

Conociendo el IEP de su estudiante Parte II

Presentado por:
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Página especial de factores

1. Dispositivos tecnológicos y/o servicios
2. Servicios de incidencia baja
 - a. Discapacidad visual
 - b. Sordera o dificultad para escuchar
3. Apoyo a alumnos del inglés
4. Comportamiento

FOOTHILL SELPA SPECIAL FACTORS

Student Name: The Pooh, Winnie

Birthdate: 9/25/2006

IEP Date: 9/18/2023

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

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

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

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

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

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

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

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

If yes, please select:

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

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

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

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

Comments:

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

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

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

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

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

Dispositivos tecnológicos y/o servicios

- ❖ La aplicación de tecnología auxiliar para acortar la brecha entre las habilidades del estudiante y las demandas del plan de estudios, la tecnología auxiliar permite a estos estudiantes participar, aprender, y prosperar junto con sus compañeros.
- ❖ El equipo de IEP determina las necesidades en la tecnología auxiliar de un niño a través de un proceso de evaluación.
- ❖ La plataforma de SETT – Estudiante, ambiente, tareas, herramientas.
- ❖ Los dispositivos de tecnología auxiliar pueden oscilar entre artículos ” tecnológicos bajos” como mangos de lápiz, marcadores o estabilizadores de papel hasta artículos de “alta tecnología”, tales como, sintetizadores de voz, lectores de Braille o computadoras que se activan con la voz.

Servicios de baja incidencia (LI)

Servicios LI están disponibles para estudiantes que califican bajo la elegibilidad de:

Dificultad para oír (HH) (según siglas en inglés),
Sordera (DEAF) (según siglas en inglés),
Discapacidad Visual (VI) (según siglas en inglés),
Discapacidad ortopédica (OI) (según siglas en inglés),
Sordera-Ceguera (DB) (según siglas en inglés).

Materiales o servicios para estudiantes con una discapacidad LI (según sus siglas en inglés)

- Requerido para que el estudiante cumpla con los objetivos y metas de su IEP
- Requerido para que el estudiante tenga acceso a educación general
- Especializado en cuanto a como se relaciona con una necesidad o necesidades de una discapacidad LI.
- Identificado en una evaluación integral.

Apoyo a alumnos del inglés

- Aquellos estudiantes que están en el rubro de alumnos del inglés deberán recibir de forma integral
 - Desarrollo de idioma inglés designado (ELD) e instrucción de ELD integrado como parte del programa de enseñanza medular del estudiante.
- Basado en la evaluación de dominio y fluidez en el idioma inglés.



Apoyo a alumnos del inglés

Evaluación de dominio y fluidez en el idioma inglés

Los estudiantes que son identificados como alumnos del inglés se les aplica inicialmente las Evaluaciones de California sobre dominio y fluidez del idioma (ELPAC) y luego en sus IEPs anuales.

Los estudiantes reciben los resultados sobre aspectos del idioma en general, ya sea verbal o escrito y también el nivel de dominio en lectura, escritura, comprensión, expresión verbal.

Evaluación del dominio del idioma inglés

English Language Development Test (English Learners Only)

☐ Not Applicable

English Language Proficiency Assessments of California (ELPAC)

- ☐ Initial ELPAC
☐ Summative ELPAC

Overall Score:

Overall Performance Level:

Oral Language Score/Level:

Written Language Score/Level:

Scores by domain

Listening

Speaking

Reading

Writing

Performance by domain

Listening

Speaking

Reading

Writing

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

- ☐ Initial Alternate ELPAC
☐ Summative Alternate ELPAC

Overall Score:

Overall Performance Level:

Apoyo a alumnos del inglés



- Hoja de factores especiales
- El equipo de IEP determina si un estudiante necesita apoyo en el idioma principal durante el desarrollo del idioma inglés integrado.
- Si es correcto, entonces cuales son los soportes o apoyo que necesitan.
 - Emparejar textos o palabras clave al idioma principal con elementos visuales.
 - Diccionario Bilingüe
 - Etc.

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

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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
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- ☐ Bilingual dictionary
- ☐ Glossaries in primary language
- ☐ Other

Apoyo a alumnos del inglés

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:

Comportamiento



- Página de factores especiales
- ¿El comportamiento del estudiante impide aprender de sí mismo o de otros?
 - Sí es correcto, el comportamiento deberá ser descrito en esta sección
 - Sí no, esta sección se deja en blanco.
- Si, es correcto, especifique intervenciones de comportamiento positivo, estrategias y soportes
 - Acomodos o facilidades: descansos incorporados, distribución anticipada de expectativas, etc.
 - O un plan de intervenciones en comportamiento se desarrolla y se adjunta en el IEP
- Las metas deberán proponerse para abordar el comportamiento que impide el aprender sobre sí mismo y otros.

Comportamiento

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

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

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

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

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

Evaluaciones estatales

1. Evaluaciones: SBAC , CAA , ELPAC
 - a. Apoyo incorporado
 - b. Apoyo sin incorporar



FOOTHILL SELPA Statewide Assessments

Student Name: The Pooh, Winnie

Birthdate: 9/25/2006

IEP Date: 9/18/2023

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

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

11 With testing accommodations

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

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

Math (Grades 3-8, & 11)

11 With testing accommodations

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

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

Science (Grades 5, 8 & High School)

11 With testing accommodations

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

Speech to Text
Abacus, Word Prediction

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

Physical Fitness Test (Grades 5, 7 & 9)

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

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

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

- | | | |
|--|--|---|
| ☐ 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).

Soportes incorporados v. sin incorporar

- Recursos incorporados se implementan digitalmente como parte de la plataforma tecnológica para presentar exámenes en computadora.
 - Ejemplos: Texto-a-articulación, subtítulos
- Recursos sin incorporar están disponibles cuando se brinda a través de una agencia educativa local (LEA) tanto para exámenes administrador en computadora como los que tiene una forma especial.
 - Ejemplos: contexto separado, leer en voz alta, o trazar

Páginas de transición 1 & 2

- ❖ Descripción plurianual del trabajo académico para alcanzar las metas después de la preparatoria en capacitación o educación, empleo y vivir independientemente.
- ❖ Proceso para ayudar a los estudiantes con un IEP decide que quieren hacer después de la preparatoria. En base a las necesidades individuales, fortalezas, habilidades, e intereses de los estudiantes de preparatoria.
- ❖ Cada estudiante con un IEP debe tener un Plan de Transición Individual (ITP) en sus IEPs para cuando cumplan 16 años.

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

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

If Appropriate, and agreed upon, agencies invited:

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

Describe the results of the assessments:

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

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

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

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

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

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

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

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

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

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

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

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

Examples:

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

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

Student will complete coursework leading to a certificate of completion

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

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

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

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

Units/Credits Completed: 180/230

Units/Credits

Pending: 50/230

Student's course of study leads to:

☐ Certificate of Completion ☒ Diploma

Anticipated

Completion

Date: 5/23/2024

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

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

Metas

- Las metas del IEP se escriben en las principales áreas de necesidades.
- Se enfocan en áreas de aprovechamiento académico precisas y desempeño funcional.
- Metas SMART – Específicas, medibles, alcanzables, relevantes y con un plazo determinado.

Si se le da la opción de tres tarjetas con dibujos que contienen estrategias para calmarse solo (estudiante) escogerá de manera independiente una tarjeta estratégica y seguirá lo que muestre ésta en 4 o 5 oportunidades según se mida en las hojas de registro de datos del profesor para Mayo____.



Metas

- ★ Descripción de metas (sobre el cometido)
- ★ Área de necesidades (Comportamiento)
- ★ Línea de partida (nivel actual del estudiante relacionado con el objetivo)
- ★ Meta y posiblemente objetivos (Metas SMART)
- ★ Propósito de las metas (Académico, abordar otras necesidades educativas)
- ★ Personas responsables por reportar el progreso hacia el cumplimiento de las metas.

Goal Description

On-Task

Area of Need

Behavior

Measurable Annual Goal

2

Baseline

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

Goal Choose Goal

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

Purpose(s) of Goal:

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

☒ Addresses other educational needs resulting from the disability

☐ Linguistically appropriate

☒ Transition Goal:

☐ Education/Training

☒ Employment

☐ Independent Living

Person(s) Responsible

Case manager, teachers, and SPED support staff

Show Objectives

Ofrecer servicios de FAPE

- El equipo comentó sobre las opciones de colocación continuas, incluyendo educación general con apoyo colaborativo, instrucción académica especializada en una clase por separado, y servicios relacionados.

Ofrecer servicios de FAPE/ Selección LRE

- El equipo determina que el estudiante requiere (p.e., ed.gral./colab.) Para poder avanzar en sus metas y acceder al plan de estudios en este momento.
- Hasta qué grado participará el estudiante en el entorno de educación general

Auxiliares suplementarios & Servicios y otros apoyos

- Cambios en los acomodados en la forma en que el estudiante aprende el material. Una modificación cambia lo que se le enseña a un estudiante o se espera que aprenda.
- El equipo IEP determina que acomodados o modificaciones se necesitan para el estudiante.
- Otros soportes

Educación Especial y servicios relacionados

Servicio (Instrucción Académica Especializada y servicios relacionados, tales como, articulación y lenguaje OT(según sus siglas en inglés))

Incluye :

- Fechas,
- Duración/Frecuencia,
- Proveedor

SPECIAL EDUCATION AND RELATED SERVICES

+ Add Service

Expand/Collapse All

#1 330 Specialized Academic Instruction



Dates

09/18/2023 - 09/17/2024

Duration/Frequency

260 min x 2 sessions = 520 min
Weekly

Provider

100 District of Service

☐ Do Not Report

☐ Do Not Print

Blank Grids to Print

0



Amend Service

Continue to new IEP

Discontinue Service

Copy to ESY

Transporte

- Servicio relacionado cuando es necesario para que el estudiante pueda beneficiarse de educación especial.
- IEP determina las necesidades de transporte. Esto puede incluir, pero no se limita a:
 - ◆ Que el estudiante necesita utilizar equipo adaptable o auxiliar.
 - ◆ Frágil medicamente y requiere asistencia especial.

Ciclo escolar extendido

Un estudiante puede tener elegibilidad de incorporarse a un ciclo escolar extendido (ESY) si el equipo de IEP determina que un estudiante puede retroceder y tener dificultad para recuperar esas habilidades.

Cada servicio es considerado.



Circunstancias de emergencia

De acuerdo a la ley de California, los estudiantes discapacitados con un Programa Educativo Individualizado (IEP) deberá tener un plan de emergencia puesto en marcha.

La ley requiere que los equipos de IEP consideren como las necesidades individuales del estudiante pueden ser impactadas en situaciones de emergencia.

Emergency Circumstances Program A

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

Specialized Academic Instruction and Related Services

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

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

Other

Comments

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

Entorno Educativo – Ofrecimiento de FAPE

FAPE – Educación pública apropiada y gratuita.

Gratuita –sin costo para los padres de familia.

Apropiada - IEPs delinean un programa para cubrir las necesidades únicas para el estudiante.

Pública – los estudiantes tienen el mismo derecho de asistir a una escuela pública para todos los niños.

FAPE requiere que las escuelas proporcionen educación especial para alcanzar las necesidades únicas de un niño.

Notas

Las notas que se toman durante la junta de IEP generalmente contienen la lista de participantes que asisten y se delinean los temas que se comentan.



Preguntas/Comentarios

