

VENTURA COUNTY SELPA INSTRUCTIONS

Items highlighted in blue are new for 2010-2011.

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 IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficient

This form is to be used for the IEP team to consider whether or not to recommend to the district or site level Reclassification team or process that the student be classified as Fluent English Proficient. It is to be used when the student has not met regular reclassification criteria set by the district, and the team wants to consider whether or not

the student's disability is impacting their performance on the four criteria for reclassification as per Ed Code 313(D).

This form can be completed as part of a Special Education review.

- a. English Language Proficiency Assessment- This section considers performance on the CELDT or alternate form of English Language Proficiency assessment. If an alternate assessment is used, it must assess in the four areas of listening, speaking, reading and writing and produce a "level" score in each. The Ed Code requires that for a student to be reclassified, he or she must achieve an overall proficiency level of Early Advanced or higher, and also achieve at intermediate or higher in listening, speaking, reading and writing. If the student met those criteria, check "yes" and move to question #2.

If the student *did not meet* the required overall level of proficiency and required level in each of the tests, consider the next two questions.

- If the student's overall proficiency is in the upper end of Intermediate, the team may review other informal measures of proficiency such as teacher and parent reports or observation by an expert in English Language Development. Check yes if the team feels it is likely the student is proficient in English.
- If the team feels that the student's disability impacts his or her ability to demonstrate English proficiency, check yes and explain. Possible indicators is that the student demonstrates similar academic deficits in English as well as the primary language, or error patterns in speaking, reading, and writing are typical of other non-ELs with similar disabilities.

If either of the questions above are checked yes, the team may check yes to "Considering the disability, the IEP team has determined the student has reached an appropriate level of English Language Proficiency."

- b. Teacher's Evaluation of Student Academic Performance- Check the sources of data used by the teacher to evaluate academic performance. If the student met the academic performance indicators set by the district, check "yes" and proceed to question #3.

If the student *did not meet* the performance indicators set by the district, the team should consider whether it believes that the deficit in academic performance is due to the disability, unrelated to English Language proficiency. Indicators would be similar to those under question #1, for example, the student demonstrates similar deficits as other students with the same disability, or student shows similar performance errors in primary language as well as English. If the team feels that the issue is the disability rather the acquisition of English, check "yes."

If the team checks "yes" to the above question, the team will also check "yes" to the statement "Considering the disability, the IEP team has determined the student has reached an appropriate level of academic performance."

- c. Comparison of Performance in Basic Skills- Indicate the Basic Skills assessment(s) the student has taken. The Ed Code notes that the student's score in Reading/Language Arts must be at least beginning of basic level to midpoint of basic. Check with your district to see the cut point that the district uses. If the student has met the cut point in Reading/Language Arts, check "yes" and proceed to question #4.

If the student *did not meet* the cut point for Reading/Language Arts, check all the following boxes that apply. **If any of those boxes are checked yes, the team may also check "yes" to the statement "Considering the disability, the IEP team has determined that the student has reached an appropriate level of performance in RLA Basic Skills."**

- d. Parent Opinion and Consultation- Check yes if the parent or guardian participated in the discussion, and note their comments, if any.
- e. Summary- For sections 1, 2 and 3, **either**
- The student met the established criteria **or**
 - The IEP team has checked "yes" for the statement "Considering the disability, the IEP team has determined..."

For section 4, there must be evidence that the parent participated in the discussion. It is not required that the parent agree that the student be reclassified, but their opinion should be strongly considered.

If all the above criteria are met, the team can check the "yes" box in the summary statement "The IEP team determines that the primary reason the student does not meet reclassification criteria is due to the disability rather than limited English proficiency and the student no longer needs English Learner services."

If the box is checked "no," the team can consider reclassification again at another time.

If the box is checked "yes" the form is sent to the appropriate site or district level English Language Reclassification representative. If it is determined that the student will be reclassified, Special Education Case Manager and parent will be notified. On subsequent IEPs in subsequent years, the student will be noted as an RFEP and the date of reclassification *by the district* noted. (not the date of the IEP meeting). CELDT testing is no longer required, nor is the **English Language Development Assessment Information** form. Place the **Worksheet for IEP Team Recommendation for Reclassification of Special Education English Learners to Fluent English Proficiency** in the 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 the Medi-Cal billing option program 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 the Medi-Cal program 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. It is important to keep a copy of this form, along with all service logs, for at least three years (even if the student is no longer in the district) in case of a Medi-Cal audit.

**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. There is also space to indicate next year's district, next year's school, and next year's case manager if that information will be changing and the information is known at the time of the IEP.

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. Special transportation – Note any changes in transportation services anticipated for the following school year.
4. Participation in Statewide Assessments – Note those assessments in which the student will participate in the subsequent school year, *if different from current year*.
5. 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.
6. 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. **This form continues to be the required form for all schools and districts within the Ventura County SELPA except those who are approved by the SELPA as pilots for the Pattern of Strengths and Weaknesses model.**

- 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.
- i. 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 the 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. *See Pre-IEP Section for options of forms to be used to invite student to the meeting.* **Check box to indicate student was invited.**

- 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. **Age Appropriate** 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 **and the results used in developing the secondary outcomes. Check box to indicate that the outcomes were based on age appropriate assessments.**

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. After exiting high/post secondary school, student hopes to achieve the following 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. These Outcomes must be updated annually.

There are three elements to this section. There must be Outcomes listed for Training/Education and Employment. There should be an Outcome listed for Independent Living if the student has needs in this area. If not, indicate "not applicable" to indicate there are no needs in this area. 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.

- **Education/Training** – Note on the line provided the student's preference for attending a vocational or certificate training program, college, community college or adult education. If the student is "not sure," a goal for further exploration must be written. For students with severe disabilities, note if they would like to participate in an adult day or work training program. There **must be an Annual Goal** written to address the student's desired Outcome in this area. Be sure to check the box and indicate the Annual Goal number of the goal that addresses this Outcome.

- **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. There **must be an Annual Goal** written to address the student's desired Outcome in Employment. Be sure to check the box and indicate the Annual Goal number of the goal that addresses this Outcome.

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. For students with severe disabilities you may indicate supported employment or volunteer work as an Outcome.

- **Independent Living** – This area must be addressed if the student has needs related to Independent Living, if not, put "Not applicable". Describe the student's preferred independent living outcome on the line provided. If you put an Outcome in this section, you must also write an Annual Goal. 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. Be sure to check the box and indicate one of the Annual Goal numbers that addresses this Outcome.

See instructions for writing "Annual Goals for Transition" (section h). All students 15 and older must have two Annual Goals related to transition, one each in the areas of Education/Training and Employment.

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.

Remember to check the box to indicate that Outcomes were updated based on a new assessment and/or student interview.

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" should be noted as at least one provider.

If there are related services other than the transition services that will be addressing transition Outcomes and goals (e.g. speech-language therapy or counseling), check the box to indicate that those services are listed on the Student Information and Services page.

e. Course of Study

Describe the "Course of Study" student will need to achieve their post-school outcomes. Indicate the Instructional Program in which the student will participate: college preparatory, general curriculum, vocational course, or functional skills. Also, indicate any specific courses the student needs to take in order to achieve the post secondary outcomes or indicate "see attached schedule" and attach planned course schedule for the remaining years in school. 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. Check the box to indicate whether or not the agency was invited and reason. If a referral to another agency is needed, indicate the name of the agency and the person responsible for assisting with the referral. If not applicable, check reason why.

g. Transfer of Rights

(If under 18) Check the box to indicate that family/student were informed that all rights under special education law will transfer to him/her upon reaching the age of 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 post-secondary Outcomes noted in the areas of "Education/Training" and "Employment".

For every post-secondary Outcome, the IEP team and the student should discuss any barriers that might hinder the student from achieving the desired outcome. These barriers should be noted as a part of the "current areas of need and reason for goals" on the Annual Goals page. List Transition as the Area of Need.

You may develop Annual Goals for Transition on the Annual Goals page using the bank of goals in the G/O Binder. The Transition section is divided into the categories of Education, Employment, and Training. Goals for Independent Living can be found in the Self-Help/Domestic, Community Access, and Recreation/Leisure sections of the binder. There MUST be at least two Annual Goals related to transition for every student over 15, one each in the areas of Education/Training and Employment, and Independent Living if needed.

The Annual Goals for Transition are 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 (Education/Training, Employment or Independent Living) 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).

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 should 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”.

E. Worksheet for Specialized Out of District Program

This form must be completed if a student is placed in a restrictive special education program outside of the district such as an NPS or a highly specialized County Schools Program such as Triton or Phoenix. It reflects the district’s commitment to maintaining communication with the school and family and to return the student to a less restrictive environment as soon appropriate.

1. Rationale for Placement – Further describe indicators of a need for the student to Be placed in this program, including the specific areas of concern as well as specialized supports available.
2. Progress reports toward goals will be reported to parents - Describe method and months for reporting progress towards goals. This is very critical because parents may be expecting progress reports at the time report cards are distributed at the student’s home school, and the specialized program may have different dates.
3. Steps to assist student in returning to less restrictive school placement - List steps to be taken to assist student in returning to a less restrictive school placement. Steps may include
 - exploration of other program options
 - services or supports to assist student in achieving better independence or coping or interpersonal skills
 - gradual fading of supports
4. Skills/competencies student should display before returning to a less restrictive school placement - List or describe skills and competencies student needs to achieve in order to be successful in a less restrictive placement. These skills and competencies should help the student overcome the need for the highly restrictive placement. It is important that all members of the team, including receiving school staff, sending district staff, family, and student understand what these necessary skills and competencies are and evaluate and communicate progress on an ongoing basis. They should be reflected in the goals and systematically instructed on a regular basis and included in the required progress reports. Quite often these skills will also be addressed in a Positive Behavior Support Plan or Behavior Intervention Plan and supporting goals. This will help the team determine the ongoing need for placement in the specialized out of district program, and assist in determining when it is appropriate for the student to return to a less restrictive placement.
5. Note frequency of IEP review – must be every six months for residential

placement. It is important to note who in the district is responsible for receiving Progress Reports and Behavior Emergency Reports. This will allow the district to closely monitor the appropriateness of the placement, the student's progress, and any necessary changes to the IEP or services.