

# VENTURA COUNTY SELPA INSTRUCTIONS

## III. ADDITIONAL IEP FORMS FOR SPECIFIC CIRCUMSTANCES

### A. English Learners

#### 1. English Language Development Assessment Information

This form must be used for all students who are classified as English Learners (EL), or for whom the English Language Development level has not yet been determined and the Home Language Survey indicates a native language other than English.

Assessment needs to be conducted within the first 30 days of kindergarten for all students with a language other than English on the Home Language Survey. For students already being served in special education preschools, at the transition to kindergarten IEP meeting, the IEP needs to specify how the student will participate in English Language Assessment.

- a. Native language – This is determined from the Home Language Survey and never changes. If any of questions 1-3 are other than English, indicate as “Native Language.”
- b. Indicate other languages used in home and language used to communicate with parents. (Question 4 on home language survey.)
- c. If the ELD level has already been determined, note. If not, put “not yet determined” on each line.
- d. Fill out the next portion regarding the CELDT. If the student will be using accommodations or modifications please note in the appropriate column. These should align with those provided in other areas of instruction. (See Appendices II-A & II-B of “Basic IEP Instructions”)
- e. If the student cannot meaningfully take any portion of the CELDT, note how ELD level will be determined. You must consult with your district Language Assessment Team on this. The IEP team may use the “CELDT Participation Criteria” form to assist in their decision. (Appendix III-A) If alternate assessment is used, the student must be assessed in all areas, including, listening, speaking, reading and writing. See Appendix III-B for a matrix of possible alternate assessments for CAPA level students. Students who participate in alternate assessments will be classified as “Beginning” in that area.

#### 2. Worksheet for Reclassification of Special Education English Learners

Each district has a process for consideration of reclassification of Special Education Students who are ELs. It should be done annually, after the CELDT score results are obtained.

- a. District person in charge of CELDT testing (*in collaboration with special education director if appropriate*) compiles results of all special education students who have not met overall reclassification criteria. They are sorted by school sites.

- b. If the Case Manager or other team members feel that the failure to meet reclassification criteria is due to the disability, the IEP team meets. This could be done as an IEP Review or Addendum. Team should include district English Learner program personnel. Parent opinion and consultation is required.
- c. Using the “*Worksheet for Reclassification of Special Education English Learners*” form, team considers whether disability is impacting performance on English Language testing. Other sources of information such as CAHSEE, teacher evaluation, etc. are used.
- d. If the team agrees to reclassification of student as “RFEP,” required district paperwork is completed and filed. Student is noted as “RFEP” on the Student Information and Services page of the IEP, date of reclassification is noted, and CELDT testing is no longer required.

If the team is not ready to reclassify student as RFEP, the team identifies additional data to be collected for next year. (*Additional assessment, parent/teacher interview, student interview, etc.*) “EL” is noted on the IEP. The “*Worksheet for Reclassification of Special Education English Learners*” is completed, and placed in the student’s EL portion of the cumulative file.

**B. Permission for Use of LEA Medi-Cal Insurance**

This form should be addressed during an IEP meeting AFTER approval and signatures have been obtained on the Agreement and Attendance page. Parents of any students who will be receiving Occupational, Physical or, Speech-Language Therapy, or Health and Nursing or any other services noted on the form should have the LEA Medi-Cal Billing Option explained as a source of revenue to help offset school district costs. (Put the name and phone number of district contact person in the blank)

Then, parents should be asked if they will give permission for their Medi-Cal insurance to be billed. If they are not Medi-Cal eligible, or they do not wish to give permission, they check “I do not” give permission. If the parents agree to having their Medi-Cal insurance billed, they check “I do” give permission on the form, and check either “any of the following” or all services that apply.

The form is not attached to the IEP, but kept in the child’s file, and a copy given to all specialists whose services are noted.

**C. Record of Changes to IEP for Next School Year  
(This form should not be used before February in the school year, without permission from your administrator.)**

The form is to be used for anticipated changes which will occur for the next school year. Among the most common reasons are changing between elementary and middle or middle and high school, in which a student’s overall program will change substantially as a result of moving to the next grade. Another common reason is that the requirements for state testing will change in the next grade. This form can be used to document the decisions that the team can make in advance, which will automatically roll over to the new IEP in the summer, without having to convene a new IEP or do new data entry.

1. Special Education and Related Services – If there will be any changes in services, list all the services that the student will receive in the new school year, *including those that will remain the same*. These services will automatically be filled in on the Student Information and Services page of the IEP when the data rolls over. May include changes in the amount, type or provider of services to be provided in the following school year.
2. Percentage of school day in general education – Note the percentage, *only if there is a change*.
3. Participation in Statewide Assessments – Note those assessments in which the student will participate in the subsequent school year, *if different from current year*.
4. Description of Overall Program – If there will be any changes in the overall program, including both *Special Education and General Education*. Note location of any Special Education services, and who will be providing Specialized Academic Instruction, by subject, etc.
5. Any necessary steps to implement – Note any steps necessary to ensure that the changes occur efficiently for the student. May include people contacting others, orientation for student and family, consultation between professionals about the needs of the student, etc.

Include this form with the hard copy of the IEP that is printed out and provided to the team for signature (goes directly after Student Information and Services page). Save in the SESP software so that the changes will roll over onto the IEP for the new school year.

#### **D. Specific Learning Disability**

##### **1. Specific Learning Disability Eligibility Summary**

This page is required when a student is determined to be eligible as SLD at an initial or Triennial Review IEP. It may also be used to rule out SLD eligibility when it was a suspected area, depending upon district procedure.

- a. Check multiple sources of information used to determine eligibility.
- b. Fill in appropriate test information. You need not list all tests, only those which demonstrate a discrepancy.
- c. Check one or more processing disorders if indicated by the assessment results.
- d. Add any other relevant information to clarify the decision-making process. There must be a person indicated in D-4.
- e. Check “yes” or “no” to question E-1, according to the standardized scores.
- f. “Collective Team Report” must be filled out when SLD is a team decision but a severe discrepancy is not indicated by the standardized tests. In section E-2, summarize main points from the report (i.e., “Although the standardized testing does not indicate a significant discrepancy between the student’s ability and achievement, district testing, classroom performance, information from the teacher, etc. indicate there is a discrepancy in the area of...”).
- g. Attach “Collective Team Report-SLD” to document the IEP team decision of SLD if standardized tests do not reveal a severe discrepancy and the team uses other evidence to determine a discrepancy.
- h. Answer other questions impacting the determination of SLD, Record collective team decision regarding eligibility as a student with a specific learning disability who requires special education services.

##### **2. Collective Team Report – Specific Learning Disability**

This page is filled out during the meeting when standardized tests do not reveal a severe discrepancy between ability and achievement, but the student exhibits a processing disorder and the team determines through other means that a severe discrepancy does exist. All sections of the page must be filled out.

## **E. Transition to Adult Life**

### **1. SCANS Assessments**

The Secretary's Commission on Acquisition of Necessary Skills (SCANS) was developed by the U.S. Secretary of Labor to identify those worker skills which most likely lend themselves to successful employment. In developing the transition goals and services, it is important for students to assess where they are in attainment of SCANS skills, and those most critical to success in the future career areas of interest. It is a required assessment for all students participating in the WorkAbility I Program

There are two versions "N" (non-severe) and "S" (severe). Teachers are to use their best discretion in deciding which version to use. In general "N" is used for students who can read and take the test with little or no help. Form "S" is for those to whom the test must be read, or for whom the test items will be filled out.

This test should be given after the student has been given career/vocational interest assessment and has identified an area of career interest.

Have the student go through the items and rate him/herself. (Or complete it with him or her) For those items rated "1" or "2," discuss whether or not the item will be important in the chosen field. (For example, advanced writing skills may not be very necessary for a beautician, or highly developed social skills may not be as important for a career in engineering.) If the item is considered to be important, write "yes" in the right-hand column. Give rationale if desired.

There are goals in the goals bank under "vocational" correlated with each of the SCANS items. These may be used as Transition Annual Goals. All students in the WorkAbility program must have at least one goal related to SCANS and documentation of attainment of that goal is needed.

### **2. SELPA Situational Assessment**

SELPA Situational Assessment- This instrument was designed for use with students with severe disabilities, who may be difficult to assess in traditional ways for career/vocational interests and abilities due to severe physical or communication deficits. The tool is easy to use. Use an electronic version (available on the SELPA website under "Transition", "Resources for Students" under BOTH Career Interest Assessments as well as Ability/Skills Assessments) to create a booklet for each student.

The student is given an opportunity for a "try out" in various types of job clusters, (for example, food service, child care, maintenance, landscaping, service, retail, etc) for a period of time. The student needs participate in the setting long enough for the student to be able to get used to the job situation, and for the teacher to make an evaluation of both their interest and satisfaction with the job and ability level. (Typically at least six weeks).

A picture of the student at the job is taken, and “cut and pasted” into the booklet, and the teacher or job coach completes the various scales as to how well the student performed, and their relative strengths. After several years, an assessment instrument such as this will be a valuable tool in assisting the student in finding satisfying employment (supported or not) after exiting public school.

### 3. Transition Counseling Worksheet

Transition Counseling Worksheet- This tool was developed to assist the Special Education Case manager in doing a transition counseling interview with the student in preparation for their participation in the Transition Services portion of the IEP meeting. It covers all four areas of transition, including Independent Living, College, Training, and Employment. It should be conducted *after* the student has taken Career Interest and Career Aptitude Assessment that school year.

There is a **Teacher’s Guide** which can be used for first-time users, to give them ideas for how to frame the questions to the students. After several times, the guide will not be necessary, and the **Student Interview Worksheet** can be used. At the conclusion of the counseling session, the student should be assisted in filling out the **Student Input to the IEP** form, which summarizes their preferences and interests. This form will be used at the IEP to develop the Transition page.

### 4. Transition to Adult Life Form

This page must be completed for all students with IEPs who will be 16 years old or older by the next IEP and must be reviewed annually thereafter. This page is also required for all students participating in the WorkAbility Program. It should be addressed prior to development of Annual goals.

The student must be invited to attend the meeting and be allowed to participate even if his/her parents prefer otherwise.

a. If the student is not present at the meeting, note how his/her input was obtained. If you use the “Transition Counseling Worksheet” you may use the “Student Input to the Transition Portion of the IEP” form.

b. Transition Assessments:

Prior to the first transition IEP, every student must have at least two assessments; a Career Interest assessment and a Skills/Aptitude assessment. These assessments will help the student identify possible career interests and match those interests with their skills and abilities. These assessments should be updated or new ones given yearly as needed.

Assessments can include any instrument that helps the student identify career interests and skills. These may include checklists, online surveys and/or commercially available assessment tools. Visit the SELPA website and click on “Transition to Adult Life”-“Resources for Students” for a list of assessment tools as well as many electronic links. The “SELPA Situational Assessment” is a tool

which can be used for recording, vocational experiences of students with moderate/severe disabilities.

All students participating in WorkAbility must have a SCANS assessment as part of the Skills/Aptitude assessment. The SCANS assessment is available on the SELPA website under “Transition” – “Resources for Students”-“Skills Aptitudes Assessments.” There are two versions; “N” for student with non-severe disabilities and “S” for those with severe disabilities.

**Record the name of each instrument used and the date it was used on the lines provided. See Appendix III-C for a list of assessments currently listed on the Transition page in the SESP software and also available on the SELPA website.**

c. Student’s Preferences and Interests for Post-School Outcomes:

This section of the document is to describe the student’s preferences and interests for his/her life after leaving school. **Information in this section should focus on post-school outcomes.**

There are four elements to this section. There must be outcomes listed for Independent Living and Employment. For the other two areas, indicate the student has a desired outcome in this area, or that there is “no preference.” For each area where there is a desired outcome, work with the student to identify the projected number of years after exiting school in which that outcome will be reached. **(See Appendix III-C for possible options in each area.)**

- **Independent Living** – All students should have an Independent Living outcome as everyone has to live somewhere after school. Describe the student’s preferred independent living outcome on the line provided. You may or may not need to write a goal depending on the student’s current ability to achieve the outcome. Annual goals could include such things as community access and social/recreational opportunities and skills. Annual goals could also include other independent living goals such as doing own laundry, shopping independently, accessing the community and social/recreational goals students with severe disabilities will typically have more goals in this area.
- **Training** – Note on the line provided if the student has an interest or preference in a vocational or other certificate training program after completing school. If the student is “not sure,” a goal for further exploration might be written. If there is no interest or preference for a vocational or certificate program after completing school, indicate “No preference” on the line provided and check “No Goal Needed”
- **Education** – Note on the line provided if the student has an interest or preference in attending college, community college or adult education. If the student is “not sure,” a goal for further exploration might be written. If the student has no interest or preference in attending one of these educational programs after completing school, indicate “No preference” on the line provided and check “No Goal Needed”.
- **Employment** – Note on the line the particular career or job path of interest. All students must have an employment outcome. That outcome should have been identified through Career Interest assessments as well as other career exploration activities given prior to the development of the IEP. If the IEP team believes the student’s career interest is realistic and can be achieved without assistance, check “No Goal Needed”. If there are barriers to the student

achieving their career interest, check “Annual Goal(s)” and address those barriers in an annual goal on the Goal Page. If the student has a career interest that the IEP team feels is unrealistic, note the interest anyway, but consider a goal for further awareness and exploration. If the student has identified several employment interests or is unsure, note at least one of the interests from the assessment and consider a goal for further career exploration activities.

*The transition process is an ongoing effort and teachers and case managers are encouraged to work with students throughout the year reviewing the student’s interests as well as their skills and abilities. Encourage your students to pursue their dreams, but also to be honest about their skills and abilities to pursue those dreams.*

**For any area in which you have checked “Annual Goal(s), you must address the student’s needs on a goals page. See instructions for writing “Annual Goals for Transition” (section 8). All students 15 and older must have at least one Annual Goal related to transition.**

d. Transition Services

In this section, you will need to indicate the services that will be provided to address the annual goal, the activity the student will participate or engage in, the location of the activity and who will provide the service. **Every annual goal must have at least one correlated Transition Service. See Appendix III-C for a list of services and possible correlating activities. (You can put any activities you want!)**

Transition services include:

- College Awareness
- Vocational Assessment/Guidance
- Career Awareness
- Work experience
- Agency Linkages
- Travel Training

Activities – There is a list of suggested activities that correspond with each Transition Service (See **Appendix III-C**).

Location and Provider - You will find prompts in the pull-down menu. A list of Location and Providers is found in **Appendix III-C**. These cannot be changed.

If there is a transition service needed that is not provided by the list above, indicate “Other Transition Services” and specify.

**If the student is a WorkAbility participant, “WorkAbility” must be noted as at least one provider.**

e. Course of Study

Indicate “Course of Study” student will need to pursue to achieve their post-school outcomes. Choices are: College preparatory; general curriculum; vocational course; functional skills. Indicate any specific courses the student needs to achieve the post secondary outcomes.

**See Appendix III-C for some choices. (Ok to write your own.)**

f. Interagency Responsibilities or Linkages

Indicate all other agencies the student is currently involved with and any other agencies that should be considered. If a referral to another agency is needed, indicate the name of the agency and the person responsible for assisting with the referral.

g. Transfer of Rights

Indicate method student will be informed that their rights under special education law will transfer to him/her upon reaching the age of 18. Activities may include an individual interview, written materials or coursework, but it must be done prior to the student's 17<sup>th</sup> birthday.

After 17, the student should initial that he/she was informed of the transfer of rights. Parents should also initial if the student is under 18.

**See Appendix III-C for some choices. (Ok to write your own.)**

h. Writing Annual Goals for Transition

When writing annual goals for transition, be sure to take into consideration the student's desired post-school outcomes and his/her skills and abilities. There must be Postsecondary Outcomes noted in at least the "Independent Living and "Employment" areas.

For every Post-School Outcome, the IEP team and the student should discuss any barriers that might hinder the student from achieving the desired outcome. If there are barriers, the "Annual Goal(s)" box should be checked on the transition page.

If the student is on target to achieve their desired outcome and there are no barriers to achieving that outcome, the "No Goal Needed" box should be checked on the transition page.

Develop Annual Goals for Transition on the Annual Goals page. Note that the goal came from transition and indicate the post-school outcomes area (Independent Living, Training, Education or Employment). There **MUST** be at least one Annual Goal related to transition for every student over 15.

In the "Description of Need", explain how the desired outcome relates to the student's desired Post-School Outcomes and what the barriers are that need to be overcome as well as current skill level (baseline). Use results of assessments.

The Annual Goal for Transition is written using all the requirements of a regular goal. It is the Special Education Case Manager's responsibility to report progress on these goals at the same time s/he is reporting progress on all other goals.

Some transition goals will address academic areas that the teacher will already be addressing such as filling out job applications or handling money. In these cases, note "Transition" and the outcome area (Independent Living, Training,

etc.) as well as the area from the “Present Levels” page. This may be true for other transition goals as well (i.e., social/behavioral and Independent Living).

**It is important that you mark any goal that is related to Transition as a Transition Goal for audit purposes. Be sure to state how the goal will assist the student in achieving his/her desired post-school outcomes in addition to other needs. Remember, every Transition Annual Goal should have at least one corresponding Transition Service, indicated on the Transition page.**

Goals in the Employment section of the SELPA IEP goals bank have been correlated with outcomes that may be derived from the SCANS assessment. In addition, there are goals provided in the “Career/Vocational portion of the bank. All students participating in the WorkAbility Program must have at least one goal reflecting attainment of SCANS skills. (“Work Experience” is the Transition Service).

Some transition goals will be very similar to typical goals with an ongoing process of skill development. Others may be less developmental, and once accomplished, they may be considered “Done”. For example:

- ✓ Visit the Disabled Students Center at a community college
- ✓ Develop an outline of three career choices including pay and requirements
- ✓ Interview three people who have a career of interest to the student and write a three paragraph report

These will be measurable goals with accuracy and consistency as any other goals, but once they are accomplished they will be considered “Met”. **If WorkAbility staff will be working with the student on the goal, indicate that WorkAbility is the “Responsible Discipline”.**