

PROCEDURAL HANDBOOK

SECTION

3

The Individualized Education Program (IEP)

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Updated June 1, 2020

THE LAW AND THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

56340. Each district, special education local plan area, or county office shall initiate and conduct meetings for the purposes of developing, reviewing, and revising the individualized education program of each individual with exceptional needs.

THE IEP TEAM

IEP TEAM MEMBERS

The IEP Team shall be composed of at least all of the following:

1. One or both of the pupil's parents, a representative *of* a parent, or both, *a guardian*, or surrogate parent, when appropriate. The parent or guardian shall have the right to present information to the IEP Team in person or through a representative and the right to participate in meetings, relating to eligibility for special education and related services, recommendations, and program planning.
2. Not less than one regular education teacher of the pupil, if the pupil is, or may be participating in the regular education environment. If more than one regular education teacher is providing instructional services to the individual with exceptional needs, one regular education teacher may be designated to represent the others.

The regular education teacher of an individual with exceptional needs shall, to the extent appropriate, participate in the development, review, and revision of the pupil's Individualized Education Plan (IEP), including assisting in determining appropriate positive behavioral interventions and supports and other strategies for the pupil, and the determination of supplementary aids and services, program modifications, and supports for school personnel that will be provided for the pupil.

3. Not less than one special education teacher of the pupil, or if appropriate, not less than one special education provider of the pupil.
4. An administrator or designee representing the district, special education local plan area, or county office who meets all of the following:
 - a. Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of individuals with exceptional needs.
 - b. Is knowledgeable about the general curriculum.
 - c. Is knowledgeable about the availability of resources of the local education agency.

IMPORTANT

Whomever the designee is, he or she must have the authority to commit school level resources or district resources.

The local education agency may designate another LEA IEP Team member to also serve as the administrative designee if that individual meets the qualification required of the administrative representative as described in item 4 on page 3-3.

5. An individual who can interpret the instructional implications of the assessment results. This individual may be a Team member described in items 2 to 6 of this section.
6. At the discretion of the parent, guardian or the district, SBCSELPA, or county office, other individuals who have knowledge or special expertise regarding the pupil. The determination of whether the individual has knowledge or special expertise regarding the pupil shall be made by the party who invites the individual to be a member of the IEP Team.
7. Whenever appropriate, the individual with exceptional needs.

Beginning with the IEP meeting to be in effect when a student reaches the age of 16, or younger if determined appropriate by the IEP Team, the student shall be invited to attend the IEP meeting.

As part of the participation of an individual with exceptional needs in the development of an IEP, the individual with exceptional needs shall be allowed to provide confidential input to any representative of his or her IEP Team.

ADDITIONAL IEP TEAM MEMBERS

When appropriate, an IEP Team may also include:

1. For a pupil suspected of having a specific learning disability, at least one member of the IEP team shall be qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher. At least one team member other than the pupil's regular teacher shall observe the pupil's academic performance in the regular classroom setting. In the case of a child who is less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.
2. If necessary, interpreters for parents whose primary language is other than English or who are deaf, in order to ensure that parents understand the proceedings of the IEP meeting.
3. In the case of transition services, the district, SBCSELPA, or county office shall invite an individual with exceptional needs to attend his or her individualized education program meeting if a purpose of the meeting will be the consideration of needed transition service for the individual.

If the individual with exceptional needs does not attend the IEP Team meeting, the district, SBCSELPA, or county office shall take steps to ensure that the individual's preferences and interests are considered.

4. The district, SBCSELPA or county office also shall invite any agency representative(s) that is/are likely to be responsible for providing or paying for transition services. If an agency invited to send a representative to a meeting does not do so, the local education agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

5. For children who were served through the Early Intervention Infant Toddler Program operated by the County Education Office, an invitation to the initial IEP meeting for school age services shall, at the parent's request, be sent to the coordinator or other representative of the child's early intervention services program to assist with the smooth transition of services.
6. In the case of a pupil with exceptional needs who has been placed in a group home, the district, SBCSELPA or county education office shall also invite a representative of the group home to participate in the IEP meeting.

EXCUSAL OF MEMBERS FROM IEP MEETINGS

An IEP Team member is not required to attend an IEP meeting, in whole or in part, if the parent and the LEA administrator representative agree that the member's attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

An IEP Team member may be excused from an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or related services, if both of the following occur:

- 1) the parent and the LEA administrative representative consent to the excusal after conferring with the member; and
- 2) prior to the meeting, the member submits written input into the development of the IEP to the parent and the IEP Team.

Procedures

The parent must give written consent to excuse an IEP Team member from a meeting under both of the options described above.

The *IEP Team Member Excusal (NC7)*, is to be used in cases where a Team member may be excused from an IEP meeting. The responsible administrator or designee must approve the proposed excusal. In addition, the Team member who may be excused must be consulted.

The parent should be contacted prior to the form being sent home to obtain the parent's verbal agreement to excuse a Team member(s) from the IEP meeting. If the parent gives verbal consent to the excusal of the Team member(s), the form is to be sent to the parent for signature along with the *Notice of Meeting (NC6A)*. If the parent does not give consent to the excusal, the Team members must attend. If there is a conflict in schedules, then another date/time must be selected for the meeting to take place.

Instances where it may be appropriate for an IEP Team member to be excused from a meeting would include those where an additional IEP meeting will be held during the year following the annual review and where only a specific portion of the student's program or IEP will be discussed.

IMPORTANT

It is highly recommended that the IEP Team members not be excused from annual review meetings, even with parents consent. If the Team member's area of curriculum or related services will be discussed at the meeting and there is a need for the member to be excused, the Team member must submit written input prior to the meeting for use in the development of the IEP.

The responsible administrator or designee must sign and date the Excusal form prior to its being sent home for the parent's signature. If the parent does not return the signed form prior to the IEP meeting, the parent's signature approving the IEP Team member excusal should be obtained at the meeting.

PARENT NOTIFICATION OF IEP MEETING

1. The parents should be given their written notice of the meeting early enough to ensure an opportunity to attend (10 days notice is good practice, but not mandated).
2. The IEP meeting shall be scheduled at a mutually agreed-upon time and place. Staff should consult with the parents to confirm an agreeable date and time for the meeting
3. If no parent or guardian can attend the meeting, the LEA shall use other methods to ensure parent or guardian participation, including individual or conference telephone calls.

NOTE

An IEP meeting may be held without the parent in attendance if the LEA is unable to convince the parent or guardian that he or she should attend or if LEA staff have been unsuccessful in reaching the parent/guardian. In such cases the LEA is required to maintain a record of its attempts to arrange a mutually agreed-upon time and place as follows:

1. Detailed records of telephone calls made or attempted and the results of those calls.
2. Copies of correspondence sent to the parents or guardians and any responses received.
3. Detailed records of visits to the home or place of employment and the results of those visits.

PROVISION OF PARENTS' RIGHTS

State and federal law now require that a copy of the procedural safeguards notice, the SELPA form, *Notice of Rights and Safeguards (NC 1)* be given to the parents of a child with a disability only one time a year, with certain exceptions as described below. For purposes of compliance with this requirement, the Parental and Adult Students' Rights should be sent to the parent annually at the same time that the IEP meeting notice is sent home for the annual review IEP meeting.

In addition to the once annual receipt of the Parents' Rights at the time of the annual review IEP, parents of children with disabilities must be given a copy of the Parents' Rights under the following circumstances:

1. Upon initial referral for special education
2. Upon parental request for assessment
3. Upon any reevaluation of the child (i.e. any time an assessment plan is developed and provided to the parent)
4. Upon the first occurrence of the filing for a due process hearing
5. Upon request by a parent.

Parents also should be given a copy of the SELPA form, *Notice of Rights and Safeguards (NC 1)*, any time the LEA provides prior written notice of a proposal or refusal to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education. (See Parents' Rights document, items 32 and 33)

REQUIRED IEP MEETINGS

A meeting must occur whenever:

1. A pupil has received an initial assessment. The team may meet when a pupil receives any subsequent assessment.
2. The pupil's placement or instruction, services, or both, as specified in the IEP, are to be initiated, changed, or terminated.
3. The pupil demonstrates a lack of anticipated of progress.
4. The parent or teacher requests a meeting to develop, review or revise the IEP.
5. At least annually, to review the pupil's progress, the IEP, including whether the pupil's annual goals are being achieved, and the appropriateness of placement, and to make any necessary revisions.

IMPORTANT

An IEP required as a result of an assessment shall be developed within a total time not to exceed 60 calendar days not counting days between the pupil's regular school sessions, terms, or days of school vacation in excess of five school days, from the date of receipt of the parent's written consent for assessment, unless the parent agrees, in writing, to an extension. If a referral has been made 30 days or less prior to the end of the regular school year, the IEP shall be developed within 30 days after the start of the subsequent regular school year. In the case of pupil school vacations, the 60-day time shall recommence on the date that pupil school days reconvene. (EC 56344)

NOTE

A meeting of the IEP Team, requested by the parent to review an individualized education program, shall be held within 30 days, not counting days in July and August, from the date of receipt of parents' written request. If the parent makes an oral request, the district shall notify the parent of the need for a written request and the procedure for filing a written request. EC 56343.5

BASIC FUNCTIONS OF IEP TEAMS

IEP Teams are responsible for:

1. Reviewing assessment results.
2. Determining eligibility.
3. Determining the content of the IEP.
4. Making program placement recommendations.
5. Considering transportation needs.

TYPES OF IEP TEAMS

The composition of the IEP Team will vary depending on whether it is a site, district, or regional team.

1. **School Site IEP Teams:** Are responsible for developing, reviewing, and revising IEP's for students receiving services at their school site only.
2. **District Level IEP Teams:** Are responsible for developing, reviewing, and revising IEP's for students who may be recommended for a district program at a location other than the student's neighborhood school.
3. **Regional IEP Teams:** Are responsible for developing, reviewing and revising IEPs for students who are enrolled in, or who may receive services in, regional classes. These teams must include a representative from the operator of the regional program.

THE CONTENT OF AN IEP

1. When developing each pupil's IEP, the IEP Team shall consider the following:
 - a. The strengths of the pupil.
 - b. The concerns of the parents or guardians for enhancing the education of the pupil.
 - c. The results of the initial assessment or most recent assessment of the pupil.

2. The IEP Team shall do the following:
 - a. In the case of a pupil whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.
 - b. In the case of a pupil with limited-English proficiency, consider the language needs of the pupil as those needs relate to the pupil's individualized education program.
 - c. In the case of a pupil who is blind or visually impaired, provide for instruction in Braille, and the use of Braille, unless the individualized education program team determines, after an assessment of the pupil's reading and writing skills, needs, and appropriate reading and writing media, including an assessment of the pupil's future needs for instruction in Braille or the use of Braille is not appropriate for the pupil.
 - d. Consider the communication needs of the pupil, and in the case of a pupil who is deaf or hard of hearing, consider the pupil's language and communication needs, opportunities for direct communications with peers and professional personnel in the pupil's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the pupil's language and communication mode. (Use SELPA form, *Statement of Program Components for Pupils who are Deaf and Hard of Hearing* (SELPA12), for student who are deaf or hard of hearing).
 - e. Consider whether the pupil requires assistive technology devices and services.

3. If, in considering the special factors described in subdivisions 1 and 2, the IEP Team determines that a pupil needs a particular device or service, including an intervention, accommodation, or other program modifications, in order for the pupil to receive a free appropriate public education, the IEP Team shall include a statement to that effect in the pupil's IEP.

4. The IEP Team shall review the pupil's individualized education program periodically, but not less frequently than annually, to determine whether the annual goals for the pupil are being achieved, and revise the individualized education program, as appropriate, to address among other matters the following:
 - a. Lack of expected progress toward the annual goals and in the general curriculum, where appropriate.
 - b. The results of any reassessment conducted.
 - c. Information about the pupil provided to, or by, the parents or guardians.
 - d. The pupil's anticipated needs.
 - e. Any other relevant matter.

The IEP is a written statement developed by an IEP Team that includes the following:

1. A statement of the individual's present level of academic achievement and functional performance, including the following:
 - a. The manner in which the disability of the individual affects his or her involvement and progress in the general education curriculum.
 - b. For preschool children, as appropriate, the manner in which the disability affects his or her participation in appropriate activities.
 - c. For individuals with exceptional needs who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives.
2. A statement of measurable annual goals, including academic and functional goals, designed to do the following:
 - a. Meet the individual's needs that result from the individual's disability to enable the pupil to be involved in and make progress in the general curriculum.
 - b. Meet each of the pupil's other educational needs that result from the individual's disability.
3. A description of the manner in which the progress of the pupil toward meeting the annual goals described in paragraph (2) will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards will be provided.
4. A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to the pupil to do the following:
 - a. To advance appropriately toward attaining the annual goals.
 - b. To be involved in and make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities.
 - c. To be educated and participate with other individuals with exceptional needs and nondisabled pupils.
5. An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in the regular class and in the activities described in subparagraph (c) of paragraph (4).
6. A statement of any individual appropriate accommodations which are necessary to measure the academic achievement and functional performance of the pupil on state and district-wide assessments.
 - a. If the individualized education program team determines that the pupil shall take an alternate assessment on a particular state or district-wide assessment of pupil achievement, a statement of the following:

- (i) The reason why the pupil cannot participate in the regular assessment.
 - (ii) The reason why the particular alternate assessment selected is appropriate for the pupil.
- 7. The projected date for the beginning of the services and modifications described in paragraph (4), and the anticipated frequency, location, and duration of those services and modifications.
- 8. Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, and updated annually thereafter, the following shall be included:
 - a. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.
 - b. The transition services, including courses of study, needed to assist the pupil in reaching those goals.

When appropriate, the IEP shall also include but not be limited to all, of the following:

- 1. For pupils in grades 7 to 12, inclusive, any alternative means and modes necessary for the pupil to complete the district's prescribed course of study and to meet or exceed proficiency standards for graduation.
- 2. For individuals whose native language is other than English, linguistically appropriate goals, objectives, programs, and services.
- 3. Extended school year services, when needed, as determined by the IEP Team on an individual basis for the provision of a free appropriate public education.
- 4. Provision for the transition into the regular class program if the pupil is to be transferred from a special class or center, or nonpublic, nonsectarian school into a regular class in a public school for any part of the school day including the following:
 - a. A description of the activities provided to integrate the pupil into the regular education program. The description shall indicate the nature of each activity, and the time spent on the activity each day or week.
 - b. A description of the activities provided to support the transition of pupils from the special education program into the regular education program.
- 5. For pupils with low incidence disabilities, specialized services, materials, and equipment, consistent with guidelines established pursuant to Section 56136 (Education Code).
- 6. Beginning not later than one year before the pupil reaches the age 18, a statement that the pupil has been informed of the pupil's rights under this part, if any, that will transfer to the pupil upon reaching the age of 18 pursuant to Section 56041.5.
- 7. Type of physical education (regular, modified, specially designed, or adapted).

8. Support Plan for Behavior Interfering with Learning of Student or Peers.
9. Behavior Intervention Plan for pupils with serious behavior problems for which other instructional/behavioral approaches in the student's IEP have been ineffective.
10. Transportation services.

NOTE

The completed IEP must show a direct relationship among the assessment information, present levels of performance, the goals and objectives aligned to state standards and the specific services to be provided.

IMPORTANT

A single IEP is to be developed for each individual with exceptional needs that specifies all of the services that the pupil receives, including both special education and DIS.

The individualized education program team is not required to include information under one component of a pupil's individualized education program that is already contained under another component of the individualized education program.

The parent shall be given a copy of the completed IEP.

IMPORTANT

The local education agencies of the SELPA are responsible for providing all the programs and services written in the IEP. They are also responsible for revising and updating the IEP annually or more often if the student is demonstrating a lack of progress towards meeting the goals.

While each LEA is required to make a good faith effort to assist each individual with exceptional needs to achieve the goals/objectives listed in the child's IEP, it must be understood, that the IEP is not a contract which guarantees that the student will meet or exceed the growth projected in the pupil's IEP.

Right to Audiotape IEP Meetings

The parent or guardian, or local educational agency shall have the right to record electronically the proceedings of IEP Team meetings on a recording device. The parent or guardian, or local educational agency shall notify the members of the IEP Team of their intent to record a meeting at least 24 hours prior to the meeting. If the local educational agency initiates the notice of intent to audiotape record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be recorded the meeting shall not be recorded on recording device.

Parent Consent for Special Education Services

1. Local education agencies that are responsible for providing special education services to students with disabilities must seek to obtain informed written consent from the parent before providing initial special education and related services to a child. If the parent refuses to consent to the initiation of services, the local education agency shall not provide special education and related services to the child. In such cases, the local education agency must continue to serve the child as a regular education student.
2. If the parent or guardian of a child who has previously been provided with special education services refuses all services in the IEP after having consented to those services in the past, the local education agency shall file a request for due process.
3. If the parent consents in writing to the receipt of special education and related services for the child but does not consent to all of the components of the IEP, those components of the program to which the parent has consented shall be implemented so as not to delay providing instruction and services to the child.
4. If the local education agency determines that the proposed special education program component to which the parent does not consent is necessary to provide a free appropriate public education to the child, a due process hearing shall be initiated. While a resolution session, mediation conference, or due process hearing is pending, the child shall remain in his or her current placement, unless the parent and the local education agency agree otherwise.

NOTE

Each district, special education local plan area, or county office shall, prior to the placement of the individual with exceptional needs, ensure that the regular education teacher, or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs, shall be knowledgeable of the content of the individualized education program.

A copy of each individualized education program shall be maintained at each school site where the pupil is enrolled. Service providers from other agencies who provide instruction or a related service to the individual off the school site shall be provided a copy of the individualized education program. All individualized education programs shall be maintained in accordance with state and federal pupil record confidentiality laws. (EC 56347)

Rights Related to Parental Notice

Both state and federal law require that parents be provided with prior written notice whenever an LEA proposes to initiate or change or refuses to initiate or change the identification, evaluation, or educational placement of a child with a disability or the provision of a free appropriate public education. This notice must be provided in the parent's native language unless it clearly is not feasible to do so.

The notice must include the following information:

1. A description of the action proposed or refused by the LEA;
2. An explanation of why the agency proposes or refuses to take the action and a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
3. A statement that the parents of the child with a disability have protection under the procedural safeguards of the IDEA and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
4. Sources for parents to contact to obtain assistance in understanding the provisions of the IDEA;
5. A description of other options considered by the IEP Team and the reasons why those options were rejected; and
6. A description of the factors that are relevant to the agency's proposal or refusal.

The requirement to provide the written notice must be implemented in cases where there is disagreement between the parent and the IEP Team regarding the services that a child should receive. If such a disagreement occurs, the IEP administrative designee is responsible to contact the LEA special education administrator regarding the need to provide the parent with written parental notice as described above.

Notice of Graduation with a Regular Diploma

Local education agencies that serve high school age students are required by both state and federal law to provide prior written notice to parents or guardians of students with disabilities that their child will be graduating from high school with a regular high school diploma. This prior written notice must be provided a reasonable time before the student is scheduled to receive his or her diploma. The Supplemental IEP form, *Notice of Graduation with a Regular High School Diploma* (SUPP36), should be used to provide this parental notice.

Summary of Pupil's Academic Achievement and Functional Performance

When a student's eligibility for special education services will terminate either due to graduation from secondary school with a regular high school diploma, or due to exceeding the age eligibility to receive special education, the local education agency is required to provide the pupil with a summary of the pupil's academic achievement and functional performance, which must include recommendations in assisting the pupil in meeting his or her postsecondary educational goals. Local education agencies that serve high school age students should use Supplemental IEP form, *Summary of the Student's Academic Achievement and Functional Performance* (SUPP27), Pages 1 and 2 to meet this requirement. These forms should be completed by the special education staff who have provided services to the student in his or her most current special education placement. It is recommended that the forms be sent home to the student and his/her parents near the end of the last quarter that the student is enrolled in school.

THE LAW AND REVIEW

Section 56380. (a) of the California Education Code requires each local education agency of the SELPA to maintain procedures to ensure that the IEP Team:

1. Reviews the pupil's IEP periodically, but not less frequently than annually, to determine whether the annual goals for the pupil are being achieved, and
2. Revises the IEP as appropriate to address, among other matters any lack of expected progress toward the annual goals and in the general curriculum, where appropriate and the results of any reassessment conducted.

WHEN REVIEWS MUST BE CONDUCTED

As indicated in the statement above, a student's IEP must be reviewed at least once a year. There are other instances, however, which also call for a review.

REQUESTED REVIEW:

Parents are notified annually, through the parent's rights form, of their right to request a review of their child's IEP. Reviews may also be requested at any time by:

1. School personnel (including regular class teachers who have integrated students)
2. Other public agencies involved with the student
3. The student, when appropriate.

IMPORTANT

A meeting of the IEP Team requested by a parent must be held within 30 calendar days, not counting days in July and August, from the date of receipt of a parent's written request. If the parent makes an oral request, the school district shall notify the parent of the need for a written request and the procedure for filing a written request.

CONDUCTING A REVIEW

WHAT IS THE PURPOSE OF A REVIEW?

1. To assess a student's progress toward the successful achievement of goals and, where appropriate, objectives specified in his or her IEP.
2. To determine the appropriateness of a student's placement in terms of:
 - a. How it is meeting his or her needs
 - b. Whether or not it is the least restrictive.

3. To make recommendations for a change in placement or services and/or additional assessment.
4. To communicate to the parent the effectiveness of the IEP and to receive from the parent any ideas which might help improve it.

For the Annual Review IEP, the current IEP should be brought to the review meeting conducted by the IEP Team. Progress on each goal and objective must be documented on the previous IEP. If the student is to be continued in a special education placement or service, a new IEP must be completed.

WHO IS RESPONSIBLE FOR CONDUCTING THE REVIEW?

The chairperson of the IEP Team is responsible for seeing that all required reviews are conducted.

Annual and Requested Reviews must be conducted by at least the minimum required membership of the IEP Team, including the parent and the regular education teacher, if the student is, or may be, participating in the regular education environment.

IMPORTANT

Annual Reviews for students moving between districts or major grade levels, e.g., elementary to junior high school, should have representation from both the transferring and receiving schools and/or districts.

WHAT ABOUT INVOLVEMENT OF OTHER PUBLIC AGENCIES AND NON-PUBLIC SCHOOLS?

If a special education student is receiving services through an IEP from another public agency (i.e., California Children Services or Department of Mental Health), representatives from the agency must be invited to participate in the annual and requested review meetings. If a child has been placed in a non-public school, non-public school personnel *must* be involved in the child's IEP.

IMPORTANT

The finalized version of each IEP must be completed at the IEP Team meeting and not before. A draft version of suggested goals, and objectives where appropriate, may be presented, as long as parents understand that it is only a draft and that they have every opportunity to give input and to alter the suggested goals/objectives.

WHAT FORMS SHOULD BE USED

The following forms should be used during the Instructional Planning and IEP Development phase:

- NC 1 Notice of Rights and Safeguard (mailed home with SIRAS Notice of Meeting form for the annual review IEP) (E & S)
- NC6A Notice of Meeting.
This form is used to inform the parents that the IEP Team (of which they are a member) intends to meet to discuss assessment results and/or probable changes in their child's IEP and to invite them to attend. It also allows the parents to inform other members of the IEP Team as to whether or not they will attend, or will send a representative or bring one with them. This form is the major piece of documentation the team must have to show, if the parents do not attend the meeting, that attempts were made to involve them.
- IEP: Individualized Education Plan (E & S) These forms are used to develop the pupil's Individualized Education Program. All components must be completed in order to meet all legal IEP requirements.
- NC 7 IEP Team Member Excusal
- IEP 6D Postsecondary Transition Plan (E & S)
This form is used to develop a Transition Plan for each pupil enrolled in special education beginning no later than the pupil's 16th birthday. The Transition Plan becomes part of the pupil's IEP and is reviewed annually.
- IEP 2 IEP Eligibility and (IEP 2C) SLD Eligibility (E & S)
This form is used by the IEP Team for initial and triennial evaluations to document whether a pupil meets standardized criteria to be identified as having a specific learning disability. This form is to be attached to, and become part of, the pupil's IEP.
- IEP 2 IEP Eligibility and (IEP 2C) SLD Eligibility (E & S)
This form is completed and attached to the (IEP 2) form to document a specific learning disability when a severe discrepancy between ability and achievement was not obtained using standardized tests.
- IEP 6G, 6G-1 Behavior Intervention Plan (E & S)
This form is used to document the teaching strategies, environmental structure and supports and reinforcement procedures needed to implement a plan of interventions for students:
- who exhibit behavior that impedes his or her learning or that of others; or
 - who are subject to the disciplinary provisions of the IDEA (see Chapter 10)
- This form will become part of the student's IEP when used.

- IEP 2B Present Levels of Performance (E & S)
- SUPP36: Notice of Graduation with a Regular High School (E)
- SELPA12: Statement of Program Components for Pupils Who are Deaf and Hard of Hearing

NOTE

E = ENGLISH and S = SPANISH

Appendix A references the forms highlighted throughout this handbook. SELPA and Supplemental IEP forms can be found on our county's on-line *SIRAS Systems*, www.sirassystems.org.