

STATE SELPA SUPPLEMENTAL FORMS MANUAL

WRITING IEPs FOR EDUCATIONAL BENEFIT

August 2017

This manual and accompanying IEP Forms were developed by members of the State SELPA Association to address the legal requirements of IDEA, state law, and the State Performance Plan as appropriate. This IEP is a recommended template to provide greater consistency for districts around California. The California Department of Education, Special Education Division also posts it on their website.

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FORM 11A SPECIFIC LEARNING DISABILITY – DETERMINATION OF ELIGIBILITY

This form documents the requirements for identifying a student as having a “specific learning disability” (SLD).

A draft of this form is typically completed prior to the IEP meeting with a discussion and final decision reached by the IEP team during the meeting.

The Case Manager completes the form with input from the appropriate IEP team members (School Psychologist, Special Education Teacher, General Education Teacher, etc.)

- Fill out the appropriate information based on the evaluations indicating the area of achievement that is severely discrepant from the level of intellectual ability and the processing disorder associated with this discrepancy.
- Indicate whether the discrepancy is or is not caused by poor attendance, environmental, emotional, sensory or the other reasons listed in Section III.
- Include any medical findings that are educationally relevant and the other information required on this form.
- If there is a team decision that is not based on the standard measures indicated, support that decision.
- Obtain signatures from all participants in the IEP meeting on this form.

FORM 11B SPECIFIC LEARNING DISABILITY DISCREPANCY DOCUMENTATION REPORT IEP TEAM CERTIFICATION

This form documents the presence of a specific learning disability in instances when the student's standardized testing results do not exhibit a severe discrepancy between ability and achievement.

Legal Citation: Ed. Code Section 3030j Paragraph C

A draft of this form may be completed prior to the IEP meeting, but more typically is completed during the IEP meeting with extensive discussion and final decision reached by the IEP team during that meeting.

The Case Manager completes the form with input from the appropriate IEP team members (School Psychologist, Special Education Teacher, General Education Teacher, etc.)

- Fill out the appropriate information based on the evaluations including intellectual ability and academic achievement.
- As the testing results did not indicate a severe discrepancy the decision is based on information provided by the parent, information provided by the student's teacher, observations, work samples, state testing results or other group testing scores.
- The student's chronological age is taken into consideration and any other relevant supporting information is documented.

**FORM 11C SPECIFIC LEARNING DISABILITY (RESPONSE TO INTERVENTION)
DOCUMENTATION REPORT
IEP TEAM CERTIFICATION**

This form documents the requirements for identifying a student as having a “specific learning disability” (SLD) based on determinations through a Response to Intervention process.

A draft of this form is typically completed prior to the IEP meeting with a discussion and final decision reached by the IEP team during the meeting.

The Case Manager completes the form with input from the appropriate IEP team members (School Psychologist, Special Education Teacher, General Education Teacher, etc.)

- Fill out the appropriate information based on the evaluations indicating whether or not the area the student has made sufficient progress to meet age or state-approved grade-level standards based on the pupil’s response to scientific, research-based intervention.
- Indicate whether the learning disability is or is not caused by poor attendance, environmental, emotional, sensory or the other reasons listed in Section III.
- Include any medical findings that are educationally relevant and the other information required on this form.
- If there is a team decision that is not based on the standard measures indicated, support that decision. (Form 11B)
- Obtain signatures from all participants in the IEP meeting on this form.

**FORM 11D SPECIFIC LEARNING DISABILITY (PATTERNS OF STRENGTHS AND WEAKNESSES)
DOCUMENTATION REPORT
IEP TEAM CERTIFICATION**

This form documents the requirements for identifying a student as having a “specific learning disability” (SLD) based on determinations through a process indicating the student’s pattern of strengths and weaknesses.

A draft of this form is typically completed prior to the IEP meeting with a discussion and final decision reached by the IEP team during the meeting.

The Case Manager completes the form with input from the appropriate IEP team members (School Psychologist, Special Education Teacher, General Education Teacher, etc.)

- Fill out the appropriate information based on the evaluations indicating whether or not the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, state-approved grade-level standards, or intellectual development.
- Indicate whether the learning disability is or is not caused by poor attendance, environmental, emotional, sensory or the other reasons listed in Section III.
- Include any medical findings that are educationally relevant and the other information required on this form.
- If there is a team decision that is not based on the standard measures indicated, support that decision. (Form 11B)
- Obtain signatures from all participants in the IEP meeting on this form.

FORM 21 REFERRAL FOR SPECIAL EDUCATION AND RELATED SERVICES

This form is used by school personnel when requesting an assessment for eligibility for special education and related services.

A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. EC 56303

- **Student Name:** Use legal first and last name.
- **D.O.B.:** Enter date of birth
- **Grade:** Enter current grade designation.
- **Name of parent or legal guardian:** Enter first and last name of parent or legal guardian.
- **Address:** Enter complete address and phone number.
- **Date parent notified of intent to refer:** Enter exact date parent notified.
- **Method of notifying parent of intent to refer:** Check method used to notify parent.
- **Parent's native language:** If other than English enter language or primary mode of communication.
- **Primary Concern Regarding Student:** This should be the specific reason or area where you suspect a disability.
- **Specific Reason for Referral:** Check the appropriate box or enter a description of the reason next to "other".
- **General Education Interventions Attempts:** Describe the interventions attempted and attach documentation.
- **Name of Referring Person:** Enter the name of referring person and title.

Note: The bottom part of the form "For District Use Only" is helps keep track of the assessment timelines.

FORM 22 NOTICE OF RECEIPT OF REFERRAL FOR SPECIAL EDUCATION ASSESSMENT

This form serves as a notice to parent or guardian that their child has been referred for assessment. It is in a letter format and should be put on district letterhead.

- Enter date referral received
- Enter child's name
- Enter the name of the people who will be attending the IEP meeting.
- Enter name of contact person and phone number.

FORM 23A ASSESSMENT PLAN

The assessment plan is to be completed by the assessment team and approved by the parent(s), guardian, surrogate, or adult student in writing at the initial referral for special education and/or request for assessment and each time the Local Education Agency (LEA)/District proposes to conduct assessment. There are two versions of the Assessment Plan Form. Form 23A includes the Medical statement authorizing billing, appropriate parent signature and receipt of written notification.

NOTE: For initial assessments, Some SELPAs use a *Prior Written Notice* Form 24.

Demographic information to be included when completing the Assessment form includes:

1. Student Name: Enter the student last name and first name.
2. Date of Birth: Enter the exact birthdate.
3. Date: Enter date the form was created and sent to parent/guardian/surrogate/adult student.
4. Purpose of Meeting: Select purpose of meeting.
 - *Initial* is the IEP to determine eligibility after initial assessment.
 - *Annual* is the IEP meeting to be held within one year of prior IEP.
 - *Triennial* is the IEP meeting to be held after reassessment. This meeting may also include the Annual IEP Meeting.
 - *Transition* means transition from infant to preschool, preschool to kindergarten, elementary to middle, middle to high school, high school to transition placements, from public school setting to NPS or reverse, etc.
Transition also means for students who are 16 or older, or who will turn 16 when this IEP is in effect, the IEP team must address needed post-secondary transition services. These services must include the results of age appropriate transition assessments, measurable post-secondary goals related to training/education, employment and independent living skills (as appropriate) and describe the focus of the student's course of study.
 - *Interim* means if the child has an IEP and transfers into a district from another SELPA.
 - *Other*
5. Parent/Guardian Information: Enter the name of the parent/guardian/surrogate.
6. District: This is the student's district of residence.
7. School: Enter the child's neighborhood school.
8. Grade: Enter the appropriate grade designation.
9. Native Language: This field was previously known as home language. This is the student's home language or birth language.
10. English Proficiency/CELDT Level: Enter the appropriate level of English proficiency based on the scores obtained through CELDT testing.

Assessment" means an individual evaluation of a pupil in all areas of suspected disability in accordance with Sections 56320 through 56329 of the Education Code and Sections 300.530 through 300.534 of Title 34 of the Code of Federal Regulations.

"Assessment plan" means a written statement that delineates how a pupil will be evaluated and meets the requirements of Section 56321 of the Education Code.

Note: An assessment plan must be completed and signed and agreed to by the parent(s), guardian, surrogate, or adult student if the district plans to administer testing to the student that is not part of an assessment being administered to all or a group of students.

- Mark the **reason** the assessment plan is being sent: Initial, Annual, Triennial, Transition, or Interim (or other such as Manifest Determination, Special Requested, etc.).
- Check the boxes to the left of each **category of assessment** that will be administered. In the right column, state the professional title of the examiner that will be administering the assessment such as Speech & Language Specialist, Special Education Teacher, School Psychologist, NPA, etc. For **"alternate means of assessment"** list the alternate types of assessment that will be conducted such as criterion referenced, observation.
- Enter date that signed consent was received by the District/LEA.
- Public Benefits: By signing this section, the parent/guardian/surrogate/adult student agrees to authorize district access to health insurance benefits provided by Medi-Cal. Check the box indicating the parent has received written notification of the protections available to them.

Legal Citations: 2 CCR 60010; 30 EC 56321; 1 GC 7572; 30 EC 56043 (see below)

**FORM 23B ASSESSMENT PLAN
WITHOUT MEDICAL SIGNATURE**

The assessment plan is to be completed by the assessment team and approved by the parent(s), guardian, surrogate, or adult student in writing at the initial referral for special education and/or request for assessment and each time the Local Education Agency (LEA)/District proposes to conduct assessment. Form 23B is the second of the two versions of the Assessment Plan Form. Form 23B does not include any Medical information. All requirements of Form 23A in regards to assessment plan procedures are also required and included in Form 23B

FORM 24 PRIOR WRITTEN NOTICE FOR INITIAL ASSESSMENT

The Prior Written Notice form must be completed and sent with the Assessment Plan for all initial referrals for assessment.

- **Student Name:** Enter the student last name and first name.
- **Date of Birth:** Enter the exact birthdate.
- **Date:** Enter date the form was created and sent to parent/guardian/surrogate/adult student.
- **Evaluation procedure(s)** – List the types of assessment data that were used in making the decision to assess the student (i.e., observation, standardized testing, statewide assessment, etc.).
- **Assessments** – List the assessments used to make the determination to engage in further assessment
- **Record(s)** – List any records that are or are not part of the student’s cumulative file to make the determination to assess.
- **“Alternatives considered/rejected”** – List any other options that were considered and rejected such as intervention programs offered, curriculum adaptations, etc.
- **“Other factors”** – list any other relevant factors to be considered such as: the student has been retained, the student is working far below grade level, and the student has received scientific-based intervention and has not responded, etc.

Legal Citations: 30 EC 56500.4

FORM 25A INDIVIDUALIZED EDUCATION PROGRAM - NOTICE OF MEETING

30 EC 56341.5 - Parent Participation in IEP Team Meeting

The State SELPA Form has two meeting notification forms, one listing school district titles and the other with the title and a line to write in specific staff names. It is up to your local district//SELPA to determine which form to use.

Type of Meeting: Check the box to indicate what type of meeting is being proposed.

Example: Initial, Annual, Transition etc.

Student Name etc. Complete all demographic information, including date.

Parent's Name: Enter the name of the person you are inviting to the meeting (Parent/Guardian/Surrogate)

Meeting Schedule: Enter Date, Time and location of the proposed meeting.

Anticipated Team Members: Check appropriate boxes to indicate IEP team members that may attend the meeting. Form 23A would include the member's name next to their title. Specialist type: indicate any related service providers that may be attending, such as SLP, OT, APE etc. **NOTE:** This gives the parents notice that if they wish to audiotape the meeting, they must give 24-hour notice and the school would be taping also. The notice in paragraph (a) of 34 CFR Section 345 also allows a District/LEA to inform parents that they may bring other people to the meeting that have specific knowledge of their child or expertise about the child's disability.

Further Information: Enter Name, Title and contact information for your District Director or contact person.

Return To: Enter the name of the case carrier. **Note;** It is often helpful to highlight this so the parent realizes they should complete the form and return it to school.

Parent Response: Parent is to check the appropriate boxes, indicating attendance, sign, date and return the form to school

FORM 25B INDIVIDUALIZED EDUCATION PROGRAM - NOTICE OF MEETING

30 EC 56341.5 - Parent Participation in IEP Team Meeting

The State SELPA Form has two meeting notification forms, one listing school district titles and the other with the title and a line to write in specific staff names. It is up to your local district//SELPA to determine which form to use.

Type of Meeting: Check the box to indicate what type of meeting is being proposed.

Example: Initial, Annual, Transition etc.

Student Name etc. Complete all demographic information, including date.

Parent's Name: Enter the name of the person you are inviting to the meeting (Parent/Guardian/Surrogate)

Meeting Schedule: Enter Date, Time and location of the proposed meeting.

Anticipated Team Members: Check appropriate boxes next to the district title indicating the IEP team members that may attend the meeting. **NOTE:** This gives the parents notice that if they wish to audiotape the meeting, they must give 24-hour notice and the school would be taping also. The notice in paragraph (a) of 34 CFR Section 345 also allows a District/LEA to inform parents that they may bring other people to the meeting that have specific knowledge of their child or expertise about the child's disability.

Further Information: Enter Name, Title and contact information for your District Director or contact person.

Return To: Enter the name of the case carrier. **Note;** It is often helpful to highlight this so the parent realizes they should complete the form and return it to school.

Parent Response: Parent is to check the appropriate boxes, indicating attendance, sign, date and return the form to school.

FORM 26 MANIFESTATION DETERMINATION

The Manifest Determination form is used to report findings for a Manifest Determination Review each time the Local Education Agency (LEA) / recommends a student in special education (or on a 504 Plan) for expulsion and/or when the student is removed from his/her current educational placement (is suspended for more than 10 consecutive days or suspended for more than 10 days in a school year if the behavior constitutes a pattern).

Legal Citations: Title 34 Part CFR §300.530 -300.536; 27 EC 48900; 27 EC 48915

Part I. Student Information

Lines 1 through 6 – fill in information about the student as stated

- **Date of the Current IEP** is the date of the last agreed upon, signed IEP (by the parent/guardian)
- **Date of Last Assessment** – List the date of the last three-year triennial or complete psycho-educational assessment conducted (it may be an assessment that was conducted as part of the Manifest Determination).
- **Disability** – State the “primary” disability of the student. It is recommended that the IEP team also include information for their determination that would come from any other disability of the student.
- **Current Educational Setting** – List the current placement (i.e., special class, regular education class, etc.)
- **Description of the Behavior** – Write a brief statement about the behavior that occurred (it is best to list factual information or investigation findings/outcomes)
- **Disciplinary Action Taken and Date** – This refers to suspension and the first date of the suspension

Part II. In determining whether the student's behavior was a manifestation of his/her disability, the manifestation determination team considered the following:

- **Evaluation and diagnostic results** – Check this box if formal assessment results helped the team to make the decision regarding whether or not the behavior was a manifestation of the student's disability. List the specific evaluations/dates used).
- **Observations** – Check this box if student observation data was used to help the team make the decision regarding whether or not the behavior was a manifestation of the student's disability. List who observed and when.
- **Student's IEP, services, and placement** – Check this box if the IEP, services or placement of the student at the time of the behavior incident were used to help the team make the decision regarding whether or not the behavior was a manifestation of the student's disability. Describe how used (relevant information from IEP).
- **Other relevant information** – List any other information that contributed to the decision such as past discipline history of the student, reports from staff, etc.

Part III. The Manifestation Determination team determined that, in relation to the behavior subject to disciplinary action the following is true:

- Check “yes” if the team feels the behavior was caused by or had a direct or substantial relationship to the disability. Check no if team feels it did not.
- Check “yes” if the team feels the behavior was the direct result of a failure to implement the IEP (for example, if all the supports and services listed on the IEP were not taking place as outlined as the time of the incident)

Part IV. The Manifestation Determination team decided that the student's behavior (check one of the following two boxes as appropriate based on the boxes check above:

- Check the first box “**was a manifestation of his/her disability**” if the answer to the two questions above (steps 12 and 13) were “yes” – if this box is checked the discipline proceedings may not go forward (in most cases this will mean that the case cannot go forward to the Board of Education for to recommend expulsion)
- Check the second box if one of the answer to both of the two questions above was “no.” This means the behavior **was not a manifestation of his/her disability.**
- On this line indicate “**yes**” or “**no**” to indicate if the parent(s)/guardian/surrogate/adult student agreed with the findings

FORM 27 (Page 1) SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

The SOP must be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to provide an agency or employer the most updated information on the performance of the student.

Legal Citation: IDEA 2004 §Sec. 300.305(e) (3).

- Student Name: Indicate the name of the student
- D.O.B.: List the exact date (Month/Day/Year) of birth
- Summary Date: List the exact date (Month/Day/Year) that the SOP was completed.
- Date of Initial IEP: Indicate the exact date (Month/Day/Year) of student's initial IEP.
- Date of Most Recent IEP: Indicate the exact date (Month/Day/Year) of student's most recent IEP.
- Disability(ies): List student's disability(ies).
- Native Language: List student's native language.
- If Student Is ELL, List Services Provided To Assist the Student: List the English Language Development services provided to the student per their most recent IEP.
- SOP Completed By: Indicate the name of the person who completed the student's SOP form.
- Social Media Accounts: List possible accounts to reach the student privately.
- Cell Phone: List student's cell phone contact number.
- Email Address: Indicate the student's contact email address
- Reason for Exit: Indicate the one reason allowing the student to exit.
- Strengths/Interests/Learning Preferences: Provide information about the student's strengths, interests and learning preferences.
- Pre-Academic/Academic/Functional Skills: Indicate student's academic present levels including grade level, standard scores, strengths and needs.
- Cognitive Abilities: Indicate student's cognitive present levels.
- Communication Skills: Indicate student's communication performance.
- Motor Skills (Fine/Gross): Indicate student's motor performance.
- Health: Indicate student's health status/condition
- Social/Emotional/Behavioral: Indicate student's social-emotional and behavioral performance.
- Self-Help/Adaptive: Indicate student's self-help and adaptive skills.
- Student's Postsecondary Goal: List the student's postsecondary goal(s).
- If Employment is the Primary Goal, Student's Top Three Job Interests: List the student's top three job interests.
- Recommendations to Assist the Student in Meeting Postsecondary Goals: Include suggestions for accommodations, assistive devices and/or services, compensatory strategies, and/or collateral support services to enhance access in the areas of higher education or career-technical education, employment, independent living, and/or community participation. Only complete those areas relevant to the student's postsecondary goals identified in the Individual Transition Plan [ITP] portion of the IEP.
- Agency Linkages: Check the agencies known to be working with student or could be a resource to the student. Include the agency contact person and phone number, if known.
- Contact Information: Indicate district name, phone number, title of district contact person, and date when contact can be made no later than

Note: The completion of this section may require the input from a number of school personnel including the special education teacher, regular education teacher, school psychologist or related services personnel. It is recommended, however, that one individual from the IEP Team be responsible for gathering and organizing the information required on the SOP

FORM 27 (Page 2) SUMMARY OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (SOP)

For a child whose eligibility terminates due to aging out or receipt of a diploma, the district/LEA must provide the child with a SOP, which shall include recommendations on how to assist the child in meeting the child's post-secondary goals. The SOP must be completed during the final year of a student's high school education. The timing of completion of the SOP may vary depending on the student's postsecondary goals. If a student is transitioning to higher education, the SOP, with additional documentation, may be necessary as the student applies to a college or university. Likewise, this information may be necessary as a student applies for services from state agencies such as vocational rehabilitation. In some instances, it may be most appropriate to wait until the spring of a student's final year to the child with the most updated information on the performance of the so that this information may be passed on to relevant post-secondary agencies and/or employers.

Supplementary Aids, Services & Supports: List supplementary aids and services, program accommodations and modifications, and/or supports offered for the student and offered for school personnel. Indicate if the supports are for the student or for school personnel by checking the appropriate box.

FORM 28 NOTICE OF ACTION/PRIOR WRITTEN NOTICE

This form is provided to parents prior to the district initiating or refusing to change the identification, evaluation, educational or placement or provision of a free appropriate public education.

- Fill out student name, date of birth, and date of notice.
- Indicate the purpose/s of the Notice of Action (Prior Written Notice): Identification, Evaluation, Educational Placement, Provision of FAPE, and/or Other. Specify purpose when indicating Other.
- Action/s Proposed:
 - Briefly describe the action/s proposed.
 - Note the specific reason/s for the action/s proposed.
 - Document the procedures that the district used in making the determination for the action/s refused.
 - Indicate the date the proposed actions will be implemented.
- Action/s Refused:
 - Briefly describe the action/s refused
 - Note the specific reason/s for the action/s refused.
 - Document the procedures that the district used in making the determination for the action/s refused.
- Other Options Considered: Document other options that were considered and the reasons for rejecting the options.
- Other factors relevant to the proposal or refusal: Document any other factors that were relevant to the district's decision to propose or refuse to do an action.
- Print name of district contact, position, phone and email address

FORM 29 (Pages 1 & 2) PRIOR WRITTEN NOTICE WHEN PARENT REVOKES CONSENT TO SPECIAL EDUCATION AND RELATED SERVICES

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education related services, the LEA:

- May not continue to provide special education and related services to the child, but must provide Prior Written Notice before ceasing the provision of special education and related services;
- May not use the procedures of due process;
- Will not be considered in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP team meeting or develop an IEP for the child for further provision of services.

FORM 30 SERVICE PLAN FOR PARENTALLY PLACED PRIVATE SCHOOL STUDENTS

1. **Student Name**: Enter the student's last name and first name.
2. **DOB**: Enter the student's date of birth.
3. **Grade**: Enter the student's current grade level.
4. **Date**: Enter the date of which the Service Plan was held.
5. **Parent / Guardian/Surrogate Names**: Enter the name(s) of the parent(s), guardian(s) or surrogate.
6. **Address**: Enter the student's current address. If the student is living in a residential school, enter the address of the parent.
7. **Home Phone**: Enter the phone number of the parent(s) or guardian(s).
8. **Cell Phone**: Enter the cell number of the parent(s) or guardian(s), if known.
9. **Work Phone**: Enter the work phone of one of the parent(s) or guardian(s), if known.
10. **District where private school is located**: Enter the name of the district where the private school is located (unless other agreements have been made. This would be the district drafting and implementing the Service Plan.
11. **District of residence**: Enter the name of the district where the student's parent(s) or guardian(s) reside.
12. **Home School**: Enter the name of the school the student would attend if they were living at the address of their parent(s) or guardian(s) and not attending a private school.
13. **Private School**: Enter the name of the private school where the student is currently attending.
14. **Private School Phone**: Enter the phone number of the private school.
15. **District of Residence Phone**: Enter the phone number of the District of Residence listed on the Service Plan (item 10 above).
16. **Check the following**: Check ONLY one of the following:
 - Student's parent(s), guardian(s), surrogate or the adult student have declined the district's offer of a Service Plan** – check this option if the parent(s) or guardian(s) have declined wanting a service plan. This would be applicable if they want no services or if at some time they choose to enroll the student in a public school program in the district of residence.
 - Student's parent(s), guardian(s), surrogate or the adult student have accepted the district's offer of a Service Plan.**
16. **Services**: Enter the special education service(s) below for the student while enrolled in private school or until the proportionate share of federal funds have been expended for the current school year.
 17. **Area(s) or need**: Enter the area(s) of need based on the assessment results.
 18. **Summary of Present Levels**: Enter the present levels in relevant areas assessed (social / emotional, academic, etc.).

19. **Enter the service(s):** Enter the service(s) being offered. Remember, the services offered must be based on the final decisions the SELPA / District have made with respect to private school services. (§300.320)
20. **Frequency:** Enter how often the service will take place or how many sessions, etc.
21. **Duration:** Enter how long (minutes, hours, etc.) each service will take place.
22. **Location:** Enter the location where services will take place.
23. **Start Date:** Enter the date when services will begin.
24. **End Date:** Enter the date when services will end.
25. **Service Provider:** Enter the “title,” not the name, of the service provider.
26. **Signature Lines: Parent(s), guardian(s), surrogate or the adult student** have the parent/guardian/surrogate or adult student sign in attendance.

LEA Representative – enter the name of the person who is representing the district / LEA. Remember this person must have the authority to allocate services.

Other – have any other persons in attendance sign the Service Plan.

21. **Next Annual Review Due By:** Enter the next annual review date (approximately one year from the date of the date of the current service plan meeting)
22. **Triennial Review Due By:** Enter the triennial review date. This is three years from the date of the last assessment review or the initial assessment review

FORM 31 INTERIM SPECIAL EDUCATION SERVICES

This form is used for placement of a student coming from another SELPA or from out-of-state.

1. **Student Name**: Enter the student's last name and first name.
2. **Birth Date**: Enter the student's birth date.
3. **Age**: The student's age as of the meeting date.
4. **Grade**: Enter the student's current grade.
5. **Gender**: Enter the student's gender (M or F).
6. **School of Attendance**: Enter the child's neighborhood school.
7. **School of Residence**: This is the student's district of residence.
8. **Transportation**: Check "No" if the IEP team determines that the student does not need special education transportation. Check "Yes" if the student will require special education transportation and specify the type of transportation (e.g. door to door, wheel chair bus, etc.)
9. **Parent**: Enter the parent / guardian/surrogate name.
10. **Home Phone**: Enter the parent's / guardian's home phone number, if known.
11. **Cell Phone**: Enter the parent's / guardian's cell number, if known
12. **Address**: Enter the parents / guardian's home address, city and zip code.
13. **Native Language**: Enter the student's home language or birth language.
14. **EL**: Check if the student is an English Learner and whether or not they have been re-designated.
15. **Redesignated**: Check the appropriate box indicating if the student has or has not been re-designated. (R-FEP)
16. **Ethnicity**: Enter the student's ethnicity as it has been entered on the school enrollment form for the school.
17. **Residency**: Check whether the student resides with a Parent / Guardian, in a Foster Family Home, in a Licensed Children's Institution, is an Adult Student, or Other.
18. **Indicate Disability**: Check the appropriate disability as reflected on the IEP from the sending SELPA.
19. **Special Education Entry Date**: Enter the date the student first received special education services, including IFSP (0-3 infant services).
20. **Interim Placement to be Reviewed**: Enter the date of the next meeting to determine appropriate special education placement. This date must be within 30 calendar days.
21. **Triennial Date**: Enter the date when the next triennial evaluation is due to be completed.

22. **Last Placement**: Enter the name of the School / District / County where the student was last enrolled.
23. **Phone**: Enter the phone number of the student's last school.
24. **Contact Person**: Enter the name of an appropriate contact person at the student's last school or district. This could be the Special Education Teacher, Program Specialist, Special Education Director, etc.
25. **Special Education Program Authorization**: Enter the appropriate, comparable special education services, starting date of the services, frequency of that service, duration, location, and the service provider (the title, not the name).
26. **% of Time OUTSIDE**: Enter the % of time the student is out of the general education classroom receiving special education services.
27. **Name of LEA Representative**: The LEA representative, who looked at the incoming IEP and determined the appropriate placement, prints their name, signs the form, indicates their position, and dates the form.

FORM 32 IEP TEAM MEMBER EXCUSAL FORM

This form is to be used when the LEA is requesting the parent or guardian to excuse a required IEP team member from an IEP in whole or in part. Separate columns and check boxes have been added to clearly identify the area of curriculum or related service not being discussed as well as the submission of written input provided to the parent/guardian/surrogate or adult student for the area of curriculum or related services of the missing IEP Team member.

1. **Student Name:** Enter student's full name.
2. **Date of Meeting:** Enter the date of the meeting.
3. **Check the Box in Whole or in Part:** If the IEP team member is being excused for the entire meeting check "in whole" and check "in part" if the team member is only being excused for part of the meeting.
4. **Individual Education Program Team Member(s):** List the members that will be excused from the IEP team meeting in whole or in part.
5. **Area of Curriculum or Related Services:** List the area of curriculum or related services that pertain the IEP team member being excused.
6. **Area of Curriculum or Related Services is Not Being Discussed:** Check the column if the area of curriculum or related services is not being discussed at the IEP team meeting.
7. **Written Input has Been Submitted to the Parent and the IEP Team Prior to the Meeting Regarding Area of Curriculum or Related Services:** If the area of curriculum or related services pertaining to the IEP team member is going to be discussed at the IEP team meeting, then IEP team member must submit his/her in writing to the parent and the IEP team prior to the meeting.
8. **Parent/Guardian/Surrogate or Adult Student Signature:** The parent/guardian/surrogate or adult student must sign a date this form and identify in the check box their relationship to the student in order for the IEP team to be excused in whole or in part.
9. **Signature of Designated District Representative:** The district representative must also sign and date the form.

FORM 33 TRIENNIAL REEVALUATION DETERMINATION

This form is to be completed prior to each triennial IEP in order to document the LEA's process for determining if further assessment is needed to inform the IEP Team at a triennial IEP meeting (See 30 EC 56381).

Remember, parent/guardian/surrogate or adult student input regarding whether or not further assessment is required.

Indicate the student's name, date of birth, date of form/ date form sent out, school (current school of attendance), date of determination (date triennial reevaluation need was determined), the due date of the NEXT triennial IEP, and the student's case manager as indicated in SEIS.

The LEA should check **all** four boxes:

- Existing assessment data has been reviewed, including assessments provided by the parents
- Current classroom based assessments have been reviewed
- Teacher and related service providers observations have been reviewed
- Parent/guardian/surrogate or adult student input has been reviewed and considered

Mark "Yes" if it is determined that some level of formal assessment is needed (even if it is only academic, or another area). If the answer is "Yes" mark the appropriate boxes below this section to indicate exactly what types of formal assessment will be completed.

Mark "No" if the IEP has determined that no additional formal assessment will be completed in any domain, to include academics.

Lastly, if the "Yes" box was checked and it was determined that additional assessment was needed, indicate why by checking the appropriate boxes.

Likewise, if the "No" box was checked that indicated no additional formal assessment was needed write a brief statement as to why (for example, "it is deemed that current, appropriate assessment data is available to inform the IEP Team regarding the educational or related service needs, including approved academic achievement and functional performance, of the pupil").

NOTE: There is no requirement in state or federal law or regulation to obtain a parent/guardian/surrogate or adult student's signature to substantiate the above process was followed; however, it is recommended the LEA's do so in order to document the parent/guardian/surrogate or adult student participated in the process.

FORM 34 (Pages 1 & 2) EXTENDED SCHOOL YEAR (ESY) ELIGIBILITY WORKSHEET

The ESY worksheet was formally adopted by the Forms Committee in February, 2013 as an optional form in order to assist IEP Teams when making Extended School Year (ESY) determinations. The worksheet is to describe and properly document the recoupment and regression that determines the need for ESY.

Definitions: Explains exactly what ESY is and how/why it is determined to be needed by the student. This section also provides the definition for Rate of Recoupment and Regression and Recoupment in order for the IEP to completely discuss the needs of the student.

Question Section: Each of the questions 1 through 5 must be discussed and determined to be "Yes" or "No" for each item.

Question 1: The IEP Team must determine if the student is unable to regain skills in the same manner and timeline as their general education peers. If the student is not able to regain skills in such a manner the IEP Team must identify the area(s) in which the student does not make progress in a manner similar to his/her peers.

Question 2: This question documents the loss of skills a student exhibits during short breaks throughout the school year which may determine the need for ESY services. If a student shows a loss of skills during a short break the IEP Team must identify the area(s) which is affected.

Question 3: This question identifies essential skills or crucial areas of improvement a student is achieving that would otherwise be lost should the student have a lengthy break of service. The IEP Team is to identify the skills or areas that would be adversely affected should the student have a significant break in service.

Question 4: This question summarizes the above information indicating the loss of skills that would occur without ESY services.

Question 5: This question documents the relationship between the student's disabling condition and the need for ESY services.

Should any of the 5 Questions receive a "Yes" answer, Page 2 of the Worksheet must be completed.

Page 2 of the ESY Worksheet describes in more detail the need for services. The IEP committee is responsible for ensuring that a student receives a free appropriate public education (FAPE), and must determine the special education and related services necessary to meet the student's unique needs. This section provides this justification.

Failing to master IEP goals does not automatically make a student eligible for ESY services

FORM 35 PRIOR WRITTEN NOTICE FOR CERTIFICATE OF COMPLETION

This form is provided to inform parents and/or adult student prior to the district initiating to change the educational placement or provision of a free appropriate public education based on the criteria of completing their high school requirements for a Certificate of Completion.

The form describes requirements mandated of a Prior Written Notice. The form is an optional form.

- Fill out date letter is being sent to parent and/or adult student.
- Fill in the name of the student within each paragraph.
- Enter the date of the last IEP that describe the last agreed upon offer of FAPE and the date this IEP will conclude.
- In the final paragraph, print the name of district contact person should the parent and/or adult student disagree with the decision of promotion based on a Certificate of Completion with the phone number and/or email address to make contact.
- Sign the letter with your name and title.
- Enclose a copy of procedural safeguards when sending this letter.

FORM 36 PRIOR WRITTEN NOTICE FOR GRADUATION FROM HIGH SCHOOL

This form is provided to inform parents and/or adult student prior to the district initiating to change the educational placement or provision of a free appropriate public education based on the criteria of completing their high school requirements with a Regular High School Diploma.

The form describes requirements mandated of a Prior Written Notice . The form is an optional form.

- Fill out date letter is being sent to parent and/or adult student.
- Fill in the name of the student within the body of the first paragraph.
- Enter the specific reason why options other than a regular high school diploma is not appropriate for the student.
- In the final paragraph, print the name of district contact person should the parent and/or adult student disagree with the decision of promotion based on a Certificate of Completion with the phone number and/or email address to make contact.
- Sign the letter with your name and title.
- Enclose a copy of procedural safeguards when sending this letter.

FORM 37 – INFANT AND FAMILY SERVICE PLAN

This form is provided to document the necessary data points for the CASEMIS collection. This form is for internal use only and is not necessary to be given to parents.

Documentation is to include all of the following information:

1. **District of Residence**: This is the student's district of residence.
2. **School of Attendance**: Enter the child's neighborhood school.
3. **School of Residence**: This is the student's district of residence.
4. **District of Service**: Specify district providing the majority of services to the student.
5. **Student SSID/CSIS**: The SSID, formerly CSIS, is assigned by the State. Each student must have a SSID. Social Security Number is optional.
6. **Student ID**: The student ID number is automatically assigned through CASEMIS.
7. **Student Last Name**: Enter the student's last name as documented on the official birth certificate.
8. **Student First Name**: Enter the student's first name as documented on the official birth certificate.
9. **Grade**: The grade is for Infants only and this is a pre-filled field.
10. **Birthdate**: Enter the exact birthdate.
11. **Gender**: Enter the student's gender (M or F).
12. **Case Manager**: The person indicated on the students IFSP forms to manage the student's program.
13. **Student Address/City/State/Zip**: Enter the parents / guardian's home address, city, state and zip code.
14. **Parent/Guardian Address/City/State/Zip**: Enter the parent / guardian/surrogate name. Enter the contact information for the parent/guardian. If the student resides in an out-of-home placement through a non-educational agency, put the parent contact information in the second contact area, if known.
15. **Phone #1**: Enter the parent's / guardian's home phone number, if known.
16. **Phone #2**: Enter the parent's / guardian's cell or work number, if known.
17. **Ethnicity**: Check the appropriate ethnicity(s). Note: Only one ethnicity can be listed. This should be the ethnicity designated by the parent on the student enrollment form.
18. **Race**: Enter a code from the federally identified list, must select one or more, regardless of Ethnicity. This is required for those students whose ethnicity was listed as 501 or 900.
19. **EL**: Check if the student is an English Learner and whether or not they have been re-designated.
20. **Migrant**: Check Yes or No to reflect the student's Migrant status.

21. **Native Language:** Enter the student's home language or birth language.
22. **Early Intervention:** Check No. Early Intervention cannot be Yes for Infants.
23. **Disability:** Mark primary disability with "P" and secondary disability with "S". The primary disability should be the one that has the most significant impact on the student's ability to access the general education environment. **Note:** For funding purposes, low incidence disabilities marked as secondary will generate low incidence funding.
24. **Referral Date:** Enter the date of the initial referral to assess and determine eligibility for education services (ages 0-3). **Note:** This date can change if a student is found eligible, then exits, and then is re-assessed and found eligible again.
25. **Parent Consent:** Enter the date the district received parent signature/consent for initial evaluation.
26. **Initial Evaluation:** Enter the date the IFSP team determined the student is eligible for services.
27. **Date of Original Special Education Entry:** Enter the date of IFSP Team meeting to review initial evaluation and determine eligibility for special education.
28. **Referred By:** Select the box that identified the appropriate person initiating the referral (Parent, Teacher, SST, Other School/District Personnel, Other).
29. **Plan Type:** Select the box the identifies the plan determined to best meet the needs of the student.
30. **Residential Status:** Select the box that best identifies the student's residential status.
31. **Solely Low Incidence:** Mark "Yes" or "No" if the student is eligible under a category identified as a low incidence disability. A "Yes" answer would apply only to the students with the following eligibility categories: DB, VI, OI, HH, and Deaf.
32. **Infant Setting:** Discuss and document service delivery options considered. Select the appropriate box that identifies the type of setting the student will receive service.
33. **Federal Infant Setting (Ages 0-2):** After the discussion of placement options, identify the location the student will receive services.
34. **Transportation:** Check "No" if the IFSP team determines that the student does not need special education transportation. Check "Yes" if the student will require special education transportation and specify the type of transportation (e.g. door to door, wheel chair bus, etc.)
35. **Services Chart:** The team needs to determine the special education and related services that will provide educational benefit and facilitate progress on the goals for the student (e.g. specialized academic instruction, health and nursing, language and speech, etc.). Identify the following information within the chart:
 - I. **Service:** type of service
 - II. **Provider:** Note the title of the provider of the service (do not put the person's name).
 - III. **Location:** Select the location of where the service is provided to the student from the following:
Home – Community - Other
 - IV. **Frequency:** Indicate the frequency of the service being provided, such as daily, weekly, monthly, yearly, or any other frequency.
 - V. **Duration:** Indicate number of times per frequency (see CASEMIS for examples).
 - VI. **Start and End Date:** This will often be the same start/end dates for the primary service on the IEP.

36. **Special Education Exit Date:** Document the date the student was exited from their special education program and mark within the chart below the date line as to the exact reason for the student's exit.