

November 9, 2023

CVUSD Special Education DPPAC

District Parents as Partners Advisory Committee



- Sign In
- Welcome
- CAC Representative
- Behavior Intervention:
Part 2 Program: ERMHS
& Associates
- Focus on Goals
- Updates & Information
- Next Meeting



Agenda

Intent & Purpose



- Understanding the District and State Special Education procedures
- Understanding of Parent/Guardian's Procedural Safeguards
- Awareness of options available for students who receive Special Education Services
- Learning opportunities about Special Education programs
- Education for parents/guardians on accessible supports
- Collaboration between parents/guardians and educators
- Opportunities for input regarding the Local Control and Accountability Plan (LCAP)
- Input to the Family Engagement Team to develop parent trainings

Role as Site Designee

- Attend 4-5 scheduled meetings a year
- Assist and collaborate with school site administration regarding Special Education topics
- Commit to actively supporting a positive relationship between the District and Parent Community
- Support and Collaborate with CAC Representative





Parking Lot



- Questions
- Statements
- Information

Various Questions can be answered and others can be addressed in upcoming meetings as the answer may be nuanced dependent on the individual situation.

WESELPA CAC Representative: Brandy Gambino

- WESELPA Update
- Art Project





Behavior Support Programs

Educationally Related Mental Health
Services (ERMHS)

Associate Counselors

SPED Behavior Intervention Program: Mental Health Supports



Behavior
Intervention
Associate Therapists



Behavior Intervention
Counselor -
Educationally Related
Mental Health
Supports (ERMHS)



Educationally Related Mental Health Services (ERMHS)

- Providers are made up of mental health therapists.
(LCSW, LMFT, ASW, AMFT)
- Provide individual and/or group mental health counseling based on assessment results.
- Counseling and counseling goals are attached to student's IEPs and the progress on goals is monitored regularly.





Referral Process

- The IEP team makes the recommendation for a referral for an ERMHS assessment which is submitted by the school psychologist.
- The Behavior Intervention Counselor (ERMHS therapist) receives the referral and begins the assessment.
- The Behavior Intervention Counselor completes the assessment and makes recommendations on the levels of service, modality of service and the counseling goals.



Behavior Intervention Associate Counseling Program

- Providers are mental health therapists- ASWs & AMFTs.
- Therapists are able to provide assessment, individual, group, family, parent-child therapy and parent consultation.
- Services are primarily school-based. Office-based services may be provided dependent on need and assessment.
- Treatment is short-term or Long-term depending on need and assessment. Treatment plans are reviewed every eight weeks.



Who Can Be Referred?

- Students who are on a waiting list for other school-based services.
- Students who have participated in MTSS-B Tier-2 but continue to demonstrate the need for support.
- Students who do not qualify for Behavioral Health Counseling (they do not have MediCal).
- Students who have participated in a threat screening or threat inquiry assessment and do not have counseling services in place.
- Students who have accessed the site's Wellness Center and have been determined to need additional support.
- Students on an IEP that have not risen to the level of ERMHS and/or their education has not been impacted by their mental health.

How Are Students Referred?

- The School Psychologist, MTSS-B Counselor or the Intervention Counselor (where applicable) will complete the referral form and obtain guardian signature.
- The referral form is sent to the Behavior Intervention Program (BIP) office and provided to the assessing clinician.
- The assessing clinician will contact the guardian to schedule the intake.

Who is referred for ERMHS?

- Students who are identified as having possible, underlying, mental health or social -emotional concerns that impede their access to their Special Education.
- The student has a Behavior Intervention Plan (BIP) or a Student Support Plan (SSP) in place, but continues to demonstrate additional, needed support.
- The student has had prior intervention (MTSS-B or other counseling supports) but continues to demonstrate the need for support.
- The student demonstrates motivation to change, has some insight into the challenges at school or their emotional difficulties and is able to practice learned skills.

Associates

Associates provide counseling services to both general and special education students regardless of insurance status



Associates provide support for crisis response screenings to school sites on an on-call basis



Associates are able to provide counseling supports after-school hours as well as family counseling.



District Crisis Response

To train district First Responders in policies and procedures related to suicidal and homicidal threats



Gathers on-going data and provides consultation and support for student's in crisis



Staff the District's
Threat Inquiry
Assessment Team
(TIAT)



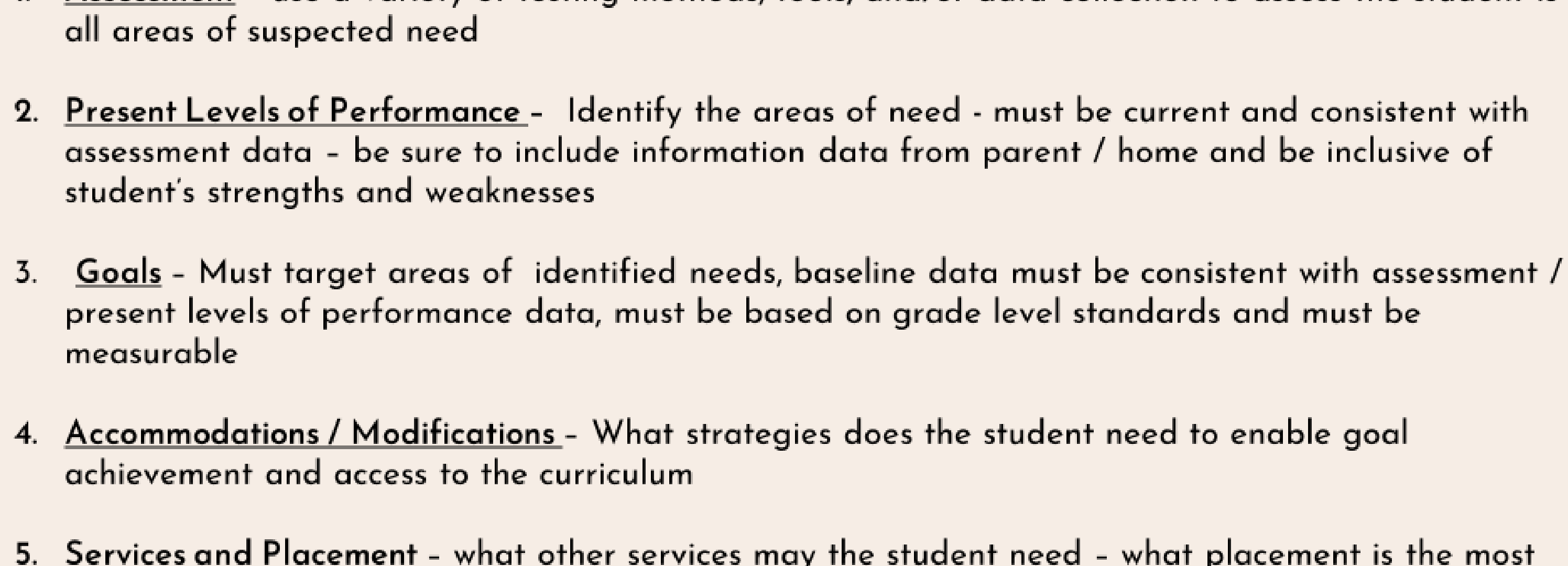
The Development of IEP Goals for Your Student




Connect The Dots


For A Compliant and Defendable IEP

The IEP is a coordinated series of defined steps used to determine the individual student's unique needs and to develop a program to meet those identified needs allowing the Student equal access to the curriculum

- 
1. Assessment - use a variety of testing methods, tools, and/or data collection to assess the student in all areas of suspected need
 2. Present Levels of Performance - Identify the areas of need - must be current and consistent with assessment data - be sure to include information data from parent / home and be inclusive of student's strengths and weaknesses
 3. Goals - Must target areas of identified needs, baseline data must be consistent with assessment / present levels of performance data, must be based on grade level standards and must be measurable
 4. Accommodations / Modifications - What strategies does the student need to enable goal achievement and access to the curriculum
 5. Services and Placement - what other services may the student need - what placement is the most appropriate environment in which the student can be successful and meet their goals
-



Why do we need IEP Goals?



Each IEP is required by law to include several specific elements.

Two Key Elements include:

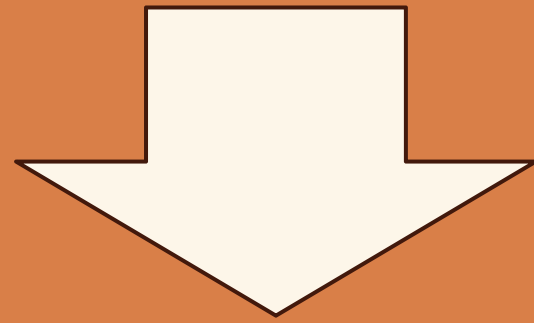
1. Present Levels of Performance
2. Measurable goals

Present Levels

The Individuals with Disabilities Education Act (IDEA) of 2004 describes how IEPs should be developed. The IEP team shall consider:

- the child's strengths
- the parents' concerns for enhancing their child's education
- the results of the initial evaluation or most recent evaluation of the child
- the academic, developmental, and functional needs of the child.

Assessed Areas of Concern Identified in the Psycho- Educational report



Eligibility Review and/or Annual Plan Review

- Special Education Assessments and psychoeducational report
- Work samples
- Classroom assessments
- Teacher observation and data



Student Name: Birthdate: IEP Date:

Strengths/Preferences/Interests

is inquisitive. When she sees something she likes, she walks up to it and inspects it. is also artistic. She likes to draw and color various pictures and images, especially from Disneyland and/or Disney. She enjoys music and will dance or sing-along to songs that she hears. also enjoys reading and reading to others.

Parent input and concerns relevant to educational progress

Parent has no concerns at this time.

Smarter Balanced Assessment Consortium (SBAC)

Not Applicable

English/Language Arts Overall

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

Math

Not Applicable

Math Overall

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

California Alternate Assessments (CAA)

Not Applicable

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

English Language Development Test (English Learners Only)

Not Applicable

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:

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

Initial Alternate ELPAC
Summative Alternate ELPAC

Overall Score: Overall Performance Level:

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

Other Assessment Data (e.g., curriculum assessment, other district assessment, etc.)

Hearing Date: 1/20/2022 Pass Fail Other Within Normal Limits

Near Vision Date: 1/20/2022 Pass Fail Other Within Normal Limits

Distance Vision Date: 1/20/2022 Pass Fail Other Within Normal Limits - Julisia does not wear glasses

Preacademic/Academic/Functional Skills

Reading: Reading is a strength for . She is able to read a Reading A-Z Benchmark Passage, Level F (270L), with 100% accuracy and with 60% comprehension. On Achieve 3000, Julisia is at BR25L. She has demonstrated mastery on determining the central idea or theme of a text, but needs substantial support in determining what the text says explicitly and making logical inferences from it. On Raz-Kids, is reading Level B books and averaging 57% on comprehension questions.

Writing: is able to copy sentences from a near point reference. She benefits from a group brainstorm, a visual list of possible sentence starters and sentence frames. She is unable to come up with her own ideas in writing but benefits from different options she can write about. Given sentences to choose from, Julisia can choose sentences to string together. However, even when provided sentences to choose from, is still unable to fully answer the prompt and will write sentences that repeat or do not make sense.

Math: has improved greatly in her math skills. With the help of base-ten blocks as a visual, Julisia is able to identify numbers up to the hundreds place with minimal support or prompting. has made progress on answering single digit addition, using ten frames, counting on, and has a basic understanding of adding single digit numbers together. However, when working with subtraction (take away, count down, etc.), will continue to add, even when reminded of the operation.

On iReady, placed in Grade K level for all 4 domains (Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry). Since the diagnostic, has made progress in all 4 domains: Numbers and Operations, currently in late Grade 1; Algebra and Algebraic Thinking, currently in early Grade 1; Measurement and Data, currently in late Grade 1; Geometry, currently in mid Grade 1.

Communication Development

Expressive/Receptive Language: Based on the results of this Speech-Language evaluation, demonstrates skills below average in the area of receptive language (OWLS SS=41) and expressive language (OWLS SS=40; EOWPVT SS=70). A conversational language sample and informal measures were also collected in order to assess 's expressive and receptive language skills. The language sample consisted of conversational speech and a story retell. After listening to a short story, narrative lacked story detail and temporal and causal terms to adequately describe sequenced events; her narrative mostly described the picture scenes. She produced 5+ word utterances to include morphological structures such as inflecting verbs in present tense and present progressive. Her sentence structure consisted of simple sentences and lacked complex or compound sentences. When asked inferential questions about the narrative, why do you think the dove tossed a leaf onto the pond, responded, "did in the pond, the pond is in the pond.

Her retell: "There are..the bug is on the water. The dove is behind the tree. The bug is behind the dove. The boy is shooting the dove."

In addition to the story retell and conversational sample, her skills related to synonyms, compare/contrast, describing, superlatives, and answering Wh-questions were also assessed. When asked to describe a word, provided the following responses:

- Trash: in the bin
- Flowers: in the sun
- Sun: sun is in the snow
- Snow: cold
- Elephant: jungle cruise

Parts of an IEP Goal



- Area of Need
(assessment/data based)
- Baseline
- Annual Goal
- Objectives/
Benchmarks

Goal Baselines

Baselines:

Document what the student CAN do.
Share supports the student is using, as well as independent ability.
Should be clearly written and understood by anyone.
Can include a % or a trial number

Focus:

Define the targeted skill the student will achieve and define it in observable terms.



Goals

Student Name _____		Date of Birth _____
Area of Need: (1) Educational need that has been identified by the IEP team based on assessments and present levels.	Measurable Annual Goal# _____ (3) Enter the number of the annual goal	
Baseline: (2) Baseline should describe student's performance. Current performance on the skills identified in the goal. It should be quantifiable description of classroom performance in the specified area.	Goal: (4) First consider the essential standards at the student's chronological grade level. Also consider pre-requisite domain, accommodations modifications, and assistive technology. (5) Annual goal, Who, Does What, When, Given What, How much (Mastery) How Much (criteria), (performance data). <input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standards (6) Select if student is working on the goal written to California content standards. <input type="checkbox"/> Addresses other educational needs resulting from the disability (7) Select if the student is working on other educational needs (i.e., behavior, social skills, self-help, etc.). <input type="checkbox"/> Linguistically appropriate (8) To be linguistically appropriate, the goals should align to the student's assessed level on the ELPAC (if English Language Standards) <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible _____ (9) Secondary Transition Goal- If the goal is related to secondary transition, then check the appropriate area: Education/Training, Employment, Independent Living	

SMARTER GOALS

S

specific

The goal is clear and specific, with a well-defined outcome.

M

measureable

Progress is able to be quantifiably tracked and assessed.

A

achievable

The outcome should be realistic and achievable considering time, resources and skills.

R

relevant

The goal is meaningful and helpful in some way.

T

time bound

The goal has a specific deadline for completion.

E

evaluated

Progress should be regularly checked, and improvements made.

R

reviewed

The end goal and progress is regularly reviewed to ensure it is still relevant.



Creating a Goal

IEP Teams should focus on
developing SMARTER IEP Goals.



CREATING A GOAL

Assessed area of Need

- From Multi-Disciplinary Report at Initial or Triennial
- At least one goal for each area of need aligned to deficit per disability/eligibility
- Consider need for behavior support goal
- Consider report of other teachers for areas of need

Baseline

- Describe what the student CAN do
- Relates directly to an area of disability or reported need
- May not be repeated, although the need for the skill may remain

Goal

- Consider what is possible to achieve within the IEP year
- Relates directly to both baseline and area of need
- Although the basic need may remain, it is recommended that a new goal be written each year.

Goal Development

One Goal Minimum for each Identified Area of Need that is Impacting Education

- Academic
- Behavior
- Related Services
- Attention/Focus

Accuracy (%) vs. Trial based

- Behavior goals should be trial-based
- For all goals, 80% is considered "mastery," vs. 100%
- Can be trial based

Annual Goal

Student Name _____		Date of Birth _____
Area of Need: (1) Educational need that has been identified by the IEP team based on assessments and present levels.	Measurable Annual Goal# (3) Enter the number of the annual goal	
Baseline: (2) Baseline should describe student's performance. Current performance on the skills identified in the goal. It should be quantifiable description of classroom performance in the specified area.	Goal: (4) First consider the essential standards at the student's chronological grade level. Also consider pre-requisite domain, accommodations modifications, and assistive technology. (5) Annual goal, Who, Does What, When, Given What, How much (Mastery) How Much (criteria), (performance data).	
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standards (6) Select if student is working on the goal written to California content standards.	
	<input type="checkbox"/> Addresses other educational needs resulting from the disability (7) Select if the student is working on other educational needs (i.e., behavior, social skills, self-help, etc.).	
	<input type="checkbox"/> Linguistically appropriate (8) To be linguistically appropriate, the goals should align to the student's assessed level on the ELPAC (if English Language Standards)	
	<input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living (9) Secondary Transition Goal- If the goal is related to secondary transition, then check the appropriate area: Education/Training, Employment, Independent Living	
	Person(s) Responsible _____	

Reading Comprehension

– 7th grade

By 11/10/2023, given a grade-level informational text and 3 written explicit claims, Sammy will write 2 pieces of supporting evidence, for 2 out of 3 claims, at 90% accuracy.

By 11/10/2023, given an independent-level informational text and 1 written explicit claim, Sammy will underline 1 piece of evidence to support the explicit claim, for 3 out of 4 claims, on 3 out of 4 trials.



Math – 4th grade

By 2/13/2024, given an addition and subtraction word problem within 20 and a bar model or number line, Jimmy will calculate the solution by using an addition or subtraction strategy (e.g., counting on, doubles, make a ten), with guiding questions (e.g., “How many did you start with? How many do you have now?”), for 3 out of 4 problems, on 3 out of 4 progress monitoring assessments.

By 02/13/2024, given a multi-step word problem, Jimmy will calculate the solution by writing an equation to represent the scenario, for 3 out of 4 problems, on 3 out of 4 progress monitoring assessments.



Curriculum, Instruction, Innovation and Support

Elementary Essential Standards Grades K - 6



Curriculum, Instruction, Innovation and Support

Secondary Essential Standards Grades 7 - 12

Goals

Student Name _____

Date of Birth _____

Area of Need:

(1) Educational need that has been identified by the IEP team based on assessments and present levels.

Baseline:

(2) Baseline should describe student's performance. Current performance on the skills identified in the goal. It should be quantifiable description of classroom performance in the specified area.

Measurable Annual Goal#

(3) Enter the number of the annual goal

Goal:

(4) First consider the essential standards at the student's chronological grade level. Also consider pre-requisite domain, accommodations modifications, and assistive technology.

(5) Annual goal, Who, Does What, When, Given What, How much (Mastery) How Much (criteria), (performance data).

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

(6) Select if student is working on the goal written to California content standards.

☐ **Addresses other educational needs resulting from the disability**

(7) Select if the student is working on other educational needs (i.e., behavior, social skills, self-help, etc.).

☐ **Linguistically appropriate**

(8) To be linguistically appropriate, the goals should align to the student's assessed level on the ELPAC (if English Language Standards)

☐ **Transition Goal:** ☐ **Education/Training** ☐ **Employment** ☐ **Independent Living**

Person(s) Responsible _____

(9) Secondary Transition Goal- If the goal is related to secondary transition, then check the appropriate area: Education/Training, Employment, Independent Living.



**# of goals
should be
attainable in a
year's time**



Work Samples / Assessment of Progress



Student Work Samples

- Serve as DATA!
- Work samples provide and evidence areas for growth, as well as current ability level.
- They should be collected regularly to ensure data is being collected to provide data for benchmarks and progress monitoring.
- Work samples should be produced at the independent level by the student.

Examples

- Reading Comp. - independent test and quiz samples, formal essays with citations, projects, reading logs/summaries
- Writing – quick writes, formal essays, in-class essays*, graphic organizers
- Math – independent quizzes and tests (pay attention to content)

Progress Monitoring

WEST END SELPA Annual Goals and Objectives Progress Report

Name: _____

DOB: _____

Measurable Annual Goal # 1 (NEW)

By 05/01/2024, After placing them in correct sequence _____ will describe a 4-part activity or pictured scenario using transition words (i.e. first, next/then, last/finally, etc.) in 4/5 opportunities across 2 sessions with no more than 1 verbal/visual cue and given visual support (ex. sentence strip, etc.) as needed, as measured by observation and/or data collected by the SLP/SLPA staff.

Area of Need: Expressive Language--sequencing activity/story

Baseline: _____ spontaneously verbalizes subject+ verb + object and subject + verb + prepositional phrases to describe, comment, or inform about what he sees or to initiate a conversational exchange with LSH staff or peer in the group during LSH sessions.

Short-Term Objective: By 10/2023, After placing them in correct sequence _____ will describe a 4-part activity or pictured scenario using transition words (i.e. first, next/then, last/finally, etc.) in 3/5 opportunities across 2 sessions with no more than 2 verbal/visual cues and given visual support (ex. sentence strip, etc.) as needed, as measured by observation and/or data collected by the SLP/SLPA staff.

Short-Term Objective: By 02/2024, After placing them in correct sequence _____ will describe a 4-part activity or pictured scenario using transition words (i.e. first, next/then, last/finally, etc.) in 3/5 opportunities across 2 sessions with no more than 1 verbal/visual cue and given visual support (ex. sentence strip, etc.) as needed, as measured by observation and/or data collected by the SLP/SLPA staff.

Short-Term Objective:

Progress Report 1: 5/18/2023

Summary of Progress: SLP Update: Progress on the first objective is due in October 2023. (CV, SBCSS SLP, 05/2023)

Comment:

Progress Report 2: 10/27/2023

Summary of Progress: _____ has not yet met this objective. _____ uses transition words in imitation

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Goal: Annual Review Date:

Goal Met ☐ Yes ☐ No

Comments:

Benchmarks & Progress on Goals

Progress Report 1:

Summary of Progress:

Comment:

Progress Report 2:

Summary of Progress:

Comment:

Progress Report 3:

Summary of Progress:

Comment:

Annual Review Date:

Goal met ☐ **Yes** ☐ **No**

Comments:

Goal & Benchmark Dates



- Goal Date – 1 year less 1 day from date of current IEP
- Benchmark 1 Date – Align with next grading period
- Benchmark 2 Date – Align with following grading period

By the end of the first semester, Kevin will touch-type a passage of text at a rate of 15 words per minute with no more than 10 errors on a 5-minute test.

After one year of specialized instruction, Megan will be able to decode words at the 25th percentile level as measured by the decoding score of the Gray Oral Reading Test (GORT).



Goalbook Toolkit

Welcome, Sarita!

LEARN ABOUT TOOLKIT

Recent Updates [↗](#)

- A Seasoned Master Teacher uses Goals in Toolkit
- Changes to Library, Updated Browse Functionality, & More Efficient...
- Speech and Language Pathologist Uses Goalbook



Upcoming Webinars [↗](#)

Register for upcoming overviews as well as content webinars here. Additionally, access recordings to previous webinars here.

EXPLORE INSTRUCTIONAL RESOURCES

Present Levels Wizard

Craft a meaningful present levels statement for a student based on subject areas and skills, along with suggested assessments.

Personalized Learning Goal Wizard

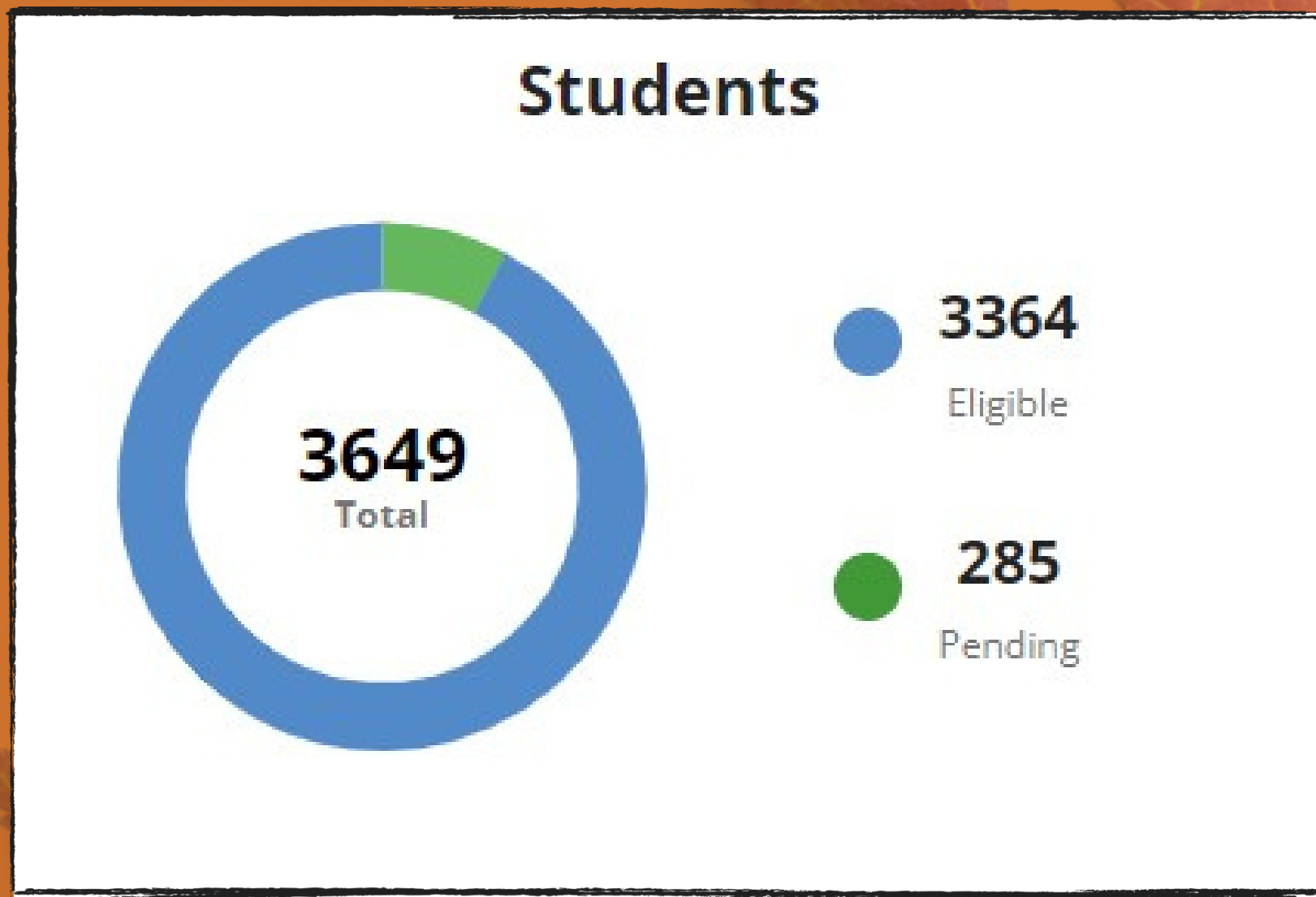
Use the wizard to discover targeted learning goals, objectives, and progress monitoring resources for an individual student.

Strategy Wizard

Use the strategy wizard to discover effective strategies based on a specific curricular barrier or area of need.

Browse Learning Goals

Search through our entire collection of learning goals, objectives, and progress monitoring resources.



- 25719 total students in Aeries
- 3364 District Students have an IEP
- 285 Pending Eligibility
- 3225 attend District Schools and Programs
- 13.07% of students are SWD with an IEP

Data Share

2023-24 Special Education Enrollment



UPCOMING EVENTS

- LCAP November 14, 2023
@PDC
- Parents as Partners
Training at Family
Engagement Center,
November 30. 2023
- DPPAC, January 25, 2024



2024

See you
in the
New
Year