

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INVITATION TO INDIVIDUAL EDUCATIONAL PROGRAM TEAM MEETING/NOTICE OF MEETING**

Student Name: John Doe

Birthdate: 3/7/2008

Initial Plan Review Eligibility Evaluation Transition Planning Pre-Expulsion Interim Other

Address 1234 Sample Drive Sample, Ca 99999

Dear Mr. and Mrs. Doe

Today's Date 09/15/2021

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 10/15/2021

Time 2:00-3:30pm

School/Location Sample Middle School

Room TEAMS meeting

We anticipate that the following members may also attend:

- | | |
|---|--------------------------------|
| <input checked="" type="checkbox"/> Administrator/Designee | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Special Education Teacher | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> General Education Teacher | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Student | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Psychologist | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Specialist | <input type="checkbox"/> _____ |

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 Mr. Lake

Title Education Specialist

School/District Your School Unified

Phone (555) 555-5555

Please complete and sign this form, and return to Mr. Lake

Check the following items, as appropriate:

- YES**, I plan to attend the meeting in person.
- YES**, I plan to attend the meeting and request it be held via teleconference (by telephone or other means, as available).
- I plan to bring the following additional attendee(s):
- I require assistance of an interpreter. (Language)
- I am not able to attend and would like to reschedule the meeting. Please arrange a new date.

I may be contacted at: Phone _____ Email _____

- 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

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
IEP TEAM MEMBER EXCUSAL**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

By mutual agreement between the parent/adult student, and designated representative of the local education agency, the presence and participation of the Individual Education Program team member(s) identified below is/are not necessary and has/have been excused from being present and participating in the meeting scheduled on 10/22/2018 because (1) the member's area of the curriculum or related services is not being modified or discussed in the meeting or (2) the meeting involves a modification to or discussion of the member's area of curriculum or related services and the member submitted, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.

Individual Education Program Team Member(s)

Individual Education Program Team Member(s)	Area Of Curriculum Or Related Services	Area Of Curriculum Or Related Services is Not Being Discussed Or Modified	Written input has been submitted to the parent and the IEP team prior to the meeting regarding Area Of Curriculum Or Related Services	The IEP team member is being mutually excused from the IEP meeting
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input checked="" type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> whole <input type="checkbox"/> in part

By mutual agreement the IEP team members identified above, have been excused from being present and participating in my child's IEP meeting.

Check the relationship to student, sign, and date below.

Signature of Parent Guardian Surrogate _____

Date: _____

Signature of Parent Guardian Surrogate _____

Date: _____

Signature of Adult Student (ages 18-21): _____

Date: _____

Signature of Designated District Representative: _____

Date: _____

Title/Position: _____

"IDEA Section 614 (d) (1) (c) IEP TEAM ATTENDANCE- '(i) ATTENDANCE NOT NECESSARY – A member of the IEP team shall not be required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of such a member is not necessary because the member's area of the curriculum or related services is not being modified or discussed in the meeting, '(ii) EXCUSAL- A member of the IEP Team may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if—'(I) the parent and the local educational agency consent to the excusal; and '(II) the member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting. '(iii) WRITTEN AGREEMENT AND CONSENT REQUIRED- A parent's agreement under clause (i) and consent under clause (ii) shall be in writing."

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUALIZED EDUCATION PROGRAM (IEP) - INFORMATION / ELIGIBILITY**

Student Legal Name: Doe, John SampleLegal Suffix: Date of Birth: 3/7/2008 IEP Date: 10/15/2021Original SpEd Entry Date: 10/21/2014Next Annual Plan Review: 10/15/2022Last Eligibility Evaluation: 10/15/2021Next Eligibility Evaluation: 10/15/2024MEETING TYPE: Initial Plan Review Eligibility EvaluationAdditional Purpose of Meeting (If needed): Transition Pre-Expulsion Interim OtherAge: 13 year(s) 7 monthsGrade: 09 NinthgradeNative Language: 00 EnglishEL: Yes NoRedesignated: Yes NoInterpreter Yes NoStudent ID: 6042943SSID: 5296569041Parent/Guardian: John DoeHome Phone: 9095550453Home Address: 1234 Sample DriveWork Phone: 9095550497City: SampleCell Phone: 9095551523State/Zip: CA, 99999Email: mr.John45@gmail.comParent/Guardian: Jane Doe

Home Phone:

Home Address: 1234 Sample Drive

Work Phone:

City: SampleCell Phone: 9095550453State/Zip: CA, 99999Email: mrs.Doe@yahoo.comDistrict of Special Education Accountability: Fontana UnifiedResidence School: Sample MiddleHispanic Ethnicity: Yes No Ethnicity Intentionally Left BlankRace (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: Hard of Hearing (HH) * 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) John's specific learning disability with processing deficits in processing speed and cognitive association areas along with his unilateral hearing loss inhibit his ability to access the general education curriculum without support.

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 NoDate of Initial Referral for Special Education Services: 9/3/2014Person Initiating the Referral for Special Education service: 10 ParentDate District Received Parent Consent: 9/4/2014Date of Initial Meeting to Determine Eligibility: 10/21/2014

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021**Strengths/Preferences/Interests**

John is well behaved and polite. He works well with small groups. John prefers to work in groups, work on activities involving movement and/or hands on opportunities, and when new content is presented or is difficult; he prefers to work one on one with the teacher. John also prefers lessons involving visual supports. John is interested in his social studies class and enjoys reading.

Parent input and concerns relevant to educational progress

Mrs. Doe has no concerns at this time.

Smarter Balanced Assessment Consortium (SBAC)
 Not Applicable
English/Language Arts Overall

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met
 Reading Above Standard Near Standard Below Standard
 Writing Above Standard Near Standard Below Standard
 Speaking and Listening Above Standard Near Standard Below Standard
 Research/Inquiry Above Standard Near Standard Below Standard

Math
 Not Applicable
Math Overall

Standard Exceeded Standard Met Standard Nearly Met Standard Not Met
 Concepts and Procedures Above Standard Near Standard Below Standard
 Problem Solving and Data Analysis Above Standard Near Standard Below Standard
 Communication Reasoning Above Standard Near Standard Below Standard

California Alternate Assessments (CAA)
 Not Applicable

English Language Arts Understanding Foundational Understanding Limited Understanding
 Math Understanding Foundational Understanding Limited Understanding
 Science Understanding Foundational Understanding Limited Understanding

English Language Development Test (English Learners Only)
 Not Applicable

 ELPAC

Overall Score: N/A Overall Performance Level: N/A Oral Language Score/Level: N/A

Written Language Score/Level: N/A

Listening:

Speaking:

Reading:

Writing:

 Alternate Assessment

Name: N/A

Overall Score/Level: N/A Listening: N/A

Speaking: N/A

Reading: N/A

Writing: N/A

Physical Education Testing (grades 5, 7 & 9): *Ageappropriate.*

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.) MAP: Math 6+Common Core Overall 08/09/2021 8 %ile: 7 PROF: Low RIT: 196

MAP: Reading 6+Common Core Overall

08/10/2021 8 %ile: 5 LEX: 480L LEXMn: 380L LEXMx: 530L PROF: Low RIT: 189

Hearing Date: 9/10/2021 Pass Fail Other Seehealthsectionbelow

Near Vision Date: 9/10/2021 Pass Fail Other

Distance Vision Date: 9/10/2021 Pass Fail Other

Preacademic/Academic/Functional Skills

Language Arts

John can read grade level text but struggles with new and unfamiliar words, words with irregular spelling patterns, as well as high academic vocabulary. After listening to a text aloud and in class discussions, John can recall some events, settings, and characters. After in class discussions and read alouds, John can identify the main idea of a text with teacher support and prompts. John can write simple and compound sentences with spelling, grammar, and convention errors. When given paragraph frames, graphic organizers, and teacher support, John can write a paragraph.

Math

John can add and subtract multi-digit with regrouping. He can multiply and divide single-digits with the support of a multiplication chart. He struggles with multiplying and dividing two-digit by one-digit with regrouping. He needs support solving simple math problems involving rational number such as fractions, integers, and decimals.

Communication Development

At this time, John is able to communicate his wants and needs when engaged by staff. He uses communication appropriately when responding to questions and uses appropriate communication when need to use facilities. This is not an area of concern; therefore, a goal is not needed at this time.

Gross/Fine Motor Development

John is able to walk, run, jump, and exercise adeptly. He is able to use zippers and manipulate buttons and small objects. This is not an area of concern at this time.

Social Emotional/Behavioral

John is an amiable student who wants to make friends and connect with his teachers. He is well liked by staff and his peers and is usually in good spirits. John does appear to become frustrated when he encounters work that is too difficult. He will have verbal outbursts at his work and will refuse to complete it. This is an area of concern; therefore, a goal has been created to address this area of concern.

Vocational

John comes to class and is often participating. He has some missing and incomplete assignments. John is working on asking questions when he does not understand or comprehend assignments. Spelling is a struggle for John, therefore speech to text option should be available for John to submit responses.

Adaptive/Daily Living Skills

John can take care of his needs and wants. He dresses appropriately for the weather and takes pride in his appearance. According to parents, he washes the dishes and takes out the trash. He is also able to make easy snacks, use the microwave, and brush his teeth. This is not an area of concern.

Health

John has eczema and wears glasses. The audiogram from Sample Hospital completed on 11/03/2020, indicates in the right ear, hearing within normal limits 250 Hz to 8000 Hz. In the left ear, a mild conductive hearing loss 250Hz to 1500Hz improving to within normal limits at 2000 Hz to 8000Hz. Comparing the current audiogram and the previous audiogram dated, 03/21/2019, only a minor change occurred at 1000Hz. John can recognize speech within a normal range. John can recognize words by repeating words presented at typical speech level.

with 100% accuracy in the right ear. John can recognize words by repeating words presented with a 15 dB amplification with 100% accuracy in the left ear. John wears a hearing aide a behind the ear (BTE) WIDEX hearing aid in his left ear only.

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

Reading, Writing, Math, DHH/Health

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
SPECIAL FACTORS**

Student Name: Doe, John

Birthdate: 3/7/2008

IEP Date: 10/15/2021

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

Rationale: The use of FM system in school will be discontinued for the time being. However, the said device will be made available for John when the need for it arises.

Does the student require low incidence services, equipment and/or materials to meet educational goals? Yes No

(If yes, specify) John has personal hearing aid that he wears consistently in school. He receives services from the Deaf/Hard of Hearing Itinerant Department. FM system is provided. However, team agreed that it will not be used for now. The district will continue to provide hearing aid replacement batteries in the event that they are needed during the school day/year.

Considerations if the student is blind or visually impaired: John is not blind or visually impaired.

Considerations if the student is deaf or hard of hearing: The following accommodations are deemed important for John to continue to successfully access the curriculum: use of his personal amplification (hearing aid for left ear), use of FM system, flexible seating in the classroom to provide clear access to the speaker and area of instruction, simplifying, repeating or rephrasing of information, listening breaks and a variety of visual supports during instruction.

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

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

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

If yes, please select:

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

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

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

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

Comments: John is not an English language learner.

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

Not applicable.

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

John does not require positive behavior interventions, strategies, and supports.

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

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Statewide Assessments**

Student Name: Doe, John

Birthdate: 3/7/2008

IEP Date: 10/15/2021

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 *Not available for CAA
Amplification, Read Aloud, Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions
Text To Speech, Passages *Not available for CAA
Read Aloud Passages, Unlisted Resource* - Breaks, Word Prediction

Math (Grades 3-8, & 11)

11 With testing accommodations

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

Text To Speech *Not available for CAA
Amplification, Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions
100s Number Table, Calculator, allowed items (Grades 6-8, 11), Multiplication Table, Speech to Text, Unlisted Resource* - Breaks, Word Prediction

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)

Amplification, Calculator, Multiplication Table, Read Aloud, Science charts (State approved only, i.e., periodic table of the elements and reference sheets.), Separate Setting (i.e., most beneficial time, special lighting or acoustics, adaptive furniture), Simplified Test Directions
Close Captioning *Not available for CAA
Unlisted Resource, Breaks

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

Physical Fitness Test (Grades 5, 7 & 9)

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

- Other State-Wide/ District-Wide Assessment(s) Alternate Assessment(s)** MAP testing
 District common assessments

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

- Adaptations Not Applicable Sensory support Functional positioning
 Alternative response mode Assistive equipment or device Visual support
 Alternative mode for written language 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
- Without Accommodations (All domains)
- Embedded Accommodations
- Non-embedded Accommodations

Domain Exemption:

Alternate ELPAC

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

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

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
INDIVIDUAL TRANSITION PLANNING (ITP)**

Student Name: Doe, JohnDate of Birth: 3/7/2008IEP Date: 10/15/2021**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

Units/Credits Completed:

Units/Credits Pending:

Student's course of study leads to:

 Certificate of Completion Diploma

Anticipated Completion Date:

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

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Reading	Measurable Annual Goal #: <u>1</u>
Baseline: John is able to read grade level text with prompts and assistance, but struggles with finding the central idea of the text.	<p>Goal: By 10/6/2021, after reading a text multiple times; presented with 5 text dependent questions and given unlimited time, John will determine a central idea from the text on 3 out of 4 trials with 80% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RI.7.2 Determine one central ideas in a text.</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teachers and other staff members</p>

Short-Term Objective: By 12/30/2020, after reading a text multiple times; presented with 5 text dependent questions and given unlimited time, John will determine a central idea from the text on 3 out of 4 trials with 70% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.

Short-Term Objective: By 3/30/2021, after reading a text multiple times; presented with 5 text dependent questions and given unlimited time, John will determine a central idea from the text on 3 out of 4 trials with 75% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.

Short-Term Objective:

Progress Report 1:

Summary of Progress: John continues to make progress with this goal. John is able to provide a central idea of the text with very little prompting when the text is simple and easy to understand. When the text becomes more complex, John requires assistance.

Comment:

Progress Report 2: 5/13/2021

Summary of Progress: John continues to make progress with this goal. John has met his first benchmark with some grade level text. Continues to require some assistance when the text is complex.

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 10/15/2021

Goal met Yes No

Comments: Goal not met. Progress made. Requires prompts and assistance.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Reading	Measurable Annual Goal #: <u>2</u>
Baseline: John struggles with finding textual evidence that are direct and explicit when supporting his claim.	<p>Goal: By 10/6/2021, after reading the text multiple times; presented with 5 text dependent questions and given unlimited time, John will cite several pieces of textual evidence to support analysis of what the text says explicitly as measured by oral or written work samples, curriculum based assessments, etc. on 3 out of 4 trials with 80% accuracy.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly.</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teachers and other staff members</p>

Short-Term Objective: By 12/30/2020, after reading the text multiple times; presented with 5 text dependent questions and given unlimited time, John will cite several pieces of textual evidence to support analysis of what the text says explicitly as measured by oral or written work samples, curriculum based assessments, etc. on 3 out of 4 trials with 70% accuracy.

Short-Term Objective: By 3/30/2021, after reading the text multiple times; presented with 5 text dependent questions and given unlimited time, John will cite several pieces of textual evidence to support analysis of what the text says explicitly as measured by oral or written work samples, curriculum based assessments, etc. on 3 out of 4 trials with 75% accuracy.

Short-Term Objective:

Progress Report 1:

Summary of Progress: John continues to make progress with this goal. John is able to cite pieces of textual evidence with little prompting when the text is short and simple. When the text become complex, John requires some assistance.

Comment:

Progress Report 2: 5/13/2021

Summary of Progress: John is able to provide explicit evidence with some grade level text, but still requires some assistance with long and complex text.

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 10/15/2021

Goal met Yes No

Comments: Goal met.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Writing	Measurable Annual Goal #: <u>3</u>
Baseline: John struggles with organizing his ideas when writing essays. He requires a graphic organizer and needs assistance with transitional words when providing sequence of events.	<p>Goal: By 10/6/2021, when given a highlighted text, a graphic organizer, and unlimited time, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 80% accuracy.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teachers and other staff members</p>

Short-Term Objective: By 12/30/2020, when given a highlighted text, a graphic organizer, and unlimited time, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 70% accuracy.

Short-Term Objective: By 3/30/2021, when given a highlighted text, a graphic organizer, and unlimited time, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 75% accuracy.

Short-Term Objective:

Progress Report 1:

Summary of Progress: John continues to make progress with this goal. John is able to create a weak thesis statement, but requires some prompts and assistance with organizing his ideas to help support his thesis statement.

Comment:

Progress Report 2: 5/13/2021

Summary of Progress: John continues to make progress with this goal. John requires the use of a graphic organizer to organize and sequence his ideas. Needs assistance with writing conventions.

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 10/15/2021

Goal met Yes No

Comments: Progress made. Can use response frames and teacher prompts to write clear and coherent writing.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: self-advocacy	Measurable Annual Goal #: <u>4</u>
Baseline: John has a consistent unilateral mild conductive hearing loss in his left ear. He consistently wears his personal hearing aid in his left ear. He indicates he is easily distracted in a noisy environment. He has never used an FM system at school or in the educational setting.	<p>Goal: By 10/06/2021, John will be able to independently explain how the FM system works by identifying the parts (transmitter, receiver, microphone, and hearing aid) and their function (i.e. microphone brings the speakers voice to receiver, the transmitter sends the sound to his hearing) with 100% accuracy as documented by DHH staff.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input checked="" type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: DHH Staff</p>

Short-Term Objective: By 03/30/2021, John will be able to independently connect the FM system to his personal hearing aid 100% of the time as documented by DHH staff.

Short-Term Objective: By 05/30/2021, John will be able to independently explain how the FM system works by identifying the parts (transmitter, receiver, microphone, and hearing aid) and their function (i.e. microphone brings the speakers voice to receiver, the transmitter sends the sound to his hearing) with 50% accuracy as documented by DHH staff.

Short-Term Objective:

Progress Report 1: 3/29/2021

Summary of Progress:

Comment: No progress can be reported at this time as the FM System has been ordered but not received as of 3/30/2021

Progress Report 2: 5/18/2021

Summary of Progress:

Comment: No progress can be reported at this time as the FM System was ordered March 2021. Equipment has not been received as of May 18, 2021. Following up with WIDEX.

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 10/15/2021

Goal met Yes No

Comments: Goal is partially met. The WIDEX streamer as accessory to John's district provided FM system was just received shortly before school year 2020-2021 ended.

Student is able to exhibit knowledge of the use of his FM system device, it's parts and how to pair his hearing aid with the receiver. However, due to his absences, consistency on the use of the said device in school is not noted. Student likewise expressed being uncomfortable in using the FM system in the classroom. He further shared that the said device does not make any difference at all on his hearing ability.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Math Calculation	Measurable Annual Goal #: <u>5</u>
Baseline: John requires some assistance with solving positive and negative rational numbers.	<p>Goal: By 10/6/2021, when given a multiplication chart or calculator, given 1 prompt, and unlimited time; John will calculate mathematical problems involving positive and negative rational numbers in any form (whole numbers, fractions, and decimals) with 90% accuracy in 3 out of 4 trials as measured with student work samples, teacher observations, and exams.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 7.EE.3</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teachers and other staff members</p>

Short-Term Objective: By 3/30/2021, when given a multiplication chart or calculator, given 1 prompt, and unlimited time; John will calculate mathematical problems involving positive and negative rational numbers in any form (whole numbers, fractions, and decimals) with 85% accuracy in 3 out of 4 trials as measured with student work samples, teacher observations, and exams.

Short-Term Objective:

Short-Term Objective:

Progress Report 1: 5/13/2021

Summary of Progress: John continues to make progress with this goal. John requires little prompts when adding positive whole numbers, but requires assistance with positive and negative fractions and decimals.

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 10/15/2021

Goal met Yes No

Comments: Goal not met. Requires assistance with positive and negative fractions and decimals.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Math Reasoning	Measurable Annual Goal #: <u>6</u>
Baseline: John requires some prompts with reading word problems and identifying relevant information to set up an expression or equation to solve.	<p>Goal: By 10/6/2021, when given a multiplication chart or calculator, given 1 prompt, and unlimited time; John will fluently solve single step word problems leading to equations of the form $px=r$, where p, q, and r are specific rational numbers with at least 85% accuracy in 3 out of 4 trials as measured by work samples, teacher observations, and exams.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 7.EE.4a</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teachers and other staff members</p>

Short-Term Objective: By 3/30/2021, when given a multiplication chart or calculator, given 1 prompt, and unlimited time; John will fluently solve single step word problems leading to equations of the form $px=r$, where p, q, and r are specific rational numbers with at least 80% accuracy in 3 out of 4 trials as measured by work samples, teacher observations, and exams.

Short-Term Objective:

Short-Term Objective:

Progress Report 1: 5/13/2021

Summary of Progress: John continues to make progress with this goal. John continues to need assistance balancing equations out and problems involving positive and negative fractions and decimals.

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 10/15/2021

Goal met Yes No

Comments: Requires prompts and assistance when solving for variables.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Self-Advocacy	Measurable Annual Goal #:
Baseline: John has mild conductive hearing loss in the left ear and normal hearing in the right ear. He wears personal hearing aid in the left ear.	<p>Goal: By 10/15/2022, John will demonstrate an understanding that the D/HH Itinerant staff is an educational resource for him by discussing any hearing-related concerns affecting his performance in the classroom and proposing solutions for them in 4 out 5 instances as noted by staff's documentation.</p> <p><input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard</p> <p><input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: D/HH Staff</p>

Short-Term Objective: By 12/30/21, John will demonstrate an understanding that the D/HH Itinerant staff is an educational resource for him by discussing any hearing-related concerns affecting his performance in the classroom and proposing solutions for them in 1 out 5 instances as noted by staff's documentation.

Short-Term Objective: By 3/30/22, John will demonstrate an understanding that the D/HH Itinerant staff is an educational resource for him by discussing any hearing-related concerns affecting his performance in the classroom and proposing solutions for them in 2 out 5 instances as noted by staff's documentation.

Short-Term Objective: By 5/30/22, John will demonstrate an understanding that the D/HH Itinerant staff is an educational resource for him by discussing any hearing-related concerns affecting his performance in the classroom and proposing solutions for them in 3 out 5 instances as noted by staff's documentation.

Progress Report 1: 12/14/2021

Summary of Progress: Student is working towards his benchmark. He is able to share to D/HH teacher that he does not have any hearing difficulty accessing lessons during his online classes. He likewise reported that he does not use his hearing aid currently in attending his virtual classes.

Comment: Student is currently attending ACCESS Program of FUSD.

Progress Report 2: 3/29/2022

Summary of Progress: John has shown progress on the goal. He is able to share to the D/HH teacher the strategies he uses to support his hearing loss needs while attending the ACCESS Program.

Comment: He continues to report that he does not wear his hearing aid during his online classes. He shared he is able to hear and understand his teacher and directions quite well even without the said device.

Progress Report 3: 5/23/2022

Summary of Progress: John continues to share with the D/HH teacher strategies he uses to support his hearing loss needs during his ACCESS classes.

Comment: He reported that he is still not wearing his personal hearing aids during his online classes.

Annual Review Date:Goal met Yes No**Comments:**

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Basic Reading Skills	Measurable Annual Goal #: <u>1</u>
Baseline: John can identify the main idea of a text with teacher prompts and assistance.	<p>Goal: By 10/15/2022, after reading a text multiple times, and given a highlighter and graphic organizer , John will determine a central idea from the text on 3 out of 4 trials with 80% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RI.8.2</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teacher, Staff</p>

Short-Term Objective: By 12/15/2021, after reading a text multiple times, and given a highlighter and graphic organizer , John will determine a central idea from the text on 3 out of 4 trials with 60% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.

Short-Term Objective: By 3/15/2022, after reading a text multiple times, and given a highlighter and graphic organizer , John will determine a central idea from the text on 3 out of 4 trials with 65% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.

Short-Term Objective: By 5/15/2022, after reading a text multiple times, and given a highlighter and graphic organizer , John will determine a central idea from the text on 3 out of 4 trials with 70% accuracy as measured by oral or written work samples, teacher records, curriculum based assessments, etc.

Progress Report 1: 3/17/2022

Summary of Progress: After reading a text multiple times, John is able to determine a central idea from the text on 2 out of 3 trials with 70% accuracy.

Comment: John is able to understand the main idea of an informational text, decipher the meaning, and carry out instructions.

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 3/17/2022

Goal met Yes No

Comments:

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Reading Comprehension	Measurable Annual Goal #: <u>2</u>
Baseline: John can use evidence to support what a text says explicitly.	<p>Goal: By 10/15/2022, after reading an independent level informational text, in class discussions, and highlighter, John will respond to 3 short answer analytical questions that require him to infer information from explicit information in the text by writing 3 to 6 sentences, including 2 citations of textual evidence from which each inference is logically drawn to support his answer for each question with 100% accuracy in 3 out of 4 trials as measured by student work samples.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard RI 8.1</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teacher, Staff</p>

Short-Term Objective: By 12/15/2021, after reading an independent level informational text, in class discussions, and highlighter, John will respond to 3 short answer analytical questions that require him to infer information from explicit information in the text by writing 3 to 6 sentences, including 2 citations of textual evidence from which each inference is logically drawn to support his answer for each question with 70% accuracy in 3 out of 4 trials as measured by student work samples.

Short-Term Objective: By 3/15/2022, after reading an independent level informational text, in class discussions, and highlighter, John will respond to 3 short answer analytical questions that require him to infer information from explicit information in the text by writing 3 to 6 sentences, including 2 citations of textual evidence from which each inference is logically drawn to support his answer for each question with 80% accuracy in 3 out of 4 trials as measured by student work samples.

Short-Term Objective: By 5/15/2022, after reading an independent level informational text, in class discussions, and highlighter, John will respond to 3 short answer analytical questions that require him to infer information from explicit information in the text by writing 3 to 6 sentences, including 2 citations of textual evidence from which each inference is logically drawn to support his answer for each question with 90% accuracy in 3 out of 4 trials as measured by student work samples.

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:

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Written Expression	Measurable Annual Goal #: <u>3</u>
Baseline: John can write simple and compound sentences independently with some grammar and conventions errors.	<p>Goal: By 10/15/2022, when given a highlighted text, a graphic organizer, and response frames, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 90% accuracy.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard W. 8.4</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teacher, Staff</p>

Short-Term Objective: By 12/15/2021, when given a highlighted text, a graphic organizer, and response frames, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 60% accuracy.

Short-Term Objective: By 3/15/2022, when given a highlighted text, a graphic organizer, and response frames, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 70% accuracy.

Short-Term Objective: By 5/15/2022, when given a highlighted text, a graphic organizer, and response frames, John will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience as measured by work samples or curriculum based assessments on 3 out of 4 trials with 80% accuracy.

Progress Report 1: 3/17/2022

Summary of Progress: After being given a prompt, John is able to produce clear and coherent writing in short sentences, in about 2 out of 3 trials with 80% accuracy.

Comment: John is able to give answers to questions and write sentences which convey his meaning.

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 3/17/2022

Goal met Yes No

Comments:

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Math Calculation	Measurable Annual Goal #: <u>4</u>
Baseline: John struggles to determine if numbers are rational or irrational.	<p>Goal: By 10/15/2022, when given a number, teacher model, and class notes, John will determine whether the number is rational or irrational using a strategy of choice, for 4 out of 5 problems with 100% accuracy as measured by student work samples.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 8.NS.1</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teacher, Staff</p>

Short-Term Objective: By 12/15/2021, when given a number, teacher model, and class notes, John will determine whether the number is rational or irrational using a strategy of choice, for 1 out of 5 problems with 100% accuracy as measured by student work samples.

Short-Term Objective: By 3/15/2022, when given a number, teacher model, and class notes, John will determine whether the number is rational or irrational using a strategy of choice, for 2 out of 5 problems with 100% accuracy as measured by student work samples.

Short-Term Objective: By 5/15/2022, when given a number, teacher model, and class notes, John will determine whether the number is rational or irrational using a strategy of choice, for 3 out of 5 problems with 100% accuracy as measured by student work samples.

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:**

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
ANNUAL GOALS AND OBJECTIVES**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

Area of Need: Math Reasoning	Measurable Annual Goal #: <u>5</u>
Baseline: John requires prompts and assistance when solving problems with variables.	<p>Goal: By 10/15/2022, when given a linear equation with one variable, with whole numbers and a teacher model, John will simplify and solve for the variable using visual or arithmetic strategies, with 100% accuracy in 4 out of 5 trails as measured by student work samples.</p> <p><input checked="" type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard 8.EE.7</p> <p><input type="checkbox"/> Addresses other educational needs resulting from the disability</p> <p><input type="checkbox"/> Linguistically appropriate</p> <p><input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living</p> <p>Person(s) Responsible: Teacher, Staff</p>

Short-Term Objective: By 1/15/2021, when given a linear equation with one variable, with whole numbers and a teacher model, John will simplify and solve for the variable using visual or arithmetic strategies, with 100% accuracy in 1 out of 5 trails as measured by student work samples.

Short-Term Objective: By 3/15/2022, when given a linear equation with one variable, with whole numbers and a teacher model, John will simplify and solve for the variable using visual or arithmetic strategies, with 100% accuracy in 2 out of 5 trails as measured by student work samples.

Short-Term Objective: By 5/15/2022, when given a linear equation with one variable, with whole numbers and a teacher model, John will simplify and solve for the variable using visual or arithmetic strategies, with 100% accuracy in 3 out of 5 trails as measured by student work samples.

Progress Report 1: 3/17/2022

Summary of Progress: When given a linear equation with one variable, with whole numbers and a teacher model, John is able to simplify and solve for the variable with 90% accuracy in 4 out of 5 trials.

Comment: John's strength is in math, as observed by student samples in Teams handouts.

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date: 3/17/2022

Goal met Yes No

Comments:

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
Offer of FAPE - SERVICE**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021

The service options that were considered by the IEP team (List all): General education, general education with specialized academic instruction, SDC classroom setting. Offer of FAPE: SDC social studies, language arts, science, and all other course will be general education. With itinerant deaf/hard of hearing 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 continuum of supports and placements was discussed and the team determined the least restrictive environment. The team discussed possible harmful effects of recommended program including potential advantages and disadvantages.

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
Flexible seating to ensure auditory and visual access	10/15/2021	10/14/2022	All classroom settings
Multiplication chart	10/15/2021	10/14/2022	All classroom settings
Calculator (on specific items or as needed only)	10/15/2021	10/14/2022	All classroom settings
Instructions that are simplified, clarified and repeated	10/15/2021	10/14/2022	Classroom/School Site
Graphic organizers	10/15/2021	10/14/2022	All classroom settings
Extra time on assignments and test	10/15/2021	10/14/2022	All classroom settings
Passages read aloud as needed	10/15/2021	10/14/2022	All classroom settings
Shorten assignments as needed	10/15/2021	10/14/2022	All classroom settings
Paragraph and sentence frames as needed	10/15/2021	10/14/2022	All classroom settings
Provide breaks only as needed	10/15/2021	10/14/2022	All classroom settings
Breaking assignments down into smaller, simple steps	10/15/2021	10/14/2022	All classroom settings
Checking for understanding as needed	10/15/2021	10/14/2022	All classroom settings
Typing assignments as needed	10/15/2021	10/14/2022	All classroom settings
Communication between parent and teachers as needed	10/15/2021	10/14/2022	All classroom settings
Speech-to-text Responses as needed	10/15/2021	10/14/2022	All classroom settings
Audio amplification Devices	10/15/2021	10/14/2022	School and classroom setting
Visual Supports	10/15/2021	10/14/2022	Classroom setting
Response frames for writing	10/15/2021	10/14/2022	in all settings at school

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
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Training on the nature of John's hearing loss and appropriate accommodations during instruction.	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	10/15/2021	10/14/2022	Yearly	60 minutes or as needed	School site
Consultation between Education Specialist and General Education Teachers	<input checked="" type="checkbox"/> Student <input checked="" type="checkbox"/> Personnel	10/15/2021	10/14/2022	as needed	as needed	classroom, email, phone, MS Teams

SPECIAL EDUCATION and RELATED SERVICES

Service: <u>Specialized Academic Instruction</u>	Start Date: <u>10/15/2021</u> End Date: <u>10/14/2022</u>
Provider: <u>District of Service</u>	<input type="checkbox"/> Ind <input checked="" type="checkbox"/> Grp <input type="checkbox"/> Sec Transition
Duration/Freq: <u>1385</u> min served <u>Weekly</u>	Location: <u>Separate classroom in public integrated facility</u>
Comments: <u>SDC social studies, science, and RSP math.</u>	
Service: <u>Specialized deaf and hard of hearing services</u>	Start Date: <u>10/15/2021</u> End Date: <u>10/14/2022</u>
Provider: <u>District of Service</u>	<input type="checkbox"/> Ind <input type="checkbox"/> Grp <input type="checkbox"/> Sec Transition
Duration/Freq: <u>15</u> min served <u>Monthly</u>	Location: <u>Separate classroom in public integrated facility</u>
Comments: <u>DHH consultation services will be provided for 15 minutes monthly.</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 John does not require special education transportation.

EXTENDED SCHOOL YEAR (ESY)

Yes No

Rationale: John does not need ESY services at this time.

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.

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
OFFER OF FAPE - EDUCATIONAL SETTING**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021Physical Education: General Specially Designed OtherDistrict of Service: Fontana UnifiedSchool of Attendance: Summit High

All special education services provided at student's school of residence? Yes No (rationale) *John will be receiving all special education classes at Sample Middle 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)

42 % of time student is outside the regular class & extracurricular & non academic activities

58 % of time student is in the regular class & extracurricular & non academic activities

Plan Effective Date:

Student will not participate in the regular class and/or extracurricular and/or non academic activities: *Science, Social Studies, and Math because the SDC setting for Science, Social Studies, and Immersion setting for Language Arts, and the RSP setting for Math are the least restrictive environment for John at this time.*

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)

**FONTANA SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)
SIGNATURE AND PARENT CONSENT**

Student Name: Doe, JohnBirthdate: 3/7/2008IEP Date: 10/15/2021**IEP Meeting Participants**_____
Parent/Guardian/Surrogate_____
Date_____
Parent/Guardian_____
Date_____
Student/Adult Student_____
Date_____
General Education Teacher_____
Date_____
LEA Representative/Admin.Designee_____
Date_____
Special Education Specialist_____
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_____
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 Jane DoeDate 10/15/2021 Parent Guardian Surrogate Adult StudentSignature Jane DoeDate 10/15/2021 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 Jane Doe 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.