special transportation, check “Bus-Provider” and enter BCSD unless otherwise instructed. All special transportation is provided “Curb-to-Curb” and the team must indicate if the student requires a wheelchair bus. (*Note: Students in the Mild-to-Moderate program on their home school site, who do not have an Orthopedic Impairment are considered for general transportation.*)

**Extended School Year:** ESY dates must be entered if a student qualifies. When the dates for the current year are determined. ESY dates change each year and are sent out when determined. (*Note: Students in the Mild-to-Moderate program are not eligible for ESY.*)

**General Education:** The percentage of time in general education will auto-populate from the MIS Summary Page. Percents should be calculated and checked by using the SIRAS calculator and District Daily Minutes (page 55 of this handbook) . The case manager needs to ensure the percentages are consistent throughout the IEP with the exception of Next Year’s Services page.

**Physical Education:** All students receive general physical education unless they have been assessed for modified or adaptive physical education.

**Dismissed From:** Any time a student is exited from a service, (i.e. speech, occupational therapy, etc...) it must be noted in the box provided with an official exit date (see image above).

# Present Levels of Academic Achievement and Functional Performance

This page of the IEP should serve as an outline of student's strengths and current present levels of performance. It should be filled out with input from every member of the IEP team. It is strongly encouraged that this page be filled out during the IEP meeting so that every member of the IEP team, including the parent, has input.

Student Name _____	D.O.B. _____		
Is additional assessment required to address other areas of need? <input type="checkbox"/> Yes <input type="checkbox"/> No			
AREAS: <input type="checkbox"/> Oral Communication	<input type="checkbox"/> Health	<input type="checkbox"/> Social/Emotional	<input type="checkbox"/> Adaptive/Behavior/Self-He
<input type="checkbox"/> Academic	<input type="checkbox"/> Motor	<input type="checkbox"/> Other: _____	

The first question, (*Is additional assessment required to address other areas of need?*) must be marked with “yes” or “no” and the appropriate box checked.

**Parent Concerns:** This box must be filled out to accurately represent any concerns the parent may have about the student’s education and how the concerns will be addressed. If there is not enough room in the box, continue those notes by adding a page at the top of the screen near save and continue.

**Parent Concerns Examples:** (Do not copy and paste)

- Parent shared a concern about his/her student struggling with completing homework.
- Parent did not attend the meeting but has expressed concerns about...(i.e. language, ability to communicate or reading ability). This concern will be addressed through...(please list how each concern will be addressed).
- Parent concerns were addressed via phone conversation prior to the meeting. They included... This concern will be addressed through...(please list how each concern will be addressed).

**No Parent Concerns Example:**

- Parents do not have concerns relevant to educational progress at this time. However, parents are pleased with progress in (math, RLA...). In order to ensure this growth, goals have been developed to promote continued academic learning.

# Present Levels Continued...

Student Strengths and Interests: The team should identify the student's favorite things in this box. If additional room is needed, a page can be added. It is important to document positive traits, reflective of the student's strengths and interests.

## Who should have input for each section

Cognitive Functioning	School Psychologist
Vocational/ Prevocational/ Community Access	Case Manager and/or Team
Pre-Academic/Academic Levels	Case Manager, Special Education Teacher, General Education Teacher, School Psychologist
Communication	Speech Therapist, Special Education Teacher, General Education Teacher
Self-Care/ Independent Living	The IEP Team
Motor Abilities and or Recreation/Leisure	Case Manager, Occupational Therapist, Physical Therapist, Adaptive Physical Education Teacher, Assistive Technology Specialist, Orthopedically Impaired Specialist
Social Emotional/ Behavioral Functioning	Case Manager, Psychologist, ERMHS Therapist, Behavioral Management Specialist
General Education Health	Case Manager, School Nurse
Status/Summary Impact of Disability	The IEP Team

# Present Levels Continued...

Each area of need identified on the present levels of performance page must logically connect to: (1) supplementary aids, services, or personnel supports, and/or (2) measurable annual goals and short-term objectives designed to enable the child to be involved in and progress in the general curriculum (or appropriate activities for preschool children) [34 CFR § 300.347(a)(2)]. If a concern is identified, then a goal and objectives must be developed to address the need.

**Pre-academic/Academic Levels:** Describe present levels of performance in terms of general education expectations. **Scores alone are not sufficient.** Include specific strengths and weaknesses from the results of the evaluations including any state, district, and/or site assessments, as well as, classroom performance. Areas of performance affected by the student's disability must be addressed in IEP, if not provide rationale in the appropriate box below.

**Pre-academic/Academic Levels Examples:** (Do not copy and paste)

- Student scored a level K on BAS which indicated that her reading comprehension is at a second grade level. This means she is able to decode two syllable words with long vowels. She can also answer who, what, when, where, why, and how questions to demonstrate understanding of the text. When writing, a student is able to develop a 5 sentence paragraph, answering the main idea and key details.
- Student can read independently at the early 2nd grade level, per BAS results dated\_\_\_\_\_. She can ask and answer questions about a text. She can read common syllable patterns such as CVC and VCe words, but struggles with vowel teams. She can write a 4-sentence opinion paragraph using a thinking map or sentence frame.
- Student is able to divide whole numbers by 2-digit divisors. She can divide using the standard algorithm while using an array to divide. Student is also able to use an area model to divide when necessary.
- Student can recognize/point to/name all upper and lowercase letters and their sounds of the alphabet each opportunity with verbal and full physical prompting.
- Student can sequence picture cards to retell familiar stories with prompting and support (e.g., modeling, visual cues, verbal prompts) each opportunity.
- Student can count to 50 by ones each opportunity with verbal and gestural prompting using a number line.
- Student can relate counting to addition and subtraction (e.g., by counting on 2 to add 2) with verbal and modeled prompts.



# Present Levels Continued...

**General Education:** Describe student's abilities in the general education class.

**General Education Examples:** (Do not copy and paste)

- Student is able to make transitions independently from small groups to whole groups.
- Student knows the classroom rules and procedures and is able to follow them independently.
- Student is able to transition from recess and lunch to the classroom independently.
- Student works with peers to complete grade level tasks.
- Student participates in collaborative conversations and is able to contribute to the conversation.

**Cognitive Functioning:** Write a narrative summarizing student's ability to process thoughts. Cognitive Functioning refers to memory, the ability to learn new information, speech, and reading comprehension. Review most current psychological reports for information to fill in this section.

**Cognitive Functioning Examples:** (Do not copy and paste)

- Student's cognitive disability prevents him/her from participating in a general setting because...
- Student does not have the short and/or long term memory to retain information

**Remember:** The Present Levels of Performance Page is an outline of what a student is able to do. All information should be an accurate and honest reflection of the student's abilities. Information from this page should serve as the baseline for the annual goals and objectives.

# Present Levels Continued...

**Vocational/Prevocational/Community Access:** In a narrative format, include strengths and interests related to pre-vocational/vocational skills. Address traits such as work habits, attendance, initiative, completion of classroom or School-site jobs, etc.

**Vocational/Prevocational/Community Access Examples:** (Do not copy and paste)

- Student has good organizational skills. Student turns in all his/her homework.
- Student appropriately follows classroom rules and procedures.
- The general education teacher reports that 50% of classroom assignments are being completed.

*Check box if an annual goal will be written.*

**Self-Care/Independent Living:** For those students with needs in self-help, specify skills such as dressing, toileting, feeding, etc.

**Self Care/Independent Living Examples:** (Do not copy and paste)

- Student is able to take care of all personal needs at home and on school campus.
- Student is able to feed himself but uses gestures to ask for his wants. He is also able to drink from a straw and a cup.
- Student is learning to wash his/her hands independently.

*Check box if an annual goal will be written.*

**Social/Emotional/Behavioral Functioning:** Describe the student's social/emotional/ behavioral strengths. If the student has behavior concerns, a goal or BIP must be written. *Do not say N/A or grade appropriate.*

**Social/emotional/Behavior Examples:** (Do not copy and paste)

- Easily distracted, tends to be off task, gets along with other students, follows class routines, overreacts to normal events, etc.
- Student follows all the routines and procedures within the classroom and also follows school rules. Student participates in interactive activities.
- When irritated by peers, student will notify the teacher.
- Student is well behaved in the classroom and on the playground. Student works well with peers in a small group setting.

# Present Levels Continued..

## *Impact Of Disability*

### Impact of Disability

Describe how a student's disability affects student involvement and progress in the general education curriculum and/or participation in age appropriate activities. The following descriptions may be used for Impact of Disability in the IEP:

**None or DNQ** - Student no longer has a disability that affects his involvement and progress in the general education curriculum.

**Pre-K** - Due to student's speech and language delay, student requires individual and small group instruction in the areas of speech and/or preschool activities.

**SLD** - Due to the student's specific learning disability, student requires specialized academic instruction in the areas of \_\_\_\_\_. Auditory processing deficits adversely impact (student's name) ability to complete activities within the general education setting without support.

**SLD** - Due to student's specific learning disability, student requires specialized academic instruction in the areas of \_\_\_\_\_. Visual processing deficits adversely impact (student's name) ability to complete activities within the general education setting without support.

**ED** - Severe emotional deficits interfere with (student's name) ability to socialize with age appropriate peers and participate in academic learning in the general education setting.

**SLI Preschool** - Significant speech and language deficits interfere with (student's name) ability to interact with other students in the preschool setting.

**SLI** - Student's lack of speech and language development adversely affects his/her communication ability with peers and adults and negatively affects his/her ability to participate in the general education setting.

**SLI** - Due to student's speech and language delays, (student's name) requires small group instruction in the areas of speech and language in order to fully participate in the general education setting.

**Deaf** - Due to student's loss of hearing, student needs amplification, classroom support, and sign language support in order to participate in the general education setting.

**Deaf** - If a student is deaf; the student requires American Sign Language support in order to participate in the general education setting.

# Present Levels Continued..

## Impact Of Disability

**HI** - Students hearing loss affects involvement and progress in the general education setting for all auditory and oral information.

**HI** - Due to student's hearing loss, student requires amplification and classroom accommodations to be successful in the general education setting.

**VI** - Student qualifies for and needs special education services due to visual impairment based on "legally blind" diagnosis with support services provided from KCSOS for enlarged print materials in order to participate in the general education setting.

**AUT**– Due to deficits in academic ability, communication, socialization & adaptive behaviors, (student's name) is not able to meaningfully participate with grade level peers in the general education setting.

**AUT**– Due to cognitive and developmental deficits, the student's ability to interact meaningfully with non-disabled peers, and benefit from the general education curriculum, is limited. (Student's name) requires specialized academic instruction.

**ID** - Cognitive deficits limit the student's ability to interact meaningfully with non-disabled peers and benefit from the general education curriculum.

**ID** – Student has severe developmental delays that requires placement in a separate location using alternate curriculum to meet his/her unique needs.

**ID** – Student's present global developmental levels require specialized academic instruction to meet educational goals.

**ID** – Student's lack of cognitive and speech and language development adversely affects his communication ability with peers and adults and negatively affects his ability to participate in appropriate preschool activities.

**OHI** – Due to significant health concerns, (*student's name*) requires specialized academic instruction to meet his/her unique needs.

**OI** – Due to significant health concerns, (*student's name*) requires specialized academic instruction to meet his/her unique needs in order to participate in the general education setting.

**OI** – Cognitive and orthopedic deficits limit the student's ability to interact meaningfully with non-disabled peers and participate in the general education setting.

# Present Levels Continued...

**OI** – Due to developmental and physical delays, student requires a separate location using alternate curriculum to meet his/her unique needs.

**TBI** – Due to delays in all areas of development, (student's name) requires specialized academic instruction to meet his/her unique needs in order to participate in the general education setting.

**TBI** – Student has multiple needs due to multiple disabilities including Traumatic Brain Injury, orthopedic impairment, other health impairment intellectual disabilities, and visual impairment. This limits his/her ability to interact meaningfully with non-disabled peers and benefit from the general education curriculum.

**VI** – Due to student's visual impairment, student requires specialized academic instruction in order to participate in the general education setting.

Bakersfield City School District		
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE		
Bakersfield City School District		
<b>SAMPLE</b> Student Name _____ D.O.B. _____ Meeting Date _____ Is additional assessment required to address other areas of need? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, check AREAS) AREAS: <input type="checkbox"/> Oral Communication <input type="checkbox"/> Health <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Adaptive/Behavior/Self-Help <input type="checkbox"/> Cognitive <input type="checkbox"/> Career/Vocational <input type="checkbox"/> Academic <input type="checkbox"/> Motor <input type="checkbox"/> Other: _____		
<b>Parent Concerns</b> Parents is concerned about student's behavior and academic levels. Team discussed the concerns and the concerns were addressed through goals and objectives.  <b>Student Strengths, and Interests</b> Student's relative academic strength is in the area of math. Student likes to play football. Students likes to listen to music.	<b>Cognitive Functioning</b> Refer back to psychological report or Triennial IEP for psychological results. Current assessment results indicate _____.	<b>Vocational/Prevocational/Community Access</b> Student has good attendance. Student brings appropriate materials (pencil, binder, paper, etc.) each day.  <input type="checkbox"/> Annual Goal(s)
<b>Pre-Academic/Academic Levels</b> Reading - Student is reading at a 3rd grade level. He is able to identify details in a text. Working on decoding two syllable words with long vowels. Student can answer who, what, when, where, why questions to demonstrate understanding of a text.  Writing - Student can write simple sentences with some errors in punctuation and capitalization. Student can write a small paragraph with a topic sentence using a graphic organizer.  Math - Student can solve problems using the four basic operations. Student can multiply a multi-digit number with a single digit number. Student is able to identify key words in a word problem. Student can round to the nearest hundred.  <input checked="" type="checkbox"/> Annual Goal(s)	<b>Communication</b> If student receives speech services then this area is filled out by speech therapist.  If not a speech student: Student is able to communicate all their wants and needs with no difficulties.  <input type="checkbox"/> Annual Goal(s)	<b>Self-Care/Independent Living</b> Student is able to take care of all their personal needs.  Student requires support with toileting and/or wears a diaper during the school day.  <input type="checkbox"/> Annual Goal(s)
<b>General Education</b> Student attends general education class for History, Science, PE, and ELA.  Student attends ELA in a general education class.  Student is able to follow classroom rules and procedures with minimal prompting.  The student is able to participate in collaborative conversations.  Student is able to stay focused during small group and large group instruction.	<b>Motor Abilities and/or Recreation/Leisure</b> If student receives APE services then this area will be filled out by APE teacher.  If not a student with APE services: Student is able to run, jump, and throw with no difficulties. Student can form his letters and numbers.  <input type="checkbox"/> Annual Goal(s)	<b>Social Emotional/Behavioral Functioning</b> Student gets along well with peers and adults. Student has difficulties with staying focused during instruction. Student struggles to follow classroom rules and procedures. Student becomes physically aggressive with peers and staff.  <input type="checkbox"/> Annual Goal(s)
	<b>Health Status/Summary</b> Hearing: Date <u>3/7/2019</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Vision: Date <u>3/7/2019</u> <input checked="" type="checkbox"/> Passed <input type="checkbox"/> Failed Corrective Lenses: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Describe: Medication: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Describe: Refer to emergency contact card located in the office.  If this is an initial or triennial, then the nurse will fill this section out.  Hearing and vision must be updated yearly.  <input type="checkbox"/> Annual Goal(s)	<b>Impact of Disability</b> Describe how student's disability affects student's involvement and progress in the general education curriculum and/or participation in age appropriate activities: Due to student's specific learning disability, student requires specialized academic instruction in the areas of _____. Auditory/Visual processing deficits adversely impact (student's name) ability to complete activities within the general education curriculum without support.  Due to students significant cognitive disability, student requires specialized academic instruction in all areas in order to be successful academically.

# Annual Goals and Objectives

All IEP goals must be written to address specific needs identified through the assessment process.

Goals should never be carried over from one year to the next.

**New goals and objectives must be written for every annual and triennial IEP meeting held.**



# How to Create Annual Goals and Objectives

Edit Forms	Status	Action
<a href="#">Student Information</a>	✓	% Time in Gen. Ed. 097
<a href="#">Present Levels of Performance</a>	✓	
<a href="#">Annual Goals and Objectives</a>	✓	1 goal(s) - <a href="#">Go To Goals Developer</a>
<a href="#">Classroom Accommodations</a>	✓	
<a href="#">CAASPP Participation</a>	✓	
<a href="#">LRE Least Restrictive Environment</a>	✓	
<a href="#">Emergency Conditions Provisions</a>	✓	
<a href="#">Services</a>	✓	

The top portion of this page will auto-populate based on information from the MIS Summary page.

To start writing a new goal for a student, go to the Goals Developer on the IEP Manager page.

Then select  
“Create New Goals  
with Wizard”.

Goals Developer

Annual Goals and Objectives English Spanish

Goals in Development (1) Current Goals and Benchmarks (2) Edit Goal Wizard Archived Goals and Benchmarks

Goals In Development

1. **Communication** (Speaking & Listening SL 0.6)  
 Target date 11/9/2021  
 Baseline: Currently, Brianna can demonstrate overall intelligibility in spontaneous speech correctly for 1 out of 5 trials with prompts.  
 By 11/9/2021, [redacted] ed objects, pictures, and/or words, Brianna will demonstrate overall intelligibility in spontaneous speech by work samples & observation record.  
 Edit Goal Develop w/Wizard Delete

Create New Goal with Wizard Create New Blank Goal

Next Year's Goal

Target Date 11/9/2021

Setting/Condition Please select one... Please select one...

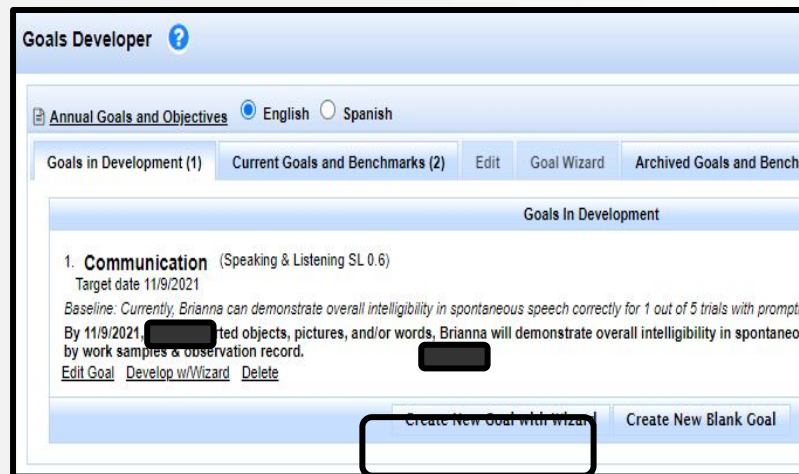
Find domain... Find category... Find test correlation...

Choose	Ref. No.	Domain	Category	Grade	
	188954	CCSS (ELA) Reading: Foundational Skills	Print Concepts	0	point
	188955	CCSS (ELA) Reading: Foundational Skills	Print Concepts	0	follow
	188956	CCSS (ELA) Reading: Foundational Skills	Print Concepts	0	follow

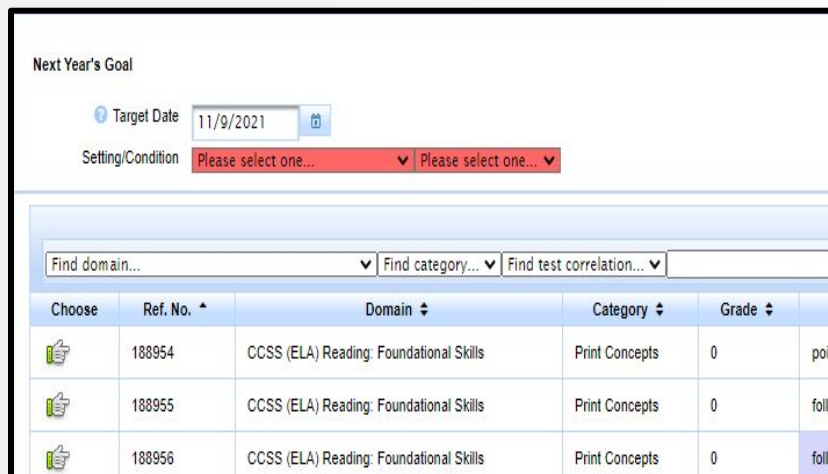
To assemble a new goal, enter the target date (one year from IEP date), then select Setting and Condition with the standard the team agrees upon.

# How to Create Annual Goals and Objectives Continued...

To start writing a new goal for a student, go to the Goals Developer on the IEP Manager page.



Then select “Create New Goals with Wizard”.



To assemble a new goal, enter the target date (one year from IEP date), then select Setting and Condition with the standard the team agrees upon.

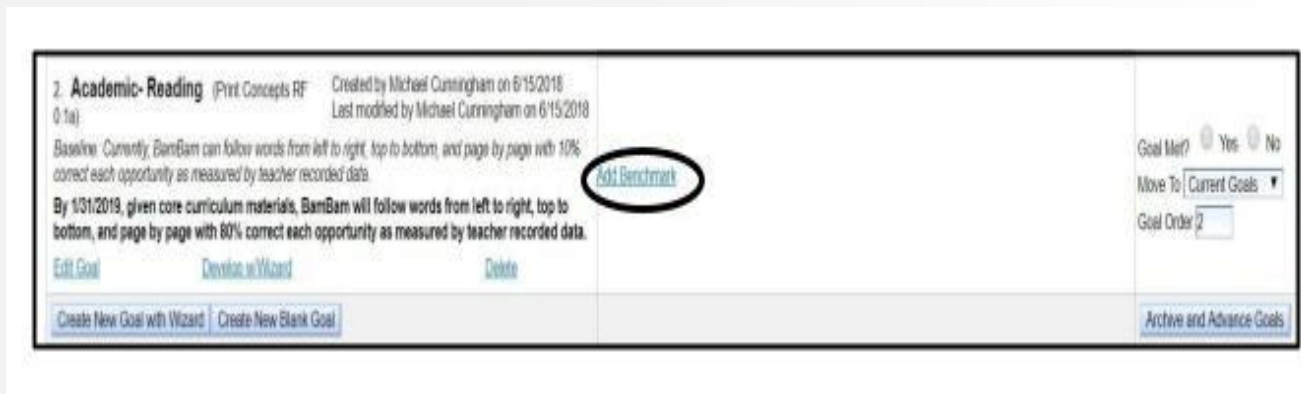
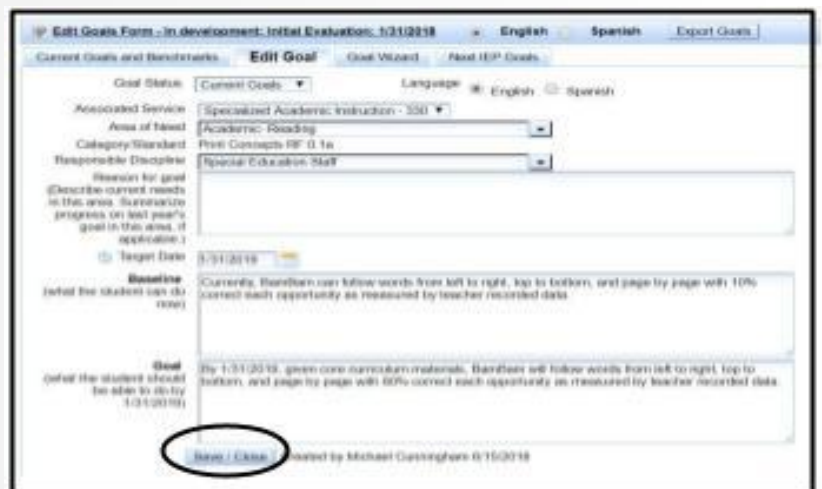


# How to Create Annual Goals and Objectives Continued...

After selecting a focus standard, finish developing the goal in the Goal Wizard page as shown below.



Once this page opens, double check to make sure the target date, setting/condition, and behavior is populated correctly. Identify the accuracy criteria, consistency/mastery, and measurement instrument to be used to measure student progress for the goal. Also identify baseline information and click Assemble Goal.



With the Edit Goal window open, identify associate service, area of need, and who is responsible. In the “Reason for Goal” section, identify why the goal is necessary. New goals can be edited, if necessary, before clicking Save/Close

# How to Create Annual Goals and Objectives- Creating Benchmark Objectives in Goal Wizard

GoalWizard

Baseline: Currently, BamBam can follow words from left to right, top to bottom, and page by page as measured by teacher recorded data.

Benchmark: By 10/26/2018, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 25% correct each opportunity as measured by teacher recorded data.

Final Goal: By 1/31/2019, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 80% correct each opportunity as measured by teacher recorded data.

Assemble Benchmark Cancel

Target Date: 10/26/2018 Select report date

Setting Condition: Language/Communication (circled in red)

Behavior: follow words from left to right, top to bottom, and page by page  
Print Concepts: 10/26/2018  
Choose a different behavior

Benchmark left side

Accuracy/Criteria: with 25% correct

Consistency/Mastery: each opportunity

Assemble Benchmark Cancel

When at this screen it will be vital to double check the Setting/Condition because it will automatically default to “Language/Communication”

From the Goal Wizard window, select the Reporting Date, Accuracy/Criteria, and Consistency/Mastery for the given objective period and click on “Assemble Benchmark.” The Edit Benchmark Window will open. Check and adjust wording as needed then click on the Save/Close button.

Edit Goals Form - In development, Initial Evaluation, 1/31/2018 English Spanish Export Goals

Current Goals and Benchmarks Edit Benchmark Goal Wizard Next IEP Goals

Goal Status: Current Goals Language: English Spanish

Target Date: 10/26/2018 Select report date

Baseline: Currently, BamBam can follow words from left to right, top to bottom, and page by page with 10% correct each opportunity as measured by teacher recorded data.

Benchmark (what the student should be able to do by 10/26/2018): By 10/26/2018, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 25% correct each opportunity as measured by teacher recorded data.

Final Goal: By 1/31/2019, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 80% correct each opportunity as measured by teacher recorded data.

Save / Close (circled in red)

<p>2. Academic-Reading (Print Concepts RF) Created by Michael Cunningham on 6/15/2018 0.1a) Last modified by Michael Cunningham on 6/15/2018</p> <p>Baseline: Currently, BamBam can follow words from left to right, top to bottom, and page by page with 10% correct each opportunity as measured by teacher recorded data.</p> <p>By 10/26/2018, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 25% correct each opportunity as measured by teacher recorded data.</p> <p>By 1/31/2019, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 80% correct each opportunity as measured by teacher recorded data.</p> <p>Edit Goal Develop w/ Wizard Delete</p> <p>Create New Goal with Wizard Create New Blank Goal</p>	<p>By 10/26/2018, given core curriculum materials, BamBam will follow words from left to right, top to bottom, and page by page with 25% correct each opportunity as measured by teacher recorded data.</p> <p>Add Benchmark</p>
--	--

The benchmark is now saved to the goal. Follow the same steps to develop the rest of the benchmark objectives.

# Service Log Documentation

## Service Log Expectations:

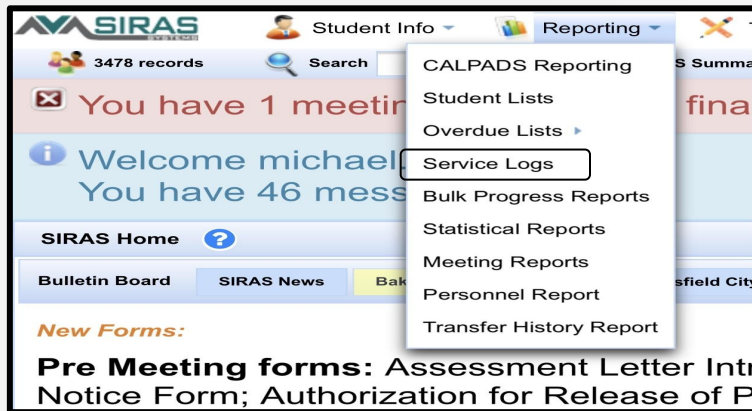
Service Logs must begin on the first day of the service for the school year. A student receiving SAI minutes must have the service logs begin on the first day of the school year, as services are to begin on that day. A Service Log must be completed for each school day that a service is provided.

Service Logs can be organized with daily group or individual student entries

- SAI provided in separate class
- SAI provided in General Education class
- SAI provided in both locations throughout the day
- Consult - when did you provide consult services

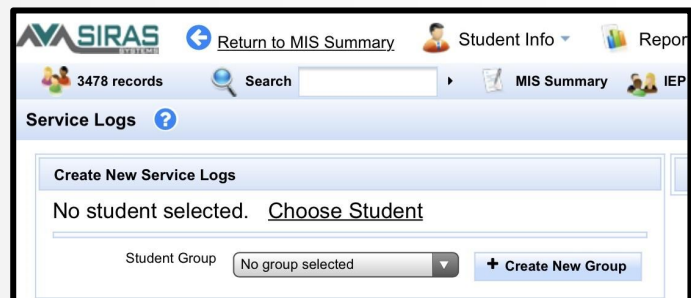
SAI provided by paraprofessionals **MUST** be grouped separately to document SAI minutes (*inclusion*)

Aides who provide SAI in a separate setting will need to communicate daily attendance of students to the Sped Teacher.



**Accessing and Creating Service Log Groups:**  
To access the service logs click on reporting and choose service logs.

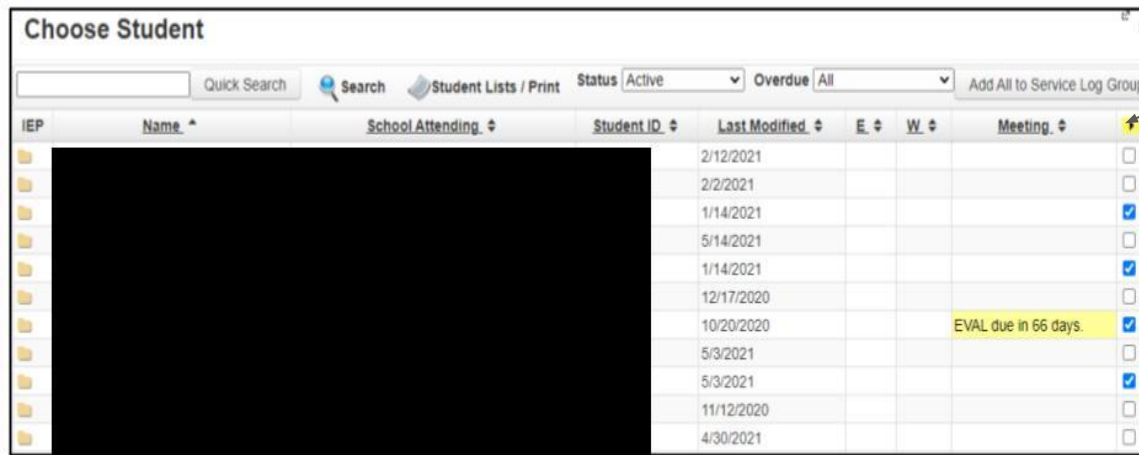
**To Create a New Group:**  
Click Create New Group.



# Service Logs Continued...

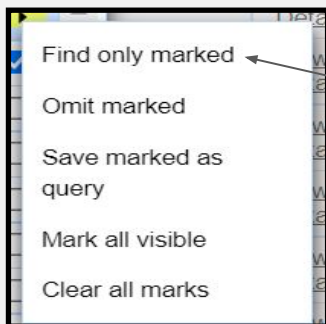
## Adding Students to a Group

1. Click on the box to the right of the students you wish to add to the group.

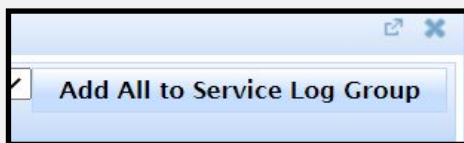


IEP	Name	School Attending	Student ID	Last Modified	E	W	Meeting
				2/12/2021			<input type="checkbox"/>
				2/2/2021			<input type="checkbox"/>
				1/14/2021			<input checked="" type="checkbox"/>
				5/14/2021			<input type="checkbox"/>
				1/14/2021			<input checked="" type="checkbox"/>
				12/17/2020			<input type="checkbox"/>
				10/20/2020			<input checked="" type="checkbox"/>
				5/3/2021			<input checked="" type="checkbox"/>
				5/3/2021			<input checked="" type="checkbox"/>
				11/12/2020			<input type="checkbox"/>
				4/30/2021			<input type="checkbox"/>

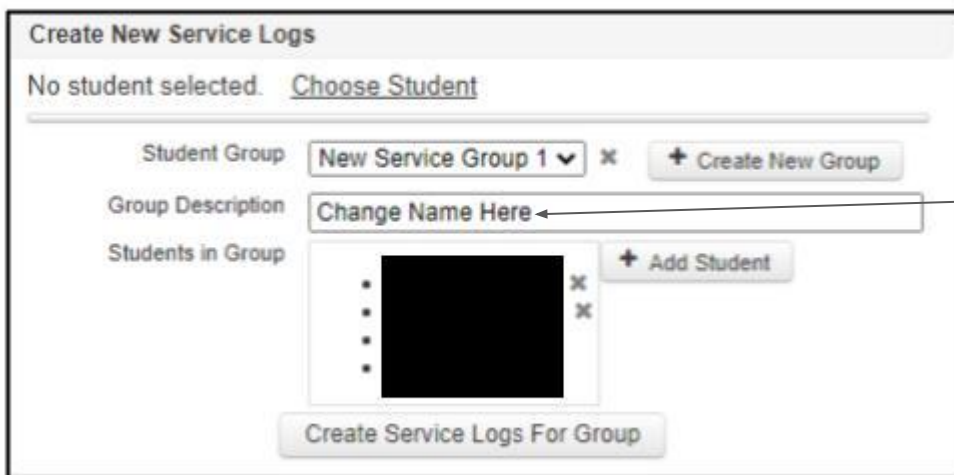
2. Click the yellow triangle at the top of the checks once all names are chosen. .



3. Click On: Find only marked.



4. Click On: Add All To Service Group



5. Rename the group.

# Data Collection and Monitoring

In order to report out on benchmarks and goals, you must collect data on the benchmarks and goals.

All Case Managers and Service Providers **MUST** complete quarterly progress reports for all students on his/her caseload.

Progress Reports are sent home in conjunction with district report cards on the following dates:

October 27, 2023

January 19, 2024

March 22, 2024

May 30, 2024



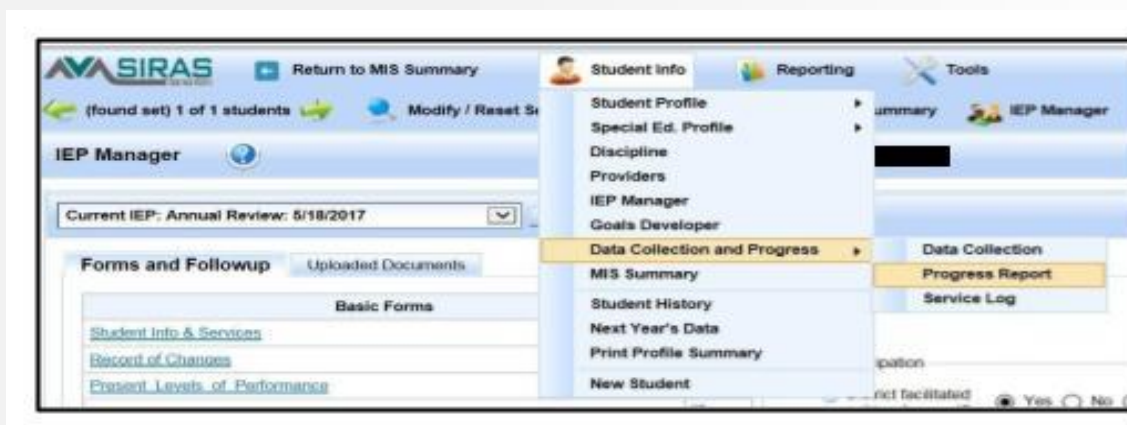
# Data Collection and Monitoring Guidance

1. Review student's benchmarks and goals to determine the skill you need to monitor.
2. Note accuracy and consistency of the benchmark and goal. This will determine how many times you need to collect data on the benchmark and goal.
3. Ensure proper record keeping either by using paper documents or a google form.

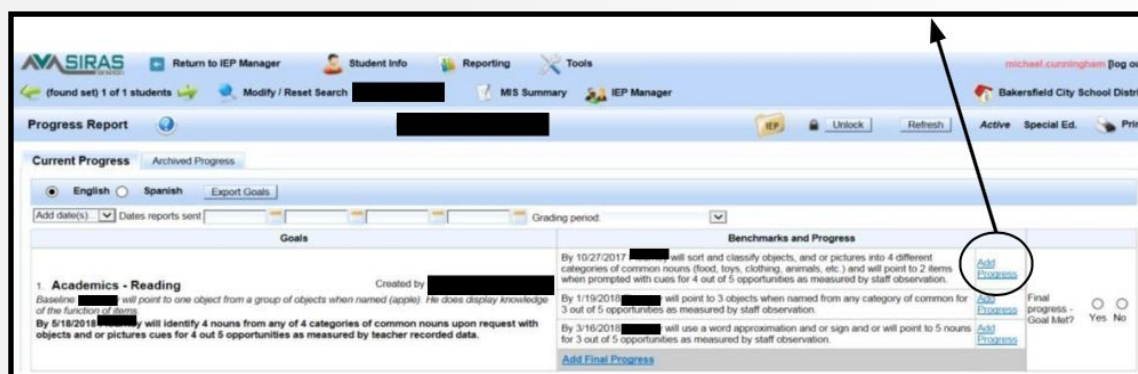
Benchmarks and Progress		
use one-to-one correspondence while counting 5 objects in ___4_ of ___5 on 3/15/2022 ood progress using one to one correspondence while counting 5 objects. He enjoys	<a href="#">Edit Progress</a>	Final progress: Goal Met? <input type="radio"/> Yes <input type="radio"/> No
e one-to-one correspondence while counting 8 objects in ___4_ of ___5 on 5/31/2022	<a href="#">Edit Progress</a>	
ne correspondence while counting 12 objects in ___4_ of ___5 opportunities as	<a href="#">Add Progress</a>	
<a href="#">Add Final Progress</a>		

# Completing Quarterly Progress Reports

Quarterly progress reports must be done when report cards are sent home based on the BCSd master calendar. The following directions outline how to complete progress reports on the IEP goals and objectives in SIRAS.



From the IEP Manager Screen click on “Student Info” and scroll down to “Data Collection and Progress” then over to “Progress Report.”



On the Progress Report screen, click on the appropriate “Add Progress” button to provide progress for the specific objective.

# Completing Quarterly Progress Reports Continued...

**Edit Progress Report**

Goal 0: By 10/27/2017 [redacted] will sort and classify objects, and or pictures into 4 different categories of common nouns (food, toys, clothing, animals, etc.) and will point to 2 items when prompted with cues for 4 out of 5 opportunities as measured by staff observation.

Accuracy

Consistency

Comments

Comments (Spanish)

Save

1. Enter accuracy, consistency, and comments.
2. Under comments, pick from the list provided that best describes the student's progress.
3. Click Save.
4. Print the report. Keep a copy for records.



# Accommodations for Classroom Instruction and Assessment



The Accommodation page should reflect all of the accommodations a student needs both in the classroom and during assessments. These accommodations must be unique to each student's specific needs and should be agreed upon by the IEP team.

# Accommodations for Classroom Instruction and Assessment

Bakersfield City School District		
ACCOMMODATIONS for CLASSROOM INSTRUCTION & ASSESSMENT		
Bakersfield City School District		
Student Name _____	D.O.B. _____	Meeting Date _____
<p><b>ACCOMMODATIONS needed for student to be involved and progress in the core curriculum (must be related to student's disability):</b>  <i>Note: Accommodations do NOT fundamentally alter or lower standards of course/test. Students receiving accommodations in the classroom shall be eligible to receive the same grade.</i>  <b>The accommodations listed below apply to all subjects and settings unless specified otherwise.</b></p>		
SETTING / SCHEDULING	TEACHER DIRECTIONS	STUDENT RESPONSE
SENSORY NEEDS	ORGANIZATION / STUDY SKILLS	PERSONAL CARE / EQUIPMENT

The top portion of this page will auto-populate based on information from the MIS Summary page.

SETTING / SCHEDULING	TEACHER DIRECTIONS	STUDENT RESPONSE
SENSORY NEEDS	ORGANIZATION / STUDY SKILLS	PERSONAL CARE / EQUIPMENT

There are numerous options available in each drop down box, the examples here are simply examples. The IEP team will need to determine which accommodations a student will need.

It will also be important that the accommodations identified on this page match the accommodations identified on the Participation in California Assessment of Student Performance and Progress page of the IEP document.

# Strategies and Adaptations for Instruction and Assessment Preschool Level

All strategies and adaptations for instruction and assessment must be identified on this page of the IEP and agreed to by all members of the IEP team.

The strategies and adaptations selected must be a team decision with input from the parent, general education teacher, and special education teacher.

It is important that any adaptations or strategies identified on this page are provided at all times.

If a teacher does not have appropriate equipment, sensory needs, or furniture to accommodate a student's needs, he/she must inform the special education office immediately so those items can be provided.

If a student needs feeding accommodations, such as pureed food or has food allergies, a doctor's note indicating such must be provided to the school nurse and cafeteria manager immediately.

*The top portion of this page will auto-populate based on information from the MIS summary page.*

# Strategies and Adaptations for Instruction and Assessment

## Preschool Level Continued...

**Assessment Considerations:** Check the appropriate box to indicate adaptations are needed. Use the drop down menus to indicate which of the eight DRDP accommodations are required. *If no adaptations are required check the box, “No Adaptations Needed.”*

**Augmentative Communication Device or Alternative Communication System:** This allows the student to use sign language, picture cards, an electronic communication device or computer in place of spoken language.

**Alternative Modes for Written Language:** This allows the student to use a keyboard, computer, or Braille book in place of paper and pencil.

**Adequate Time:** This provides extra time for the student who needs more time for moving, responding or processing information.

**Provide Visual Supports:** This adaptation allows different lighting or visual contrast that is necessary for the student to see effectively.

**Assistive Equipment or Devices:** This allows the student to use splints, walkers, utensils, switches, positioning devices, etc. that the student needs for mobility or manipulating objects.

**Ensure Functional Positioning:** This is for a student with a physical disability that ensures they have optimal control of movements.

**Provide Sensory Support:** This adaptation is for a student who needs modulation of sensory input for attending and learning in the environment.

**Allow the Child to use Alternative Response Modes:** An example is students with Autism who may look out the corner of their eyes instead of establishing direct eye contact, or a child with a physical impairment that may demonstrate atypical movement patterns or may verbally direct another in order to accomplish a task.

# Participation in California Assessment of Student Performance and Progress (CAASPP)

It is vital that this page is completed appropriately and accurately to ensure students on an IEP receive the support they need when they participate in state testing. The top portion of this page will auto-populate based on information from the MIS Summary page.



The CAASSP Page must not be changed after testing has started. Making changes during the testing window can create errors in the system that require STAIRS reports to be completed.

# Participation in California Assessment of Student Performance and Progress (CAASPP)

**PARTICIPATION IN CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)**

Grade: \_\_\_\_\_ Student Name: \_\_\_\_\_ SSID: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Meeting Date: \_\_\_\_\_

The IEP team considered various options for participation in statewide academic assessments, including the criteria or alternate assessment, and agreed that the student will participate as follows:

**ENGLISH LANGUAGE ARTS (For students in grades 3-8 and 11)**

UNIVERSAL TOOLS - available unless turned off	DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<b>EMBEDDED</b>	<b>EMBEDDED</b>	<b>EMBEDDED</b>
Breaks	Keyboard navigation	
Digital notepad	Mark for review	
English dictionary	Spell check	
English glossary	Strikethrough	
Expandable passages	Writing tools	
Global notes	Zoom (14 pt. font)	
Highlighter		
<b>NON-EMBEDDED</b>	<b>NON-EMBEDDED</b>	<b>NON-EMBEDDED</b>

**MATHEMATICS (For students in grades 3-8 and 11)**

UNIVERSAL TOOLS - available unless turned off	DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<b>EMBEDDED</b>	<b>EMBEDDED</b>	<b>EMBEDDED</b>
Breaks	Keyboard navigation	
Calculator (specific items only)	Mark for review	
Digital notepad	Math tools (ruler, protractor)	
English glossary	Strikethrough	
Expandable passages	Writing tools	
Highlighter	Zoom (14 pt. font)	
<b>NON-EMBEDDED</b>	<b>NON-EMBEDDED</b>	<b>NON-EMBEDDED</b>

**SCIENCE (For students in grades 5, 8 and 10, 11 or 12)**

UNIVERSAL TOOLS - available unless turned off	DESIGNATED SUPPORTS (must use regularly in class)	ACCOMMODATIONS (must use regularly in class)
<b>EMBEDDED</b>	<b>EMBEDDED</b>	<b>EMBEDDED</b>
Breaks	Math tools	
Calculator (specific items only)	Science charts	
Digital notepad	Science tools	
Highlighter	Spell check	
Keyboard navigation	Strikethrough	
Mark for review	Writing tools	
	Zoom (14 pt. font)	
<b>NON-EMBEDDED</b>	<b>NON-EMBEDDED</b>	<b>NON-EMBEDDED</b>

The decision to participate in an alternate assessment is based on the student's cognitive ability & will result in student being assessed on content aligned with alternate achievement standards linked to the Common Core State Standards (CCSS).

For 3<sup>rd</sup> through 8<sup>th</sup> graders the team must decide which assessment the student will participate in from the drop down boxes, either the SBAC or the CAA.

All 5<sup>th</sup> and 8<sup>th</sup> grade students must participate in a science assessment during state testing. If the student participates in SBAC they will take the California Science Test. If the student participates in CAA they will participate in the CAA for Science.

**Universal Tools and Designated Supports** are available to ALL students unless they are turned off in the TOMs system prior to testing.

**Accommodations** are provided to students on an IEP and must be used in class on a daily basis for the accommodations to benefit the student during testing.

**Usability, Accessibility, and Accommodations Guidelines** can be found at [CAASP Accommodations](#):

<http://portal.smarterbalanced.org/library/en/accessibility-strategies-for-remote-teaching-and-learning.pdf>

*All information on this page will be pulled from SIRAS and put directly into TOMs system for state testing. Any errors on this page will populate in TOMs and thus result in mandatory addendums, TOMs system updates, and possible testing delays.*

# California Alternative Assessment Eligibility

The California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA), Mathematics, and Science are part of the California Assessment of Student Performance and Progress system. The goals of the CAAs are to ensure that students with the most significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.

## **Determining Eligibility for CAA:**

The IEP team is responsible for determining if a student meets the eligibility requirements for participating in the CAA. In order to qualify to participate in the CAA a student must:

- 1) have a significant cognitive disability (Intellectually Disabled).
- 2) learn content linked to the Common Core Connectors and
- 3) require extensive direct individualized instruction and substantial support to achieve measurable gains in grade-level and age-appropriate curriculum.

**Factors NOT Considered for Eligibility:** IEP teams cannot use the following criteria when deciding if a student is eligible for participation on the CAA:

- A disability category
- Poor attendance or extended absences
- Expected poor performance on the SBAC
- Services a student receives
- Low reading and or academic achievement levels
- Impact of test scores on accountability system
- The need for accommodations

**Final Thoughts:** In short, the California Alternate Assessment is only for students with the most significant disabilities who participate in an alternate curriculum. IEP teams must be very careful only to consider the three determining eligibility factors listed above when deciding if a student will participate in the CAA. Email the department coordinator or specialists with questions or concerns regarding CAA participation.

# English Language Development

When completing this page, it is imperative that all information from this page aligns to the information documented on other pages of the IEP.

**ENGLISH LANGUAGE DEVELOPMENT INFORMATION**

Student Name: \_\_\_\_\_ D.O.B. \_\_\_\_\_ Meeting Date \_\_\_\_\_  
Primary Language (L1) \_\_\_\_\_ (Determined from information on Home Language Survey – does not ever change)  
Language used to communicate with parents:  Other languages spoken in home:   
EL Performance level: Listening \_\_\_\_\_ Speaking \_\_\_\_\_ Reading \_\_\_\_\_ Writing \_\_\_\_\_  
Oral Language \_\_\_\_\_ Written Language \_\_\_\_\_ Overall Level \_\_\_\_\_  
Assessment Instrument: \_\_\_\_\_ Date of most recent assessment: \_\_\_\_\_

The IEP team has decided to recommend the student for reclassification as Fully English Proficient based on alternative measures of English Language Proficiency and performance in basic skills (only if allowed by district policy). If the box is checked, it is not necessary to complete the remainder of this form.

**English Language Proficiency Assessment**  
Students in Grade K-2 will take the Writing portion of the assessment on paper and Reading, Listening, and Speaking on the computer.  
 Based on the student's cognitive functioning and ability to participate in the assessment or a section of the assessment with accommodations, the IEP team has determined the student will be assessed using an alternate to the ELPAC.

UNIVERSAL TOOLS	DESIGNATED SUPPORTS	ACCOMMODATIONS
<input type="checkbox"/> Braille	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Large Reader (gr 3-12)	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Digital Notepad	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Mark for Review (gr 2-12)	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Expandable Items	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Scratch Paper	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Expandable Passages	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Strikethrough (gr 2-12)	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Highlighter	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Writing Tools (gr 3-12)	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Keyboard Navigation	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Zoom (in or out)	<input type="checkbox"/> Embedded	<input type="checkbox"/> Embedded
<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded
<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded
<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded
<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded
<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded
<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded	<input type="checkbox"/> Non-Embedded

**ENGLISH LEARNER INSTRUCTIONAL SETTING:**  
 Structured English Immersion (SEI)  
 English Language Learners (ELL)  
 Alternative Education  
Location: \_\_\_\_\_ Frequency: for \_\_\_\_\_ minutes per \_\_\_\_\_  
Goal number(s) that address language needs of the English Learner: \_\_\_\_\_ (must be at least one)  
Strategies and supports for accessing the core curriculum: \_\_\_\_\_

**Note:** A copy of this page must be forwarded to school district office or site staff/responsible for English Language Assessment  
Copy to:  District Office  Cumulative File  Language Acquisition Office

The top portion of this page will auto-populate based on the information from the MIS summary page.

Select a “Language Used to Communicate with Parents” and “Other Languages Spoken in the Home” based on the parents’ given responses.

**Student ELD Levels:** Obtain this information from Aeries, site EL Lead, or school clerk.

Identify the version of the state *Language Proficiency Test* the student will take. Universal Tools, Designated Supports, and Accommodations the student will receive on their test must also be identified.

If the student is assessed with the California Alternate assessment the EL alternate assessment should be given. Click on the box that is EL Alternate assessment.

**NOTE:** These items must correspond with the information listed on the CAASPP page and the Accommodations for Classroom Instruction and Assessment Page.

**ELD Instruction:** All mild/moderate students must receive their ELD instruction in the general education class.

**Goal Numbers that Address Language Needs of English Learner:** These goal numbers must correlate to the goal numbers on the goals and objectives pages. If the first goal is a reading goal that also meets ELD standards, enter “1” in the first spot provided. Only one ELD goal is required, but more may be needed depending on the individual needs of a particular student.



# Least Restrictive Environment

It is the goal of the BCSD Special Education Department to maximize opportunities for all students on an IEP to participate in the general education setting to the greatest degree possible. It is the responsibility of every special education teacher to identify those opportunities on their campus. Please collaborate with the principal and site teacher teams to find ways to increase the amount of time a student participates in the general education setting with their non-disabled peers. If help is needed, please contact the special education program specialist for assistance.

For all initial assessments, the IEP team is responsible for identifying the least restrictive environment for the student being assessed. No student should be considered for a placement that would remove them from their home campus except in extreme situations or if the student has a significant disability.

# Least Restrictive Environment

This page outlines special factors affecting a student's learning and placement. It is important to complete each numbered section by checking yes or no for each question and also making sure to write a quick explanation of why the student does or does not receive each additional service identified.

Bakersfield City School District  
**LEAST RESTRICTIVE ENVIRONMENT**

Student Name \_\_\_\_\_ DOB: \_\_\_\_\_ Date of Meeting: \_\_\_\_\_

**Special Factors Affecting Learning and Placement**

1. Does student require assistive technology devices equipment or materials to meet educational goals and objectives?  Yes  No If yes, explain: \_\_\_\_\_

2. Does student require low incidence services, equipment or materials to meet educational goals and objectives?  Yes  No If yes, explain: \_\_\_\_\_

3. Is student blind or visually impaired?  Yes  No  
 Instruction in Braille and/or the use of Braille will be provided?  Yes  No  
 Instruction in Braille and/or the use of Braille is not appropriate because \_\_\_\_\_

4. Is student deaf or hard of hearing?  Yes  No  
 If yes, address the following areas based on student needs: Specialized communication strategies, opportunities for direct instruction, communication with peers and adults in the student's language, and mode of communication. \_\_\_\_\_

5. Does student's behavior impede learning of self or others?  Yes  No Specify positive behavior interventions, strategies, supports:  
 Behavior Goals Included  Behavior Intervention Plan (BIP) attached \_\_\_\_\_

6. Is student an English language learner?  Yes  No Consider the language needs as they relate to the IEP. \_\_\_\_\_

7. Transition - Activities to support transition (e.g., from infant to preschool, preschool to kindergarten, special education to general education class, elementary to middle/junior high school, middle school to high school, other transitions) \_\_\_\_\_

Typical School Day \_\_\_\_\_ % of time in general education  English Language Development  Lunch, Recess, Passing Periods  
 School Day Activities  Academic Areas \_\_\_\_\_  Electives \_\_\_\_\_

Other School Based Services Provided:  Migrant  Title I  English Language Development  None  
 Progress Report toward Goals will be provided:  Written  Quarterly  With Report Card

**Program Considerations**  The IEP Team considered the following factors to determine the least restrictive environment for the student:  
 The level of his/her individual needs as reflected on this IEP  Removal from general education only when the nature or severity of the educational needs are such that education in general classes with supplementary aids and services cannot be achieved satisfactorily.  
 Placement with age-appropriate peers and participation with students without disabilities to the maximum extent appropriate in non-academic and extracurricular activities.  Any potential harmful effect on the social and personal needs, the level of educational functioning, or the quality of services which she needs.

**Check each program option discussed:**

1 <input type="checkbox"/> School of Residence	3 <input type="checkbox"/> General Ed. with Related Services	5 <input type="checkbox"/> Special Day Class - MIS	7 <input type="checkbox"/> Residential Non Public School
2 <input type="checkbox"/> General Ed. ONLY	4 <input type="checkbox"/> General Ed. with MM	6 <input type="checkbox"/> Non Public School	8 <input type="checkbox"/> Home & Hospital (Medical Only)
			9 <input type="checkbox"/> Alternative School Non Gen-Ed Setting

The top portion of this page will auto-populate based on information from the MIS summary page.

If any of the numbered items (1-4) are marked "yes" an explanation of how those special factors affect learning and placement is required. If marked "no", indicate the student does not require specialized services in those areas.

If number 5 is marked "yes", include a behavior goal to address the behavior and a Positive BIP or Comprehensive BIP must be completed. If marked "no", indicate the student does not require specialized services in those areas.

If number 6 is marked "yes" then the language needs outlined must match the accommodations identified on the Accommodations for Classroom Instruction Page and the English Language Development page.

For number 7, transition language is required when a student is moving from Pre-K to Kindergarten, Elementary to Middle School or Middle school to High School.

# Least Restrictive Environment Continued...

Please use the following information to calculate general education participation for each student. It is vital that the general education participation percentage on every IEP is accurate and reflects the appropriate amount of time a student spends in the general education setting.

If help in calculating this percentage is needed, please contact a Special Education Program Specialist in the Special Education Office.

**To calculate students' general education participation percentage please do the following:**

Subtract the student's SAI minutes from the total minutes of the school day then divide by the total minutes of the school day.

**Example:** If a student has 160 SAI minutes in a 360 minute day:  
 $360 - 160 = 200$ ;  $200 / 360 = 55\%$  general education participation

## District Daily Minutes

Mild/ Mod and SET Programs		
Pre-K	300 Minutes	Daily
Kindergarten	1350 Minutes	Weekly
1st through 3rd	360 Minutes	Daily
4th through 6th	380 Minutes	Daily
Middle School	380 Minutes	Daily
Mod/ Sev Autism Programs		
Pre-K through K	300 Minutes	Daily
1st through 8th	390 Minutes	Daily

# Emergency Conditions Provisions

IEP teams will use this page for all IEPs that are held during the period of virtual instruction. IEP teams will identify the Special Education and Related Services to be provided by selecting options 1, 2 and/or 3 from the drop sections. Options 1, 2 and 3 coincide with the descriptions of Distance Learning provided.

**Bakersfield City School District**  
**EMERGENCY CONDITIONS PROVISIONS**  
Bakersfield City School District

Student Name PK-3 Student      D.O.B. \_\_\_\_\_      Meeting Date \_\_\_\_\_

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, the IEP will be provided by means of "distance learning" to the extent feasible, as determined by your child's teachers, in light of the emergency circumstances at that time. This applies to the special education and related services in the IEP, including post-secondary transition services, extended school year services, and supplementary aids and services. These provisions do not constitute a change to the District's offer of FAPE.

Remote learning means instruction in which the pupil and instructor are in different locations. Remote learning may include, but is not limited to, all of the following:

- (1) Interaction, instruction, and check-ins between teachers and pupils through the use of a computer or communications technology.
- (2) Video or audio instruction in which the primary mode of communication between the pupil and certificated employee is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology.
- (3) The use of print materials incorporating assignments that are the subject of written or oral feedback.

As soon as practicable following the determination that instruction or services, or both, cannot be provided either at the school or in person for more than 10 school days due to a qualifying state of emergency, the parent will be notified as to the specific alternative means by which the student's IEP will be provided, in light of the emergency circumstances present at that time. Public health orders shall be taken into account in implementing the emergency conditions provision.

**Remote learning Means of Delivery, to the extent feasible:** Do any of the following apply? If yes, describe how services will be delivered.

Yes  No    Special Education and Related Services: (1) above, (2) above, (3) above

Yes  No    Supplementary aids and services (accommodations, modifications, and other supports) in the IEP: (1) above, (2) above, (3) above

Yes  No    Transition to Adult Life Services: \_\_\_\_\_

Yes  No    Extended School Year (ESY) Services: (1) above, (2) above, (3) above    **If student does not qualify for ESY leave blank**

← Select 1, 2, & 3

**Parent and IEP Team Comments:**  
In case of an emergency condition that requires the school district or school site to close for more than 10 days, the IEP team will provide distance learning as specified to the extent feasible for the conditions. The IEP team can meet to adjust the delivery method of distance learning if necessary to ensure student continues to receive his/her supports and services.

Should the student be placed out of in-person instruction due to quarantine, as per CDPH guidelines, the student will be provided 30 minutes synchronous instruction daily and assignments in google classroom appropriate to their goals and objectives and all supplementary aids and services will resume when the student returns to in-person instruction.

## Emergency Provisions

Under Parent and IEP Terms and Comments, the team will document accommodations and expectations for virtual instruction until school resumes in-person. If parents have concerns they must be documented along with an explanation of how the team is addressing those concerns. Please contact your program manager with questions and concerns about this page or the wording to be used.

# Services

All services a student receives must be listed on this page along with the corresponding start and end dates. No service should be listed that the entire IEP team does not agree to. All services provided must correlate to an assessed need.

Bakersfield City School District								
Special Education Services								
Student Name: _____		DOB: _____		Meeting Date: _____				
1/2	<b>Special Education Services</b>		<b>Start Date</b>	<b>End Date</b>	<b>Location</b>	<b>Frequency</b>	<b>Total Minutes</b>	<b>Provider</b>
<input type="checkbox"/>	All services on this IEP will continue until next review unless otherwise specified under End Date.		<small>(Current Year)</small>					
1.	Primary Individual & small group instruction (preschool only)		1/31/2022	1/24/2023	Separate class	Daily	300	District of Service
2.								
3.								
4.								

Adding or taking away services from an IEP requires assessments to support the action and agreement of the IEP team to do so. No service should be added to an IEP or taken away from an IEP if the service provider is not present for the IEP meeting.

# Extended School Year (ESY)

Extended School Year is a legally mandated extension of the current school year. Only students enrolled in a severely handicapped, Autism or other program for students with significant and unique needs that can not be supported in the general education summer school program qualify for Extended School Year. All students in the mild to moderate program or who only receive DIS services are encouraged to enroll in general education summer school according to BCSD policy.

The top portion of the page will be auto-populated based on information from the MIS Summary page.

Check yes or no regarding the student's participation in ESY.

Check the box indicating transportation needs.

The team must decide how a student qualifies for ESY based on the six factors identified.

A student may qualify for ESY based on one or more of the six factors listed. If the student does not meet any of the six criteria then he/she should be considered for General Summer School rather than ESY.

Bakersfield City School District  
EXTENDED SCHOOL YEAR

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_ Meeting Date \_\_\_\_\_

Extended School Year  Yes  No If yes, describe program: \_\_\_\_\_ Transportation:  No  Yes Describe: \_\_\_\_\_

CHECK ALL OF THE FACTORS BELOW THAT APPLY TO THIS STUDENT AND PROVIDE DATA THAT SUPPORTS EACH POINT TO BACK UP YOUR CONCLUSION(S). ALL SUPPORTING DATA MUST ACCOMPANY THIS DOCUMENT.

1. REGRESSION/RECOUPMENT ANALYSIS  
 The student is unable to recoup or recover skills, specified in the IEP, to a level demonstrated prior to intersession break within five weeks following his/her return to school. Supporting Data: # \_\_\_\_\_

2. EMERGING SKILLS / BREAKTHROUGH OPPORTUNITIES  
 The IEP team reviews all IEP objectives targeting critical life skills to determine whether any of these skills are at a breakthrough point. When critical life skills are at this point, the IEP Team determines whether the interruption of instruction on those objectives caused by the school break is likely to prevent the student from receiving some benefit from his/her educational program during the regular school year without ESY services. Supporting Data: # \_\_\_\_\_

3. INTERFERING BEHAVIOR(S)  
 The IEP Team determines whether any interfering behavior(s), such as stereotyped, autistic, aggressive or self-injurious behavior(s) targeted by IEP objectives have prevented the student from receiving some benefit from his/her educational program during the previous school year without ESY services, or whether the interruption of programming which addresses the interfering behavior(s) is likely to prevent the student from receiving some benefit from his/her educational program during the next school year without ESY services. Supporting Data: # \_\_\_\_\_

4. SPECIAL CIRCUMSTANCES  
 The IEP Team determines whether, without ESY services, there are any special circumstances that will prevent the student from receiving some benefit from his/her educational program during the regular school year. Supporting Data: # \_\_\_\_\_

5. OVERALL PROGRESS  
 The student has not made adequate progress toward IEP goals and objectives during the current school year. Supporting Data: # \_\_\_\_\_

6. SEVERITY OF DISABILITY  
 Student's disability is severe (for example, autism, Asperger's, pervasive developmental disorder; severe Intellectually Disabled; degenerative impairments; mental involvement; severe multiple disabilities). Supporting Data: # \_\_\_\_\_

Has the I.E.P. team determined that this student is eligible for E.S.Y. services based on meeting at least one of the six criteria above?  Yes  No

Data to justify the decision may include any of the following:

1. Review of progress on goals in consecutive IEPs.
2. Progress reports maintained by educators, therapists, and others who have had contact with the student before and after interruptions in the educational program.
3. Reports by parents of negative changes in adaptive behaviors or in other areas.
4. Medication agency reports.
5. Observations and opinions by educators, parents, and others supervising extracurricular activities.
6. Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life-skill assessments, and other equivalent measures.

If the team determines that the student meets one of the six criteria listed, mark "yes." If the team determines the student ought to participate in General Summer School the team must mark "no."

# Extended School Year (ESY) Continued...

## Extended School Year Services

The Extended School Year Services page must include all of the services provided to the student during the regular year.

The service time duration and frequency may be different depending on the ESY schedule. An IEP tips sheet will be sent out with guidance for this when the ESY schedule is finalized.

Bakersfield City School District					
EXTENDED SCHOOL YEAR					
Student Name	D.O.B.	Meeting Date			
If there will be any changes in services, list <b>all services</b> that will be provided during the extended school year period.					
Special Education Services and/or Related Services	Location	Frequency	Total Minutes	Provider	
1. Primary:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# General Ed Participation

The goal of the special education department is to include students on an IEP in general education to the maximum extent possible.

This page of the IEP document outlines when and how a student will be included in the general education setting. All students, regardless of disability or placement, must be included in the general education setting for at least a portion of their day.

The top portion of this page will auto populate from information on the MIS summary page.

Check the box indicating the type of integration being used and provide what that integration will look like in narrative form.

Then identify the frequency and duration of that integration and indicate the type of support the student will need during that integration. Curricular integration can not exceed the maximum amount of instructional minutes by grade level based on board **policy 400.8**.








Make sure to indicate the start and end date of the integration. The dates should correlate to the annual dates for the IEP unless the integration is temporary or part of a transition plan.

If using multiple lines to outline a transition plan the start and end dates will need to be reviewed regularly to ensure the plan laid out is being followed appropriately.

The image shows a screenshot of a 'General Education Participation Plan' form. At the top, it says 'Bakerfield City School District' and 'General Education Participation Plan'. Below that, there are fields for 'Student Name' and 'Meeting Date'. The form is divided into three sections, each with its own set of fields. Each section includes: 'Integration Type' with checkboxes for Curricular, Socialization, Special School Activity, and Reverse Integration; 'Integration Activities' (a blank line); 'Frequency' (a blank line); 'Duration' (a blank line); 'Support' with checkboxes for 'Accompanied by paraprofessional', 'Accommodations required', and 'Other'; 'Starting Date' (a blank line); and 'Ending Date' (a blank line).



# General Ed Participation Continued...

 <a href="#">Extended School Year</a>	✓		✗
 <a href="#">Extended School Year Services</a>	✓		✗
 <a href="#">General Ed Participation Plan</a>	✓	<a href="#">Add Page</a>	✗
 <a href="#">Behavior Intervention Plan</a>	✓	<a href="#">Add Page</a>	✗
 <a href="#">Health Emergency Care Plan</a>	Optional		
 <a href="#">Triennial Review Worksheet</a>	Optional		
 <a href="#">Additional Notes Page</a>	✓	3 additional pages <a href="#">Add Page</a>	✗

If additional General Education Participation pages are needed for the IEP document, Return to the IEP manager screen and click: **Add Page**

# General Ed Participation

## Continued...

### How to Calculate Instructional Minutes for General Education Participation

From Board Policy 400.8 - **Instructional Minutes for General Education** to configure minutes needed in General Education. For example, a third grade student has 240 minutes of instructional time in a separate class. This student then needs  $293 - 240 = 53$  minutes in the General Education classroom - PE/ELD

**\*This is Different than the Percent in General Education which includes Recess and Lunch.**

### Instructional Minutes Per Grade Level:

Grade	Minutes of Instruction Daily Regular Session
Kindergarten	232
1st	293
2nd	293
3rd	293
4th	313
5th	313
6th	313
7th	313
8th	313

# Next School Year Services

Mark the reason for the change in service.

Click on Next year's data to enter the next school and case manager if known.

All services a student receives for next school year must be listed on this page along with the corresponding start and end dates. No service should be listed that the entire IEP team does not agree to. All services provided must correlate to an assessed need.

Fill in the percentage in general education and if transportation is required.

**Bakersfield City School District**  
**Next School Year Services**

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_ Meeting Date \_\_\_\_\_

No Changes Case Manager (tentative) \_\_\_\_\_

Reason for changes: \_\_\_\_\_  
 Preschool to Kindergarten Next Year's District \_\_\_\_\_  
 Primary to Intermediate Next Year's School (tentative) \_\_\_\_\_  
 Intermediate to Middle School / Junior High  
 Middle/Junior High to High School  
 Other: \_\_\_\_\_ >>Enter next year's school & case manager, click 'Edit Next Year's Data' link right of form

List all services that will be provided starting the first day of the next school year (new and continuing).

Special Education Services and/or Related Services	Begin Date	End Date	Location	Frequency	Total Minutes	Provider
1. Primary:						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						
21.						
22.						
23.						
24.						
25.						

Percentage of day in general education: \_\_\_\_\_ Special Transportation:  Yes  No Special Requirements: \_\_\_\_\_  
 Walk  Parent  Bus-Provider  Curb-to-curb  Wheelchair

This page of the IEP document outlines when and how a student will be included in the general education setting for next school year. All students regardless of disability or placement must be included in the general education setting for at least a portion of their day.

The top portion of this page will auto populate from information on the MIS summary page.

Check the box indicating the type of integration being used and provide what that integration will look like in narrative form.

**Bakersfield City School District**  
**General Education Participation Plan**

Bakersfield City School District

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_ Meeting Date \_\_\_\_\_

Integration type:  Curricular  Socialization  Special School Activity  Reverse Integration

Integration Activities: \_\_\_\_\_

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Support:  Accompanied by paraprofessional  Consultation: classroom/special education teacher  
 Accommodations required: \_\_\_\_\_  
 Other: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

---

Integration type:  Curricular  Socialization  Special School Activity  Reverse Integration

Integration Activities: \_\_\_\_\_

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Support:  Accompanied by paraprofessional  Consultation: classroom/special education teacher  
 Accommodations required: \_\_\_\_\_  
 Other: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

---

Integration type:  Curricular  Socialization  Special School Activity  Reverse Integration

Integration Activities: \_\_\_\_\_

Frequency: \_\_\_\_\_ Duration: \_\_\_\_\_

Support:  Accompanied by paraprofessional  Consultation: classroom/special education teacher  
 Accommodations required: \_\_\_\_\_  
 Other: \_\_\_\_\_

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_

Then identify the frequency and duration of that integration and indicate the type of support the student will need during that integration.

Make sure to indicate the start and end date of the integration. The dates should correlate to the annual dates for the IEP unless the integration is temporary or part of a transition plan.

# Additional Notes Page

Writing appropriate notes is vital to the success of the IEP process and critical for properly documenting IEP team discussions. The IEP notes page should provide an accurate transcription of what transpired during the meeting and always be written in narrative form. Below are some expectations for what should be included for every IEP meeting held.

Bakersfield City School District  
Bakersfield City School District

Student Name \_\_\_\_\_ D.O.B. \_\_\_\_\_ Date of Meeting \_\_\_\_\_

Additional page for:  Meeting Summary  
 Other: \_\_\_\_\_

**Document IEP Participants:** IEP team members and their roles must be listed to show that all required members of the team are present. Also noted should be who, if anyone, was excused and whether or not the parents approved of the excusal.

**Parent Participation:** Documenting parent participation is required on the IEP notes page. It must be noted that the parents or guardians are in attendance and all of the







questions or concerns are being addressed. Also, it needs to be stated how the team responded to these concerns.

**Consideration of all aspects of the IEP:** The IEP notes page should reflect discussion of each part of the IEP document as it is discussed during the meeting. Discussion around each page of the document should be noted in such a way as to clarify the support and services the student requires.

**Final Thoughts:** Every IEP must be written to reflect a student's individual needs and how those needs are being supported. Do not copy and paste old information. Before finalizing an IEP, reread all notes to make sure information is correct and consistent.

*All notes for the IEP meeting must be written into this page during the IEP meeting; do not pre-write the notes before the meeting has started.*

# Additional Notes Page Continued...

 <a href="#">Extended School Year Services</a>	✓		
 <a href="#">General Ed Participation Plan</a>	✓	<a href="#">Add Page</a>	✗
 <a href="#">Behavior Intervention Plan</a>	✓	<a href="#">Add Page</a>	✗
 <a href="#">Health Emergency Care Plan</a>	Optional		
 <a href="#">Triennial Review Worksheet</a>	Optional		
 <a href="#">Additional Notes Page</a>	✓	3 additional pages <a href="#">Add Page</a>	✗
		<a href="#">Edit Next Year's Data</a>	

*If additional notes pages are required they can be added from the IEP manager page*

# Additional Notes Page Guidance

Required Element:	Example:
<b><i>Purpose of the Meeting</i></b>	The purpose of today's IEP meeting is to review assessments and reports for (student's) initial/triennial IEP in order to determine eligibility for special education supports and services.
<b><i>Method Used to Facilitate the Meeting</i></b>	In Person: This IEP meeting was conducted in person in the conference room at (school name) located at (address).  Virtual: This meeting was facilitated through the use of Zoom. The parents were consulted over the use of this virtual platform in advance and (parent name) agrees to have this meeting held virtually through Zoom.
<b><i>Whether Meeting was Recorded</i></b>	This meeting was audio recorded by the school district. The district was notified by parents that he/she would be audio recording. The district, in response, also recorded the meeting.
<b><i>Team Member Present and Those Excused</i></b>	Present for today's IEP meeting are Joe Smith (parent), Mr. Right (special education teacher), Mrs. Sunny (general education teacher), Dr. Wing (administrator), Mr. Down (school psychologist), Nurse Mary (school nurse), and Johnny Smith (student). Excused with parents' consent is Ms. Time (speech therapist).
<b><i>Introductions</i></b>	This meeting started with each team member introducing themselves and identifying their role on the IEP team.
<b><i>Procedural Safeguards</i></b>	Parents were provided a copy of the BCSD procedural safeguards and full explanation of their rights as a parent of a child with a suspected disability, were given. Parents were asked if they understood their rights or needed further explanation. Parent expressed that they understood their rights and declined an explanation.

# Additional Notes Page

## Guidance Continued...

<p><b>Reports Presented</b></p>	<p>Because this is an initial/triennial evaluation the school psychologist, speech therapist, and nurse have prepared reports to be presented to the team. The parents were provided copies of these reports.</p> <p><b>Note:</b> A summary of notes should also be taken that detail what each assessor presented and document their findings. After each report is presented, the team should document whether the parent had any questions or concerns about the specific report presented.</p>
<p><b>Parent Documents Presented</b></p>	<p>Parents presented a medical report provided to them by the student's doctor which identifies the student having a medical diagnosis of (diagnosis) prepared by Doctor John, dated 7/12/2020. The team discussed these findings and how the student's diagnosis may impact his/her ability to engage in the learning environment or access their academic instruction.</p>
<p><b>Parent Concerns</b></p>	<p>Parents shared with the rest of the IEP team his/her/their concern about the student's inability to retain information, follow simple directions, and poor performance in the classroom.<b>Note:</b> For every concern the parent expresses there should also be documentation in the notes on how the IEP team will address those concerns.</p>
<p><b>Discussion of Student Eligibility</b></p>	<p>"Based on the reports presented by the school psychologist, speech therapist, nurse, teacher and the report provided by the parent that was prepared by the student's doctor, the IEP team has determined the student is eligible as a student with <u>(enter the disability)</u>."</p>
<p><b>Present Levels</b></p>	<p>Currently the student, a fifth grader, reads at a 1<sup>st</sup> grade level, is unable to produce a writing sample following basic rules of grammar and format, or take notes during class instruction. A detailed breakdown on the student's present levels is documented in detail on the Present Levels of Performance page of the IEP.</p>

# Additional Notes Page

## Guidance Continued...

<p><b><i>Areas of Need</i></b></p>	<p>Based on assessments presented, parents' concerns, and the student's present levels of performance, the IEP team has determined the student needs specialized academic instruction for 90 minutes a day to support the student's need in the area of English Language Arts. The IEP team has developed 4 goals to outline the team's expectation for academic achievement over the coming year.</p>
<p><b><i>Progress on Previous Goals</i></b></p>	<p>The special education teacher reviewed progress the student made on the goals developed at the previous IEP meeting on 8/29/2019. Team was informed that the student met those goals. The parent reported that he/she was happy with the student's progress.</p>
<p><b><i>Review of New Goals</i></b></p>	<p>Based on the information shared by the team and taking into consideration concerns of the parent, new IEP goals have been developed for (student). The team reviewed these goals and agreed they are appropriate for the (student's) current needs. Parents consented to the goals.</p>
<p><b><i>Supplemental Aids and Accommodations</i></b></p>	<p>As documented on the Accommodations and LRE pages, the team agrees that (student) requires extended time to complete assignments, fidget toys and sensory items to address their sensory needs, graphic organizers for note taking, and reduced paper/pencil tasks to show mastery of a skill.</p>
<p><b><i>Continuum of Program Placement and Service Options Considered</i></b></p>	<p>The IEP team discussed the student's current educational placement; 60% general education with 40% in a separate classroom for reading intervention in a small group setting. The team feels (student) has made great progress and suggests increased time in the general education setting to 80%. (Student) will continue to spend 20% of the day in a separate classroom for targeted reading comprehension support.</p>



# Additional Notes Page

## Guidance Continued...

<p><i>Districts offer of FAPE</i></p>	<p>The IEP team has presented the district's offer of a Free and Appropriate Public Education (FAPE) as 75% of the student's school day in the Autism classroom for academic instruction. 25% of the student's day will be spent in the general education setting for PE, passing periods, social interaction time at recess and lunch. (Student) will also receive speech services for 20 minutes per week to support the Speech and Language goals that were developed. The student will continue to receive curb-to-curb transportation and will continue to qualify for Extended School Year.</p>
<p><i>Areas of Agreement and Disagreement</i></p>	<p>Parent agrees with the district's offer of FAPE but disagrees that the student no longer qualifies for Occupational Therapy. The team discussed the parents' concerns, which include the student's continued inability to produce legible written work. The team agrees with parent's concerns and has developed a goal for the student in the area of penmanship. As an accommodation, the team also agrees the student can type all of their written work and share that work through Google Classroom online. The student will not be marked down for this accommodation. Because of this new goal and accommodation, the parent agrees to see how the student progresses, but has stated if she does not see the progress identified on his goal and objectives, she will be requesting a new OT assessment.</p>
<p><i>Parent Consent</i></p>	<p>Parent agrees with the district's offer of FAPE and has collaborated in the development of the IEP. Parents have signed in consent of the IEP and stated that they are happy with the outcome of today's meeting.</p>



# Finalizing the IEP, Consent for Placement, & Meeting Participation



These are the final pages of the IEP document and must be completed properly for an IEP to be implemented. It is preferred that the parent sign the consent and participation of the IEP before they leave the meeting.

## **Consent for Placement**

This is the final page of the IEP document and must be completed properly for an IEP to be implemented. It is preferred that the parent sign in consent of the IEP before they leave the meeting.

If the parent wishes to delay consent for any reason, they may, and it is the responsibility of the case manager to reconvene with the parent when they are prepared to sign in consent.

## **Meeting Participation**

All members who were present at the IEP meeting **MUST** sign the meeting participation page.

There is no such thing as Opening an IEP and continuing it. IEP meetings must be held and finalized on or before their Due Date to be considered compliant.

# Consent for Placement In Special Education

The top portion of this page will auto-populate based on information from the MIS Summary page.

Bakerfield City School District  
**CONSENT FOR PLACEMENT IN SPECIAL EDUCATION**  
Bakerfield City School District

Student \_\_\_\_\_ District \_\_\_\_\_ Grade \_\_\_\_\_ Meeting Date \_\_\_\_\_  
Student ID \_\_\_\_\_

Parent/Guardian, I agree with each applicable statement below:

- I agree to all parts of the IEP or I agree with the IEP, with the exception of \_\_\_\_\_
- I understand that my child is not eligible/no longer eligible for special education.
- I have learned and have been given an opportunity for a full explanation of the Procedure Followings.
- The school district facilitated parent involvement as a means of improving services and results for my child.
- This is an Initial/Annual Individualized Education Program (IEP) meeting and I have received all evaluation reports.
- My child is eligible for Special Education services. However, I choose to send my child to a private school and understand that the IEP cannot be implemented.
- I decline the District's offer of a Private School Individual Services Plan.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

The team must review all 7 statements. Parents initial for each line that is applicable and that they agree with. For all Initial and Triennial IEP meetings (Statement 5) the parents/guardians must be given at least a draft copy of all reports completed by members of the IEP team.

Signing here indicates that the parent/guardian is in agreement with the IEP and consents to it being implemented.

If the parent wishes to delay consent for any reason, they may, and it is the responsibility of the case manager to reconvene with the parent when they are prepared to sign in consent.

# Meeting Participation

Bakersfield City School District			
MEETING PARTICIPATION			
Student Name _____	D.O.B. _____	Date of Meeting _____	Continuation Meeting: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: Parent/Guardian/Adult Student	Print Name: _____	Title: Parent/Guardian/Adult Student
Participation: _____		Participation: _____	
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____
Signature: _____	Date: _____	Signature: _____	Date: _____
Print Name: _____	Title: _____	Print Name: _____	Title: _____

All members of the IEP, who are present for the IEP meeting, must sign the Meeting Participation on the designated line and date.

The Parent(s)/ Guardian signature simply indicate that they were in attendance.

If the parent wishes to delay consent they should still sign in attendance before leaving the meeting.

**03**  
**Additional  
IEP Pages**



# Health and/or Emergency Care Plan

This page must be completed by the school nurse and reviewed with the teacher and any BCSD staff member who works with the student throughout the day. The school nurse must be invited to all IEP meetings for a child who requires a Health and/or Emergency Care Plan, such as students with a diagnosed disability of Other Health Impairment (OHI).

Bakersfield City School District			
HEALTH and/or EMERGENCY CARE PLAN			
Bakersfield City School District			
Student Name _____	D.O.B. _____	Meeting Date _____	
<b>HEALTH and/or EMERGENCY CARE PLAN FOR (list all diagnoses)</b> _____			
<b>School:</b>	<b>Teacher:</b>	<b>Grade:</b>	<b>Room:</b>
Parent Name: Phone:	Parent Name: Phone:	Parent Name: Phone:	
Healthcare Provider(s):	Phone(s):	Preferred hospital:	
School Nurse:	Phone:	Date plan written/reviewed:	
Diagnosis & History:			
Medications:			
Allergies:			
<p><b>IF EMERGENCY OCCURS:</b> Call 911 for life threatening emergency. Stay with student or designate another adult to do so. Provide ongoing care to student. Designate someone to call principal and school nurse. The following staff are trained and deemed competent to deal with this health/emergency situation: _____</p> <p style="text-align: center;"><b>USE STANDARD PRECAUTIONS WHEN DEALING WITH BODY FLUIDS</b></p>			

# Addendum IEP Page

Addendum IEPs are used to make minor changes to or add services to a pre-existing IEP document. The IEP addendum is also used to address general concerns initiated by the parents that do not require additional assessment

The top portion of this page will auto-populate based on information from the MIS summary page.

In the space provided, explain the reason for the meeting, the changes being made to the pre-existing IEP document, and rationale for those changes. If additional space is needed, an additional notes page will need to be added from the IEP manager page.

All services a student receives must be listed on the services lines provided.

Transportation must be marked correctly to prevent delays in setting up transportation services.

All services being removed must be listed in the space provided and the date those services will end.

Parents must initially agree upon all applicable statements and leave all others blank.

Make sure every team member in attendance signs on the appropriate line provided.

***Anytime a pre-existing IEP is changed, the page of the original document being changed must be added to the addendum in the IEP manager in SIRAS. Please contact a special education program specialist with any questions.***



# Worksheet for an IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient

When Appropriate the IEP team must use the reclassification forms of the IEP to document the IEP team's discussion and decision to reclassify an English Learner as "English Only" Every section of this page must be agreed upon by all of the members of the IEP team.

Bakersfield City School District		
<b>WORKSHEET FOR IEP TEAM RECOMMENDATION FOR RECLASSIFICATION OF SPECIAL EDUCATION ENGLISH LEARNERS TO FLUENT ENGLISH PROFICIENT</b>		
Bakersfield City School District		
<small>For use for consideration of reclassification of English Learners with IEPs who do not meet regular district reclassification criteria.</small>		
Student Name: _____	D.O.B: _____	Date of Meeting: _____
Description of how either primary or secondary disability affects language (if applicable): _____		
Grade First Entered School: _____	Years in the U.S.: _____	Years in EL Program: _____
Current English Learner Program Model: _____		
<b>THE TEAM CONSIDERED THE FOUR CRITERIA OF RECLASSIFICATION (EC 313(D)) IN ORDER TO ASSIST THE RECLASSIFICATION TEAM.</b>		
<b>1. English Language Proficiency Assessment</b>		
Assessment Name: <input type="checkbox"/> CELDT <input type="checkbox"/> Alternate Assessment(s): _____		
Current School Year Data Date: _____		
Overall Score/Level: _____	Listening Score/Level: _____	Speaking Score/Level: _____
Reading Score/Level: _____	Writing Score/Level: _____	
Previous School Year Data Date: _____ Assessment Name: <input type="checkbox"/> CELDT <input type="checkbox"/> Alternate Assessment(s): _____		
Overall Score/Level: _____	Listening Score/Level: _____	Speaking Score/Level: _____
Reading Score/Level: _____	Writing Score/Level: _____	
<small>(Note: For reclassification, English overall proficiency level must be early advanced or higher AND Listening intermediate or higher, Speaking intermediate or higher, Reading intermediate or higher, and Writing intermediate or higher.)</small>		
Student met language proficiency level criteria as assessed by CELDT, or Alternate. <input type="checkbox"/> Yes <input type="checkbox"/> No		
<small>(If yes, proceed to section 2. If no, consider the following):</small>		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A The IEP team reviewed other informal measures of proficiency and determined it is likely the student is proficient in English.		
<small>(Only allowed if student's Overall proficiency level was in the upper end of the Intermediate level)</small>		
<input type="checkbox"/> Yes <input type="checkbox"/> No The IEP team has determined that the student's disability impacts his or her ability to manifest English proficiency.		
Areas affected: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing		
If yes, explanation: _____		
<small>(Possible indicators: Student has similar academic deficits and error patterns in English as well as primary language; error patterns in listening, speaking, reading, and writing are typical of students with that disability versus students with second language issues)</small>		
<small>(If either of the above are checked "yes", indicate "yes" to the following statement):</small>		
The IEP team has determined the student has demonstrated an appropriate level of English Language Proficiency commensurate with his/her abilities.		
<input type="checkbox"/> Yes <input type="checkbox"/> No <small>(If yes, proceed to section 2. If no, stop here.)</small>		

*The top portion of this page will auto populate from the MIS summary page.*

*IEP team must get support for reclassification of an EL with Disabilities from Michael Cunningham @ 87122*

# Positive Behavior Intervention Plan

The Positive Behavior Intervention Plan is used when a student has continuous behaviors that are preventing him/her from fully benefiting from their academic setting. There should be a minimum of one goal developed to increase the Positive Replacement Behavior associated with this plan. Any Trained staff can complete this.

POSITIVE BEHAVIOR INTERVENTION PLAN		
Student Name _____	D.O.B. _____	Meeting Date _____
Behavior interfering with learning (Problem Behavior): (include frequency, duration and/or intensity as appropriate)		
Communicative function of behavior: <input type="checkbox"/> Escape <input type="checkbox"/> Attention <input type="checkbox"/> Sensory <input type="checkbox"/> Tangible		
Describe: (include antecedents/consequences as appropriate)		
Positive/Replacement Behavior: (serves the same function as the problem behavior – not simply the absence of the problem behavior)		
Reduction of Problem Behavior: (note strategies, who will implement and when)		
Increase of Positive/Replacement Behavior: (note strategies, who will implement and when)		
Reinforcement: (note reinforcers, who will administer and when)		
Reactive Strategies: (if problem behavior occurs)		
Personnel responsible for overseeing plan: _____		
See IEP goal(s) related to this plan. Goal number(s): _____		

**Behavior Interfering with Learning:** The problem behavior must be described in observable/measurable terms. Define the behavior in ways that are clear, specific, and observable to anyone.

**Communicative Function:** This is based on an FBA or team hypothesis. Then describe in detail to justify the **Positive Replacement Behavior** that would achieve the same goal of the Problem behavior.

**Reduction of Problem Behavior:** This section addresses what is going to be changed in the environment that will prevent or reduce the need for the student to use the problem behavior. This may include environmental changes in how time is structured (e.g., reduced number of transitions, decreased demands), how space is organized (e.g., preferential seating,) materials selected (e.g., behavior chart, visual schedule, curricular modifications), and/or how positive interactions are increased (e.g., positive to negative feedback ratio, assigning tasks in the classroom).

**Increase of Positive Behavior:** List specific strategies for teaching the positive/replacement behavior and other general positive behavior skills. These will vary depending on the behaviors being taught and the student.

**Reinforcement:** What positive/replacement behavior(s) are being reinforced (e.g., asking for help instead of dropping to the floor)?

**Reactive Strategies:** Typically the first step in a reactive strategy is to prompt/remind the student to use the replacement behaviors to prevent the problem behavior from continuing or escalating. A prompt may be verbal, visual, gestural, etc.

**Personnel Responsible for Overseeing the Plan:** This should be a shared responsibility of the classroom staff.

**Goal Number(s):** There must be at least one goal written that identifies the positive behavior that is being worked on to replace the problem behavior.

# Comprehensive Behavior Intervention Plan (CBIP)

The Comprehensive Behavior Intervention Plan is used when the student's behavior impedes the learning of themselves or others or when disciplinary action may be resulting in a change of placement. Comprehensive BIPs are completed by school psychologists.

COMPREHENSIVE BEHAVIOR INTERVENTION PLAN  
Bakersfield City School District  
(For students whose behavior impedes learning of self or others, or disciplinary action is resulting in a change of placement.)  
Student Name: \_\_\_\_\_ Meeting Date: \_\_\_\_\_  
D.O.B.: \_\_\_\_\_  
This Comprehensive Behavior Support Plan is based upon:  
 Team Meeting  Observational Data  Student Interview  Staff Interviews  Behavior Analysis/Review Worksheet  Functional Behavioral Assessment  
Description of INAPPROPRIATE BEHAVIOR which interferes with learning (PROBLEM BEHAVIOR – must be observable/measurable):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Current frequency/intensity/duration of problem behavior:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Current predictors (ANTECEDENTS) for problem behavior:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Most typical outcomes (CONSEQUENCES) of problem behavior:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
IEP team believes behavior occurs because (hypothesis of function):  Escape  Attention  Sensory  Tangible Describe:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Description of POSITIVE REPLACEMENT BEHAVIOR (what student should do to gain the same outcome as the problem behavior in an acceptable way. NOT simply the absence of the problem behavior; should be something the student is capable of learning/doing):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Current frequency of positive/replacement behavior:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

First check the indicated source of data the BIP is based upon.

**Inappropriate Behavior:** A problem behavior must be described in observable/measurable terms. Define the behavior in ways that are clear, specific, and observable to anyone.

**Current Frequency:** Indicate how much the problem behavior is currently happening. Include frequency (how often) as well as duration (how long) and intensity (how severe) if applicable.

**Current Predictors:** Predictors occur in the immediate environment and/or past environments. Document when, where, and under what conditions is the behavior most likely to occur.

**Most Typical Outcomes:** Consequences occur after or as a result of a problem behavior and influence the problem behavior (either increasing or decreasing it).

**Behavior Occurs Because:** Based on FBA or team hypothesis, check the box that best summarizes the function of the problem behavior. Then describe what the student is trying to obtain, protest, or avoid by using this problem behavior.

**Positive Replacement Behavior:** Describe what students should do to gain the same outcome as the problem behavior in an acceptable way. The replacement behavior is a positive alternative that allows the student to obtain the same function the problem behavior provides in a manner that is acceptable in the environment.

**Current Frequency:** How often the student is currently using the positive replacement behavior. For some students this might not occur yet; others might be using the behavior infrequently, inappropriately, partially, in certain settings, or it might not be reinforced by staff.

# Comprehensive Behavior Intervention Plan

## (CBIP) Continued...

The teaching/ action plan describes the proactive interventions for the behavior plan , specific procedures,and strategies for increasing the positive replacement behavior and decreasing the problem behavior. The page is divided into several sections ad can be used as a staff sheet summarizing all the proactive components of the behavior plan. Intervention should include the responsible personnel and/or implementers of specific strategies.

TEACHING/ACTION PLAN	
REDUCTION OF PROBLEM BEHAVIOR:	
Interventions: (E.g. Altering teaching strategies; making curricular, material or environmental modifications; changing antecedents; giving choices; preventing "triggers". ) <i>Specify frequency and responsible personnel.</i>	Reinforcement: (Indicate behavior, rate of behavior, interval, responder, and responsible personnel for reduction of problem behavior)
Plan for fading interventions and reducing reinforcement for problem behavior:	
INCREASE OF POSITIVE/REPLACEMENT BEHAVIOR:	
Interventions: (E.g. Teaching, practicing or modeling; providing communication means; teaching social skills; assistive skills or problem solving.) <i>Specify frequency and responsible personnel for each strategy.</i>	Reinforcement: (Indicate behavior, rate of behavior, interval, responder, and personnel to increase positive/replacement behavior)
Plan for fading interventions and reducing reinforcement for positive/replacement behavior:	

**Interventions:** This section addresses changes in the environment that will prevent or reduce the need for the student to use the problem behavior. This may include environmental changes in how time is structured (e.g., reduced number of transitions, decreased demands), how space is organized (e.g., preferential seating, increased access to the teacher), materials selected

(e.g., behavior chart, visual schedule, curricular modifications), and/or how positive interactions are increased (e.g., positive to negative feedback ratio, peer tutors, assigning tasks in the classroom).

**Reinforcement:** In this section, the reinforcement procedures aimed at reducing the problem behavior are listed.

**Plan for Fading Interventions:** Specify target rate(s) for reduction in the occurrence of problem behavior, including period of time in which rate will be maintained (e.g. – “no more than two times a week for three weeks”). As those rate(s) are achieved, specify changes to be made in the interventions. These could include changes to be made in the ecology (e.g., reducing number of breaks; reducing physical supports such as study carrels or separate seating; reintroducing back into group activities), instructional strategies (e.g., reintroducing more demanding tasks; less intrusive prompts; less curricular modifications; reducing number of verbal prompts); and/or reinforcement schedule (e.g., lengthening reinforcement intervals, moving toward more intrinsic reinforcement).

# CBIP Continued: Reactive Strategies and Debriefing Procedures

The first step in a reactive strategy is to prompt/remind the student to use the replacement behaviors to prevent the problem behavior from continuing or escalating. A prompt may be verbal, visual, gestural, etc. Further steps may also include: reminding the student of what they are working for, reminding of consequences to behaviors, encouraging choice-making, offering emotional or task support, etc.

*(Identify the Personnel who will Implement this Strategy).*

The image shows a screenshot of a form titled "REACTIVE STRATEGIES TO EMPLOY AND DEBRIEFING PROCEDURES TO USE IF THE PROBLEM BEHAVIOR OCCURS". The form is divided into several sections, each with a heading and a list of options. The first section is "Personnel who will implement" and has a dropdown menu. The second section is "If problem behavior continues or escalates (include staff response to maintain safety of needs)" and has a dropdown menu. The third section is "Personnel who will implement" and has a dropdown menu. The fourth section is "See IEP goals related to this behavior" and has a dropdown menu. The fifth section is "The above goals are intended to" and has a dropdown menu. The sixth section is "Data Collection" and has a dropdown menu. The seventh section is "Personnel Responsible for Monitoring Plan Implementation" and has a dropdown menu. A red circle highlights the "Personnel who will implement" section, and an arrow points to the "Behavioral Support Staff" option.

**If the Problem Behavior Continues to Escalate:** This would be the next step in case the problem behavior continues or escalates. Specify how the staff will redirect the problem behavior and/or maintain the safety of everyone.

**Debriefing:** A debrief meeting should occur to review and evaluate the success of supports and accommodations that address the problem behavior.

There must be at least one goal written that is related to this plan that is intended to increase a positive replacement behavior, decrease the problem behavior, or address social/emotional skills development.

**Communication:** Active exchanges between all stakeholders and between home and school should be outlined and specified. It is important that all communication involves a two-way exchange rather than one person giving information to a passive recipient. Exchanges can occur through email, phone calls, written logs, meetings, data collection sheets, point sheets, etc. *Do not include the names of staff members to allow for changes in staffing.*

**Data Collection:** Consider whether data collection is necessary in addition to data used to measure the goals. For a behavior plan, data on problem and replacement behaviors should be collected on a regular basis to monitor progress with method, frequency, and personnel noted.

# Manifest Determination Meeting

Anytime a manifestation determination meeting is held, it is vital that every section of the IEP is completed and accurate. The school psychologist should be part of all manifest determination meetings.

Anytime a student shows behaviors rising to the level of earning multiple days of suspension a manifest determination meeting must be held. If new behaviors start becoming a problem, then a new manifest determination meeting must be held. For example, if a student has had a manifest determination meeting to address physically aggressive behavior, but is now sexually harassing students or staff then a second manifest determination meeting must be held to address the new behavior.

BAKERSFIELD CITY SCHOOL DISTRICT (SELPA) INDIVIDUALIZED EDUCATION PROGRAM			
REPORT OF IEP TEAM MANIFESTATION DETERMINATION MEETING			
<input type="checkbox"/>	Expulsion proceedings are pending	<input type="checkbox"/>	Ten Day Compliance Manifestation Determination
<input type="checkbox"/>	Twenty Day Compliance Manifestation Determination	<input type="checkbox"/>	Pattern of behavior
<b>Student Name:</b>		<b>Parent/Guardian:</b>	
<b>Address:</b>		<b>Phone:</b>	
<b>Student ID #:</b>		<b>Grade:</b>	<b>Sex:</b>
<b>Annual IEP date:</b>		<b>Last Triennial date:</b>	
<b>Current Education Program:</b>			
<b>1) Notification</b>			
Written notification of this IEP meeting was provided to the students parent(s) or guardians(s) by:			
<input type="checkbox"/>	Personal delivery by whom: _____	on _____	(date)
<input type="checkbox"/>	Deposit in certified U.S. Mail by whom: _____	on _____	(date)
<input type="checkbox"/>	Other (specify): _____		
<b>2) Date and description of alleged misconduct resulting in disciplinary action as reported on school records.</b>			

# 04 Conducting a Virtual IEP



# Guidance for Conducting Virtual IEP Meetings



Prior to the IEP meeting, confirm the date and time with parent(s)/ Guardian. It is advised to contact the parent(s)/ Guardian the day before the meeting for confirmation.

When scheduling with parent, review procedures on how to utilize Zoom and discuss the agenda and procedural safeguards.

If necessary, practice using the virtual platform with parents to ensure mastery and demonstrate security.



# Guidance for Conducting Virtual IEP Meetings

1. Ensure and maintain the privacy and confidentiality of information, files, and communications. Conduct telephone calls and virtual meetings in a place where confidential information will not be overheard or viewed by individuals who are not involved in the meeting.
1. Maintain professionalism by dressing appropriately and choosing a location with minimal distractions. Be on time and aware of virtual backgrounds before logging in.
1. Charge the laptop, phone, or device that will be used to 100%. Using these programs can create an extra drain on batteries. If able it is best to keep devices hooked up to direct power cables.
1. Make sure that the meeting is held in a location with a strong wifi signal or internet access. Things become challenging when the connection is unstable and devices freeze mid-sentence.
1. Remember, virtual IEP meetings have the same regulations as in-person IEPs. Location is the only difference. Therefore, all mandated IEP team members must be in virtual attendance unless excused by the parent and documented on the “Excusal of an IEP Team Member” form and notes page.
2. Standard rules and laws apply for recording meetings. Do Not do it.
3. Empathize with parents. They are going through a stressful time right now so give them a little grace.

# Developing the IEP and Preparing for the Meeting

1. Each case manager must review their caseloads in SIRAS to identify and schedule any upcoming IEP meetings.
  - a. Contact parents/guardians to determine potential dates and times they are available for a meeting. Obtain email addresses and make sure that they have access to the appropriate technology (cell phone, laptop, tablet and internet access).
2. Confirm date and time with parents then schedule IEPs with the IEP team on Outlook (administrator, case manager, general education teacher and all additional service providers).
3. Draft the IEP meeting notice and send it along with Procedural Rights and Safeguards to the parent via mail or email.
  - a. Update student information page on SIRAS with parent's email.
  - b. Document steps taken in the scheduling notes and in the IEP notes page.
4. Schedule interpreters as needed and make sure they have access to the appropriate technology.
5. Draft the IEP
  - a. Before meeting, complete as much information on the draft IEP as possible to ensure the meeting is efficient.
  - b. Ensure use of COVID-19 language if appropriate for the situation.
6. Provide parents with a watermark DRAFT copy of the IEP via mail or email.

# Considerations for Holding a Virtual IEP Meeting

It is required that the entire team, participate through Zoom so the entire team can view the IEP document during the meeting. This allows for meaningful participation for all members. Any member who participates via audio only on their phone should have a printed DRAFT version of the IEP in front of them for reference. This means printed copies may have to be developed and mailed or emailed out in advance.

Team Members can join Zoom with video and audio through their device. Team members also have the option to join a Zoom meeting by calling in and using audio only on their telephone. We recommend using the \*67 function so the telephone number is not displayed to the rest of the team members throughout the meeting.

Parents may choose to participate by phone and connect to ZOOM through their Smartphone. The same applies, they can use video and audio or audio only depending on their personal preference.

You can join a Zoom meeting via teleconferencing/audio conferencing using a traditional telephone also. This is useful in occasions where:

- you do not have a microphone or speaker on your computer,
- you do not have a smartphone (iOS or Android), or
- you cannot connect to a network for video and VoIP/ computer audio.

# Appendix

**Page 6: Educational Benefit Graphic Link:**

<https://drive.google.com/file/d/1Zt130lKjOnosyZhmrGCwQxvFdDcscYiH/view?usp=sharing>

**Page 11: BCSD 2022-2023 School Calendar Link:**

<https://www.bcsd.com/cms/lib/CA50000780/Centrality/Domain/4/2022-23%20BCSD%20School%20Calendar%201-13-22.pdf>

**Page 11: 2022-2023 SPED Calendar Link**

<https://drive.google.com/file/d/1ml1rRn168zoebNW50mobHk7SW4rWhwOX/view?usp=sharingalendar%201-13-22.pdf>

**Page 11: Special Education Timelines Link:**

<https://drive.google.com/file/d/1zRj9ew4kLkzjpLZ-N02VZCVnxkf9Zqbf/view?usp=sharing>

**Page 11: Due Process Related Timelines Link:**

<https://drive.google.com/file/d/1tiQYL3W0DOj3T6S3mWGf239tXAilvR-D/view?usp=sharing>

**Page 12: BCSD Timeline Chart Link:**

<https://drive.google.com/file/d/1Mfsjk34uYx0eJM5nFoDa7rXjX-U06Ly9/view?usp=sharing>

**Page 16: Individual Education Plan (IEP) - Look For, Listen For, Ask For Link:**

[https://docs.google.com/presentation/d/16m89hY\\_D9GuLnEH5NytQD1sakLPU6AKylNumcBkvWio/edit?usp=sharing](https://docs.google.com/presentation/d/16m89hY_D9GuLnEH5NytQD1sakLPU6AKylNumcBkvWio/edit?usp=sharing)





# Thank You!

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