

EL DORADO COUNTY CHARTER SELPA
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF MEETING

Student Name: Student Last Name

Birthdate: 3/6/2005

☐ Initial ☒ Annual ☐ Triennial ☒ Transition Planning ☐ Pre-Expulsion ☐ Interim ☐ Other

Address 305 San Antonio Court #305 San Jose, CA 95116

Dear Parent

Today's Date 04/06/2021

An Individual Education Program (IEP) Meeting is being arranged to discuss educational program for the student named above. You are invited to attend as a member of the IEP team. Your participation and input are important in the development of an appropriate education and arriving at decisions about your child's education. You have the right to have other individuals present who have knowledge or special expertise about your child. Your child could benefit from participation in the IEP meeting and is invited to attend. If this is the initial IEP meeting and the student was receiving services under Part C through an IFSP, you may request that the district invite the Part C Service Coordinator or other representative. Secondary students age 15 or older should attend the IEP Team meeting. Parents of adult students may also participate in the meeting.

The meeting is scheduled for:

Date 04/22/2021

Time 4:00 pm

School/Location Meeting will be held online through Zoom video platform

Room Link will be sent prior to meeting

We anticipate that the following members may also attend:

Administrator/Designee	<u>x</u>	Other	_____
Special Education Teacher	<u>x</u>	Other	_____
General Education Teacher	<u>x</u>	Other	_____
Student	<u>x</u>	Other	_____
Psychologist	<u>x</u>	Other	_____
Specialist	_____	Other	_____

NOTICE: If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:

Name Erica Tietz

Title Education Specialist

School/District School San Jose Collegiate

Phone 669 260 0360

Please complete and sign this form, and return to Erica Tietz

Check the following items, as appropriate:

- ☐ **YES**, I plan to attend the meeting
- ☐ **YES**, I plan to attend the meeting and bring the following additional attendees:
- ☐ I do not plan to attend the meeting, but I am available by teleconference
- ☐ I require assistance of an interpreter. (Language) _____
- ☐ I request a different time and/or place. Please call me at Home Work _____
- ☐ I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.
- ☐ **NO**, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.
- ☐ **NO**, I cannot attend, but I will send _____ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

Signature _____

Date _____

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

For LEA use only:

Comments/Additional Information

**EL DORADO COUNTY CHARTER SELPA
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Last Legal Suffix: _____ Date of Birth: 3/6/2005 IEP Date: 4/22/2021
Name, Student Original SpEd Entry Next Annual IEP: 4/21/2022
 Date: 6/6/2016 Last Eval: 5/2/2019 Next Eval: 5/1/2022

MEETING TYPE: ☐ Initial ☒ Annual ☐ Triennial

Additional Purpose of Meeting (If needed): ☒ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other

Age: 16 year(s) 1 months

Grade: 10 Tenth grade

Native Language: 01 Spanish

EL: ☒ Yes ☐ No

Redesignated: ☐ Yes ☒ No

Interpreter ☒ Yes ☐ No

Student ID: 9092764491

SSID: _____

Parent/Guardian: Parent

Home Phone: _____

Home Address: _____

123-456-7890

City: San Jose

Work Phone: _____

State/Zip: CA, 95116

Cell Phone: _____

Parent/Guardian: _____

Email: _____

Home Address: _____

City: _____

State/Zip: _____

District of Special Education Accountability: School San Jose Collegiate

Residence School: _____

Hispanic Ethnicity: ☒ Yes ☐ No ☐ Ethnicity Intentionally Left Blank

Race (regardless of Ethnicity): Race 1. 700 White Race 2. _____

Race 3. _____ Race 4. _____ Race 5. _____ ☐ Race Intentionally Left Blank

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

Primary: Specific Learning Disability (SLD)

Secondary: None

☐ Not Eligible for Special Education ☐ Exiting from Special Education (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in general curriculum (or for preschoolers, participation in appropriate activities) Anthony's significant weaknesses in the processing areas of auditory processing (phonemic awareness) and short term memory span significantly impact his ability to progress in the general education curriculum without Special Education Supports and services in the areas of Basic Reading, Reading Comprehension and Fluency, and Written Expression (Spelling).

FOR INITIAL PLACEMENTS ONLY

Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years?
☐ Yes ☒ No

Date of Initial Referral for Special Education Services: 4/13/2016

Person Initiating the Referral for Special Education service: 30 Student Study Team/Intervention Team

Date District Received Parent Consent: 4/13/2016

Date of Initial Meeting to Determine Eligibility: 6/6/2016

**EL DORADO COUNTY CHARTER SELPA
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Last Name, Student

Date of Birth: 3/6/2005

IEP Date: 4/22/2021

Student Invited: ☒ Yes ☐ No

If Appropriate, and agreed upon, agencies invited:

☒ Yes ☐ No ☐ N/A

Describe how the student participated in the process: ☒ Present At Meeting ☒ Interview Prior ☐ Interest Inventories ☐ Questionnaire

Age-appropriate transition assessments/instruments were used: ☒ Yes ☐ No

Describe the results of the assessments:

Student completed a Transition Interview in which he indicated that he is not sure exactly what he would like to study after high school, but would like to be active and make money. Student wants to make his family proud and keep up his motivation to prepare himself for any career after high school.

Student's Post Secondary Goal Training or Education (Required):

Upon completion of school I will <i>attend a two-year or four-year college or university.</i> Linked to Annual Goal # <u>5</u> Person/Agency Responsible: <u>Education Specialist</u>	Transition Service Code as Appropriate: Activities to Support Post Secondary Goal: <i>College research opportunities, tours, and fairs</i> Community Experiences as Appropriate: <i>Community college visits</i> Related Services as Appropriate:
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Student's Post Secondary Goal Employment (Required):

Upon completion of school I will <i>become employed in the field of my choice.</i> Linked to Annual Goal # <u>6</u> Person/Agency Responsible: <u>Education Specialist</u>	Transition Service Code as Appropriate: Activities to Support Post Secondary Goal: <i>Career fairs, job shadowing, research opportunities, meetings with Career Advisor</i> Community Experiences as Appropriate: Related Services as Appropriate:
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Student's Post Secondary Goal Independent Living (As appropriate):

Upon completion of school I will <i>N/A</i> Linked to Annual Goal # Person/Agency Responsible:	Transition Service Code as Appropriate: Activities to Support Post Secondary Goal: Community Experiences as Appropriate: Related Services as Appropriate:
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**EL DORADO COUNTY CHARTER SELPA
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Last Name, Student

Date of Birth: 3/6/2005

IEP Date: 4/22/2021

District Graduation Requirements:

Course of Study

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

Student will follow a 4-year graduation plan in pursuit of a KSJC high school diploma. Below is an anticipated course plan.

2019-2020: English 9, Pre AP World History, Algebra 1, Biology, Freshman Seminar, Journalism, Study Hall

2020-2021: English 10, World History, Geometry, Chemistry, Resource Lab 2, Spanish 2

2021-2022: English 11, US History, Algebra 2, Physics, Junior Seminar, Spanish 3

2022-2023: English 12, Gov/Econ, Senior Seminar, Choir or Drawing, College Prep Elective, Study Hall

Completed Coursework Credits:

History & Social Studies: 10/30 (Off Track)

English: 10/40 (Off Track)

Math: 15/30 (On Track)

Science: 10/30 (On Track)

Language Other Than English: 0/20 (On Track)

Visual and Performing Art: 0/10 (On Track)

College Prep Elective: 10/10 (On Track)

Units/Credits Completed: 70

Units/Credits Pending: 130

Student's course of study leads to:

☐ Certificate of Completion ☒ Diploma

Anticipated Completion Date: 6/10/2023

Age of Majority:

☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom: _____

Date: _____

Conservatorship

Is the student conserved for educational decision making?

☐ Yes ☒ No

If you are non-conserved for educational decision making and have reached the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post secondary goal(s) that covers education or training, employment and, as needed, independent living?

☒ Yes ☐ No

Is the Post secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP?

☒ Yes ☐ No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post secondary goals?

☒ Yes ☐ No

Are there annual goal(s) included in the IEP that are related to the student's transition services needs?

☒ Yes ☐ No

**EL DORADO COUNTY CHARTER SELPA
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Last Name, StudentBirthdate: 3/6/2005IEP Date: 4/22/2021**Strengths/Preferences/Interests**

Student is a 10th grade student who enjoys athletics and his peers. He loves to make his friends laugh and is generally very friendly. Outside of school, Student enjoys fishing with his dad, playing video games, and skateboarding. Student self-reports strengths in one-on-one conversations with his teachers and learning skills step-by-step. His parent reports that he is a child who is responsive to negotiation or "contract-making" (such as earning the ability to begin learning to drive, only after completing a large class project).

Parent input and concerns relevant to educational progress

Anthony's parent has felt concerned all year during the pandemic about his progress, but appreciates all of his teachers and knows that the year has been stressful and difficult being at home on the computer. She is grateful for the school's support of Student, and sees the effort going into his success, and tries to stay on top of him at home, too.

Smarter Balanced Assessment Consortium (SBAC)

Not Applicable

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Overall	<input type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Nearly Met	<input checked="" type="checkbox"/> Standard Not Met
Reading		<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input checked="" type="checkbox"/> Below Standard
Writing		<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input checked="" type="checkbox"/> Below Standard
Speaking and Listening		<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input checked="" type="checkbox"/> Below Standard
Research/Inquiry		<input type="checkbox"/> Above Standard	<input type="checkbox"/> Near Standard	<input checked="" type="checkbox"/> Below Standard

Math☐ Not Applicable**Math Overall**

<input type="checkbox"/> Standard Exceeded	<input checked="" type="checkbox"/> Standard Met	<input type="checkbox"/> Standard Nearly Met	<input type="checkbox"/> Standard Not Met
Concepts and Procedures	<input type="checkbox"/> Above Standard	<input checked="" type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Problem Solving and Data Analysis	<input type="checkbox"/> Above Standard	<input checked="" type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard
Communication Reasoning	<input type="checkbox"/> Above Standard	<input checked="" type="checkbox"/> Near Standard	<input type="checkbox"/> Below Standard

California Alternate Assessments (CAA)☒ Not Applicable

English Language Arts	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding
Math	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding
Science	<input type="checkbox"/> Understanding	<input type="checkbox"/> Foundational Understanding	<input type="checkbox"/> Limited Understanding

English Language Development Test (English Learners Only)☒ Not Applicable☒ ELPACOverall Score: 1494 Overall Performance Level: 2 Oral Language Score/Level: 3Written Language Score/Level: 1Listening: Somewhat/ModeratelySpeaking: Somewhat/ModeratelyReading: BeginningWriting: Somewhat/Moderately☐ Alternate Assessment

Name:

Overall Score/Level:

Listening:

Speaking:

Reading:

Writing:

Physical Education Testing (grades 5, 7 & 9): *Student passed physical education testing requirements for the 9th grade.* **Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)**

Hearing Date: 1/31/2019 ☒ Pass ☐ Fail ☐ Other

Near Vision Date: 1/31/2019 ☒ Pass ☐ Fail ☐ Other

Distance Vision Date: 1/31/2019 ☒ Pass ☐ Fail ☐ Other

Preacademic/Academic/Functional Skills

During the 2020-2021 school year, Student has been taking classes 100% online due to the COVID-19 pandemic school closure. Teachers report a lack of engagement and participation in classes, which Student reports is a choice he's making because he feels like he is not important to teachers. When in a conversation with a trusted adult, Student is highly self-aware and able to communicate his emotions and needs.

Semester 1 (Fall 2020):

Chemistry: 68% F

English 10: 65% F

World History: 46% F

Resource Lab 2: 72% C-

Geometry: 71% C-

Spanish 2: 47% F

Semester 2 (As of April 2021):

Chemistry: 43% F

English 10: 35% F

World History: 45% F

Resource Lab 2: 59% F

Geometry: 46% F

Spanish 2: 51% F

Student has earned high grades (A's) on some projects and exams, when motivated by a positive reinforcement either at home or from his teachers. He is able to follow instructions, engage with material, and ask clarifying questions to seek to understand the content better. Student reports disappointment with his low grades.

Communication Development

Student is a talkative student who enjoys having casual conversations with both peers and adults. He will also sometimes share academic insights, but he usually prefers casual conversations. This is not a concern at this time.

Gross/Fine Motor Development

Student is fully able to participate in activities during PE (in fact, he excels). His handwriting is legible, but not particularly neat. This is not a concern at this time.

Social Emotional/Behavioral

Student has made significant progress in his behavior since middle school. He is motivated to get passing grades and communicate what he needs with his teachers. Student is fairly responsive to redirection and is usually able to get back on task with a firm reminder of the consequences. He still has instances of shutting down and putting his head down about once a week while in a site-based school day, but he is not disruptive.

Vocational

Student struggles to complete homework and other academic tasks on time.

Adaptive/Daily Living Skills

Student is able to independently navigate his school day. This is not a concern at this time.

Health

Student is healthy and fully able to participate in activities during PE and recess. This is not a concern at this time.

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

Reading, writing, homework completion, behavior

**EL DORADO COUNTY CHARTER SELPA
SPECIAL FACTORS**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

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

No **Rationale:** Student does not require assistive technology. This is not a concern at this time.

Does the student require low incidence services, equipment and/or materials to meet educational goals? (If yes, specify) ☐ Yes ☒ No

Considerations if the student is blind or visually impaired: Student is not blind or visually impaired. This is not a concern at this time. **Considerations if the student is deaf or hard of hearing:** Student is not deaf or hard of hearing. This is not a concern at this time.

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

Does the student need primary language support? ☐ No ☒ Yes If yes, how will it be provided? Primary language support for Student will occur in the general education setting.

Where will ELD services be provided to the student? ☒ General Education ☒ Special Education

The student will participate in the following type of program:

☒ Structured English Immersion ☐ Alternative Language Program (type or description) Students will have access to guided language acquisition strategies provided by general education staff in order to support language development in the classroom setting.

Comments: N/A

Does student's behavior impede learning of self or others? ☒ Yes ☐ No
(describe) Work avoidance, withdrawal, lack of appropriate response to redirections

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

structured breaks, CFU for academics and expectations, scaffolded system for consequences, parent contact

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

EL DORADO COUNTY CHARTER SELPA
Statewide Assessments

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

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

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

11 With testing accommodations

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

Text To Speech, Items

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)

Math (Grades 3-8, & 11)

11 With testing accommodations

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

Text To Speech

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)

Science (Grades 5, 8 & High School)

11 With testing accommodations

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

Text To Speech, Items

Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture)

Close Captioning *Not available for CAA

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

Physical Fitness Test (Grades 5, 7 & 9)

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

Student does not require accommodations for PE or physical activities.

☒ **Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)** Student will receive the same accommodations as in class: questions read aloud, breaks, separate setting on any other assessments not listed.

☐ **Desired Results Developmental Profile (DRDP) – (Preschoolers Ages 3, 4 and 5 years)**

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

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

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

☐ **Initial ELPAC**

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

☒ **Summative ELPAC Computer-based**

- ☐ Without Designated Supports (All domains)
- ☐ Embedded Designated Supports
- ☒ Non-embedded Designated Supports Read Aloud (Writing Domain only), Separate Setting (also includes: testing during the most beneficial time, special lighting or acoustics, and adaptive furniture)
- ☐ Without Accommodations (All domains)
- ☒ Embedded Accommodations Text-to-Speech Items & Passages (only available for: Listening, Speaking & Writing domains), Text-to-Speech Items (only available for: Listening, Speaking & Writing domains), Text-to-Speech Passages (only available for: Listening, Speaking & Writing domains)
- ☒ Non-embedded Accommodations Breaks (available in the middle of domain-level test administration)

☐ **Domain Exception:**☐ **Alternate Assessment to ELPAC**

If yes, areas of alternate assessment: ☐ Listening ☐ Speaking ☐ Reading ☐ Writing

Name of alternate assessment(s)

Person responsible to administer alternate assessment(s)

☐ **Standards based Tests in Spanish STS**

- ☐ Math without Designated Supports or Accommodations
- ☐ Math with Designated Supports
- ☐ Math with Accommodations
- ☐ Reading, Language, Spelling without Designated Supports or Accommodations
- ☐ Reading, Language, Spelling with Designated Supports
- ☐ Reading, Language, Spelling with Accommodations

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Reading Comprehension	Measurable Annual Goal #: <u>1</u>
Baseline: Student can write a one-paragraph response with 50-70% accuracy in terms of evidence and theme, but often skims a passage and fills in sentence starters without reference to the reading.	Goal: By 04/21/2022, when given a grade-level literary passage and sentence starters, Student will verbally express a response or write a one paragraph response that explains the theme using 3 pieces of evidence that show how the theme is developed through story elements (e.g. character(s), setting, and/or plot), scoring 4 out of 5 points for the theme, evidence, and explanation in 3 out of 4 trials as measured by teacher rubrics. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.CCRA.R.2 <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teachers

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Writing	Measurable Annual Goal #: <u>2</u>
Baseline: On the on-demand timed writing assignment Student completed, he received a 68% according to teacher rubric. Student greatly benefits from checking in with a teacher as instructions are chunked.	Goal: By 04/21/2022, when given an on-demand writing assignment (a timed writing assignment with or an unfamiliar text OR not text dependent) with shortened writing demands as appropriate, Student will independently read and write a response in order to score 70% or higher in 2 of 3 trials. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teachers

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Homework Completion	Measurable Annual Goal #: <u>3</u>
Baseline: According to gradebook data during the 2020-2021 school year, Student completed 0-75% of homework and classwork, depending on the class. Much of his work was completed towards the end of the first semester when grades were almost finalized.	Goal: By 04/21/2022, with the support of time management supports and reinforcement strategies and accommodated homework, Student will have an average homework completion rate of 80% percent across classes, as assessed per teacher report based on gradebook data. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input checked="" type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teachers

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Behavior: Self-Regulation	Measurable Annual Goal #: <u>4</u>
Baseline: According to teacher observation and parent/student input, Student is continuing to withdraw from work and feel defeated instead of employing coping strategies. However, he did come back into the second semester motivated to try harder in his classes and keep a positive attitude.	Goal: By 04/21/2022, with the support of self-regulation strategy instruction, when Student is feeling distracted, tired, frustrated, or angry, he will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in an unexpected behavior, with one reminder, on 4 out of 5 opportunities, as measured by teacher observations and report. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input checked="" type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teachers

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ Yes ☐ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Reading Comprehension	Measurable Annual Goal #: <u>1</u> Goal: By 04/29/2021, when given a grade-level literary passage and sentence starters, Student will verbally express a response or write a one paragraph response that explains the theme using 3 pieces of evidence that show how the theme is developed through story elements (e.g. character(s), setting, and/or plot), scoring 4 out of 5 points for the theme, evidence, and explanation in 3 out of 4 trials as measured by teacher rubrics. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.CCRA.R.2 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teachers
Baseline: Student can write a one-paragraph response with 3 pieces of evidence with 70% accuracy. Greatly benefits from sentence starters and frequent check-ins.	

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1: 6/8/2020

Summary of Progress: Due to the COVID-19 pandemic, sufficient data on these goals could not be collected. Goal will be continued onto new IEP and then updated when met.

Comment: Progress to be determined.

Progress Report 2: 10/13/2020

Summary of Progress: Student can write a one-paragraph response with 3 pieces of evidence and explain the theme of a passage with 50-70% accuracy according to teacher observation and work samples.

Comment: Minimal progress.

Student benefits from sentence starters and frequent check-ins.

Progress Report 3: 1/10/2021

Summary of Progress: Student can write a one-paragraph response with 50-70% accuracy in terms of evidence and theme, but often skims a passage and fills in sentence starters without reference to the reading.

Comment: Minimal progress.

Annual Review Date: 4/22/2021

Goal met ☐ Yes ☒ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Writing	Measurable Annual Goal #: <u>2</u> Goal: By 04/29/2021, when given an on-demand writing assignment (a timed writing assignment with or an unfamiliar text OR not text dependent) with shortened writing demands as appropriate, Student will independently read and write a response in order to score 70% or higher in 2 of 3 trials. <input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard CCSS.ELA-LITERACY.CCRA.R.2 <input type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist, General Education Teachers
Baseline: Student cannot currently complete an on-demand timed writing assignment with more than 50% accuracy. Student greatly benefits from checking in with a teacher as instructions are chunked.	

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1: 6/8/2020

Summary of Progress: Due to the COVID-19 pandemic, sufficient data on these goals could not be collected. Goal will be continued onto new IEP and then updated when met.

Comment: Progress to be determined.

Progress Report 2: 10/13/2020

Summary of Progress: Student has not completed any on-demand timed writing assignments due to the nature of distance learning during the COVID-19 pandemic.

Comment: Progress to be determined.

Progress Report 3: 1/10/2021

Summary of Progress: On the on-demand timed writing assignment Student completed, he received a 68% according to teacher rubric.

Comment: Minimal progress.

Annual Review Date: 4/22/2021

Goal met ☐ Yes ☒ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Homework	Measurable Annual Goal #: <u>3</u>
Baseline: Student is currently completing homework at between 50-80%, depending on the class. Student shows greater homework completion in classes such as English 9 and Algebra, and less in Journalism or Biology that are heavily text-dependent.	Goal: By 04/29/2021, with the support of time management supports and reinforcement strategies and accommodated homework, Student will have an average homework completion rate of 80% percent across classes, as assessed per teacher report based on gradebook data. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: General Education Teachers, Education Specialist

Short-Term Objective:

Short-Term Objective:

Short-Term Objective:

Progress Report 1: 6/8/2020

Summary of Progress: Due to the COVID-19 pandemic, sufficient data on these goals could not be collected. Goal will be continued onto new IEP and then updated when met.

Comment: Progress to be determined.

Progress Report 2: 10/13/2020

Summary of Progress: Student currently completes between 0-75% of homework and classwork, depending on the class, according to teacher gradebook data.

Comment: Minimal progress.

Progress Report 3: 1/10/2021

Summary of Progress: According to gradebook data, Student completed 0-75% of homework and classwork, depending on the class. Much of his work was completed towards the end of the first semester when grades were almost finalized.

Comment: Minimal progress.

Annual Review Date: 4/22/2021

Goal met ☐ Yes ☒ No

Comments:

**EL DORADO COUNTY CHARTER SELPA
ANNUAL GOALS AND OBJECTIVES**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Area of Need: Emotional/Behavioral Regulation	Measurable Annual Goal #: <u>4</u> Goal: By 04/29/2021, with the support of self-regulation strategy instruction, when Student is feeling distracted, tired, frustrated, or angry, he will use a self-regulation/coping strategy (movement break, deep breathing, quiet space break, deep pressure/heavy work activity, etc.) to avoid engaging in an unexpected behavior, with one reminder, on 4 out of 5 opportunities, as measured by teacher observations and report. <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input checked="" type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible: Education Specialist
Baseline: Student currently does not utilize self-regulation strategies in more than 1 out of 5 opportunities. Even when offered breaks, Student often puts his head down and hood on instead of using a coping strategy.	

Short-Term Objective: Student will be able to identify his emotions and attentional capacity.

Short-Term Objective: Student will be able to identify different strategies he can use for different concerns (e.g. If I'm feeling tired, I can ask to stand while taking notes; If I'm feeling frustrated, I can neutrally ask for space while I calm down).

Short-Term Objective:

Progress Report 1: 6/8/2020

Summary of Progress: Due to the COVID-19 pandemic, sufficient data on these goals could not be collected. Goal will be continued onto new IEP and then updated when met.

Comment: Progress to be determined.

Progress Report 2: 10/13/2020

Summary of Progress: According to teacher observation and parent/student input, Student is feeling stressed and overwhelmed due to distance learning, but rarely using self-regulation or coping strategies. Instead, he tends to withdraw from work.

Comment: No progress.

Progress Report 3: 1/10/2021

Summary of Progress: According to teacher observation and parent/student input, Student is continuing to withdraw from work and feel defeated instead of employing coping strategies. However, he did come back into the second semester motivated to try harder in his classes and keep a positive attitude.

Comment: Minimal progress.

Annual Review Date: 4/22/2021

Goal met ☐ Yes ☒ No

Comments:

EL DORADO COUNTY CHARTER SELPA
Offer of FAPE - SERVICE

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

The service options that were considered by the IEP team (List all): During the period of school closure related to COVID-19, the IEP team considered virtual learning without supplementary aids & services, virtual learning with supplementary aids & services, and continued in person supplementary aids & services during the period of school closure.

When the temporary period of school closure ends, student will return to previous placement:

General education, special education with push in pull out services, behavior intervention services

In selecting LRE, describe the consideration given to any potential harmful effect on the child or on the quality of services that he or she needs: The IEP team considered the harmful effects of the proposed placement, virtual learning with supplementary aids & services, including limited access to general education content, limited access to special education services, and possible regression and lack of recoupment associated with a prolonged period of distance learning. The IEP team also discussed the harmful effects of in-person service provision, including the possible legal ramifications of violating the Bay Area's Shelter In Place Order, in addition to the risk to public health and health of Student. The IEP team believes that the possible harmful effects of the placement of virtual learning with supplemental aids & services are outweighed by the necessity to protect public health and the health of Student. The IEP team will consider the appropriateness and/or necessity of compensatory services and/or extended school year upon return to typical school operations.

SUPPLEMENTARY AIDS & SERVICES AND OTHER SUPPORTS FOR SCHOOL PERSONNEL, OR FOR STUDENT, OR ON BEHALF OF THE STUDENT

☐ The IEP team discussed and determined program accommodations are not needed in general education classes or other education-related settings.

☒ The IEP team discussed and determined the following program accommodations are needed in general education classes or other education-related settings.

Program Accommodations	Start Date	End Date	Location
Access to decoding support: human reader, text to speech, or audio book	4/22/2021	4/21/2022	General Education Classroom
Access to peer exemplar notes or teacher notes (notes, not answers), outlines for essays	4/22/2021	4/21/2022	General Education Classroom
Spelling supports: dictionary, glossary, spell check, peer or teacher support	4/22/2021	4/21/2022	General Education Classroom
Extended time on graded assessments (projects, exams, essays, etc.) up to 2 days; amount of time at teacher discretion and NOT for classwork or homework	4/22/2021	4/21/2022	General Education Classroom
Multiple or frequent breaks	4/22/2021	4/21/2022	General Education Classroom
Reduce distractions to the student	4/22/2021	4/21/2022	General Education Classroom
Reduced (by 25%) length for multi-paragraph writing assignments, reduced (by 25%) numbers in problem sets (i.e. math problem sets, TDQs), reduced HW (by 25%)	4/22/2021	4/21/2022	General Education Classroom
Obtain students attention before speaking	4/22/2021	4/21/2022	General & Special Education Classroom
Provide directions in a variety of modalities	4/22/2021	4/21/2022	General & Special Education Classroom
Frequent checks for understanding	4/22/2021	4/21/2022	General Education Classroom
Frequent teacher redirections and positive reinforcement for on-task behavior	4/22/2021	4/21/2022	General Education Classroom

☒ The IEP team discussed and determined program modifications are not needed in general education classes or other education-related settings.

☐ The IEP team discussed and determined the following program modifications are needed in general education classes or other

education-related settings.

Program Modifications	Start Date	End Date	Frequency	Duration	Location
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- ☐ The IEP team discussed and determined other supports for school personnel, or for student, or on behalf of the student are not needed.
- ☒ The IEP team discussed and determined the following other supports for school personnel, or for student, or on behalf of the student are needed.

Other Supports for School Personnel, or for Student, or on Behalf of Student	To Support	Start Date	End Date	Frequency	Duration	Location
Speak to student in a neutral tone and volume	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	4/22/2021	4/21/2022	Daily		General & Special Education Classroom
Give Student "cool down" time when he is escalated and circling back later the same day	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	4/22/2021	4/21/2022	Daily		General & Special Education Classroom
Daily homework check of previous night's homework completion	<input checked="" type="checkbox"/> Student <input type="checkbox"/> Personnel	4/22/2021	4/21/2022	Daily	5-10 minutes	General & Special Education Classroom

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>4/22/2021</u>	End Date: <u>4/21/2022</u>
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>30 min x 5</u> Totaling: <u>150 min</u> served <u>Weekly</u>	Location: <u>Charter Schools</u>	
Comments: <u>Return to school-based service upon conclusion of COVID-19 related school closure.</u>		
Service: <u>Behavior Intervention Services</u>	Start Date: <u>4/22/2021</u>	End Date: <u>4/21/2022</u>
Provider: <u>District of Service</u>	<input checked="" type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition	
Duration/Freq: <u>15 min x 5</u> Totaling: <u>75 min</u> served <u>Weekly</u>	Location: <u>Charter Schools</u>	
Comments: <u>Return to school-based service upon conclusion of COVID-19 related school closure.</u>		

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

Special Education Transportation ☐ Yes ☒ No Student does not require special education transportation.

EXTENDED SCHOOL YEAR (ESY)

☒ Yes ☒ No

Rationale: Student does not exhibit significant regression over longer school breaks and therefore does not currently qualify for ESY.

Programs and services will be provided according to where student is in attendance and consistent with the district of service calendar and scheduled services, excluding holidays, vacations, and non-instructional days unless otherwise specified.

EL DORADO COUNTY CHARTER SELPA
Emergency Circumstances Program

Student Name: Last

Birthdate: 3/6/2005

Meeting Date: 4/22/2021

Name, Student School Year:

If instruction, services, or both, cannot be provided to Student, either at school or in person for more than 10 school days due to one or more emergency conditions as defined by Education Code § 46392(a) and 41422(a), Student's IEP services will be provided to the extent practicable, taking into consideration Student's unique circumstances, the specific emergency circumstance(s), District policy, and federal, state and local orders. **The following service delivery methods may be used, as specified below:**

1. Teacher/provider-posted lessons, asynchronous (online or other media)	2. Personalized learning tools (virtual or paper packets)	3. Scheduled email check-ins (parent or student)
4. Virtual class/group meetings, synchronous	5. Scheduled teacher/provider appointments (virtual or in-person, as available)	6. Virtual office hours/drop-in (parent or student)

SPECIALIZED ACADEMIC INSTRUCTION AND RELATED SERVICES

Services(s)	<u>Specialized Academic Instruction</u> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group	<u>Behavior Intervention Services</u> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: <u>Weekly</u> Duration: <u>150 minutes</u>	Frequency: <u>Weekly</u> Duration: <u>75 minutes</u>	Frequency: _____ Duration: _____	Frequency: _____ Duration: _____	Frequency: _____ Duration: _____
Service Delivery Method(s)	<u>Virtual</u>	<u>Virtual</u>	_____	_____	_____
IEP Goals to be Addressed from IEP Dated <u>4/22/2021</u> .	<u>Reading, Writing, Homework Completion</u>	<u>Homework Completion, Self-Regulation</u>	_____	_____	_____

TRANSITION SERVICES ☐ Not Applicable

Services(s)	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: _____ Duration: _____	Frequency: _____ Duration: _____	Frequency: _____ Duration: _____	Frequency: _____ Duration: _____	Frequency: _____ Duration: _____
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

EXTENDED SCHOOL YEAR SERVICES ☐ Not Applicable

Services(s)	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

SUPPLEMENTARY AIDS AND SERVICES ☐ Not Applicable

Services(s)	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group	_____ <input type="checkbox"/> Individual <input type="checkbox"/> Group
Frequency & Duration	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:	Frequency: Duration:
Service Delivery Method(s)	_____	_____	_____	_____	_____
IEP Goals to be Addressed from IEP Dated _____.	_____	_____	_____	_____	_____

Additional Comments or Provisions:

This Emergency Services Plan does not constitute a change to the District's offer of FAPE during non-emergency school days, and its implementation during emergency circumstances does not constitute "stay-put" placement or services.

**EL DORADO COUNTY CHARTER SELPA
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Last Name, Student

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Physical Education: ☒ General ☐ Specially Designed ☐ Other

District of Service: School San Jose

School of Attendance: School San Jose

All special education services provided at student's school of residence? ☐ ^{Collegiate} ☒ Yes ☐ No (rationale) *Parent has chosen to*

enroll Student at School San Jose Collegiate, a public charter school.

Preschool Program Setting (3-5 year-old Preschool and 4 year-old TK/Kgn):

(Note: Answer items below for students ages 3-5 in Regular Early Childhood Program and 4 year-olds in TK/Kgn)

The location where the student receives the majority of their special education services the same as above:

☐ Same as above ☐ Different from above

Is the Regular Early Childhood Program ten hours per week or greater? ☐ Yes ☐ No

Program Setting (TK/Kgn or greater, ages 5-22): Regular Classroom/Public Day School

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

15 % of time student is outside the regular class & extracurricular & non academic activities

85 % of time student is in the regular class & extracurricular & non academic activities

Student will not participate in the regular class and/or extracurricular and/or non academic activities: because *The above calculation is reflective of a shortened general education virtual day due to school closure related to COVID-19. The typical percentage is 85% in General Education, and percentage will return to typical following the conclusion of school closure.*

Other Agency Services

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

Promotion Criteria: ☒ District ☐ Progress on Goals ☐ Other

Parents will be informed of progress: ☒ Quarterly ☐ Trimester ☐ Semester ☐ Other

How? ☒ Progress Summary Report ☐ Other

ACTIVITIES TO SUPPORT TRANSITION (e.g. preschool to kindergarten, special education and/or NPS to general education class, 8th-9th grade, etc)

One-on-one meetings with Career & College Counseling Team, junior & senior seminar course curriculum to support transition

EL DORADO COUNTY CHARTER SELPA SIGNATURE AND PARENT CONSENT

Student Name: Last Name, StudentBirthdate: 3/6/2005IEP Date: 4/22/2021

IEP Meeting Participants

Marilu Alvarez

Parent/Guardian/

Date

Parent/Guardian

Date

Surrogate Student LastJacob Sekins5/10/2021

Student/Adult Student

Date

General Education Teacher

Date

Kim Vo5/10/2021Erica Tietz5/10/2021

LEA Representative/Admin.Designee

Date

Special Education Specialist

Date

Jose Arinez, Interpreter

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

Additional Participant/Title

Date

CONSENT

- ☐ I agree to all parts of the IEP.
- ☐ I agree with the IEP, with the exception of
- ☐ I decline the offer of initiation of special education services.
- ☐ I understand that my child is not eligible for special education.
- ☐ I understand that my child is no longer eligible for special education.

Signature below is to authorize and approve the IEP.

Signature

Date

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Signature

Date

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

PARENT INVOLVEMENT

As a means of improving services and results for your child did the school facilitate parent involvement?

☒ Yes ☐ No ☐ No Response

If my child is or may become eligible for public benefits (Medi-Cal): I authorize the LEA/district to release student information for the limited purpose of billing Medi-Cal/Medicaid and to access Medi-Cal: health insurance benefits for applicable services.

Signature

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

- ☐ Parent/Adult Student has received a copy of the Procedural Safeguards.
- ☐ Parent/Adult Student has received a copy of assessment report (if applicable).
- ☐ Parent/Adult Student has received a copy of the Individualized Education Plan (IEP).
- ☐ Parent/Adult Student has received written notification of protections available to parents when LEA requests to access Medi-cal benefits.
- ☐ Student enrolled in private school by their parents. Refer to Individual Service Plan, if appropriate.

**EL DORADO COUNTY CHARTER SELPA
IEP TEAM MEETING NOTES**

Student Name: Last Name,

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Student Date: 4/30/2020

Notes: Meeting began at 4:30 pm via Zoom video conferencing due to COVID-19 school closure. Those present virtually were *Student Last Name* (student), Marilu Alvarez (mother), Jacob Sekins (History Teacher), Kim Vo (Assistant Principal), Erica Tietz (Case Manager), and Marisa Escalera (Interpreter).

Purpose of the meeting: Annual IEP

Ms. Tietz reviewed the purpose of the meeting, introductions were made, and meeting agenda was reviewed. Virtual meeting norms were agreed to and parent was emailed Safeguards & Rights.

The team shared strengths of Anthony's, including his ability to communicate and advocate his needs, as well as to stay true to himself. Parent shared concerns that he is treating the school closure like a vacation, and not doing the work he needs to in order to pass his classes, but she is comfortable with his IEP and the supports he has received so far at KSJC.

Goals were reviewed, and updated to match Anthony's current progress. Accommodations and supports were reviewed and agreed upon by the team. His current grades and credit progress were discussed, as well as the work he would need to complete to finish this semester with passing grades in all of his classes.

The team consented to all parts of the IEP and adjourned meeting at 5:30 pm.

**EL DORADO COUNTY CHARTER SELPA
IEP TEAM MEETING NOTES**

Student Name: Last Name,

Birthdate: 3/6/2005

IEP Date: 4/22/2021

Student Date: 4/22/2021

Notes: Purpose of Meeting: Annual IEP for Student Last Name

Thursday, April 22, 2021 at 4:00 pm

Virtual Meeting due to COVID-19 pandemic school closures

Team Members present: Erica Tietz (Case Manager), Student Last Name (Student), Marilu Alvarez (Parent), Jose Arinez (Interpreter), Kim Vo (Assistant Principal), Jacob Sekins (Teacher)

Case Manager reviewed purpose of meeting, the agenda, and introductions were made.

Procedural Safeguards were explained and a written copy was sent to parent via email. A written copy of the Medi-Cal notice was also sent to parent via email.

Teachers shared that while Student is a kind, respectful, and enjoyable student to have in class, Student often shows little to no engagement with the material or work completion in general. Student reported a lack of motivation, a preference for working in-person as opposed to online, and stated that he doesn't feel like teachers should be spending their time working with him when there are other students to worry about. Parent provided input about her concern for his progress and gratitude for the school and teachers. Teachers affirmed how much everyone cares about Student and his success. Case Manager confirmed Student will begin meeting with the Mental Health Counselor again to ensure he has support in this area.

The Case Manager discussed Anthony's transition plan and progress towards graduation. Case Manager reviewed current credits earned in pursuit of a KSJC high school diploma, which Student is on track to earn in 2023. Case Manager discussed various schedule options available if Student continues to pass all classes. Case Manager shared that she'll email the graduation plan with the other IEP documents. Teacher reviewed Cyber High (independent credit recovery) and summer school options, should Student happen to fail more classes this semester. Student clarified various scenarios in which he passed some classes, but not all, and the team discussed the different pathways that would occur. Case Manager suggested a positive reinforcement system in which Student can earn food delivery to his house for each passing grade, which Student and parent agreed to. The IEP team had no questions at this time.

The case manager proposed new IEP. Present levels of performance and progress on old goals were reviewed. New proposed goals were reviewed and agreed upon by the IEP Team. Goals will also reflect transition goals. Statewide Assessments and special factors were reviewed. Offer of FAPE was reviewed, including accommodations and services.

A written copy of the IEP was provided to the parent via email.

Parent consent will be sent via DocuSign.

Meeting adjourned at 5:00 PM.