

# VENTURA COUNTY SELPA INSTRUCTIONS

## IV. POST-IEP MEETING FORMS

### A. Addendum

The Addendum page is used only for minor changes to an IEP; substantial program changes require a full IEP. Do not develop a new Student Information and Services cover page when using this form. *Addendum IEPs require a meeting and the attendance of all required IEP team members.*

The Addendum page is most frequently used to add a goal or goals, change amount of time in general education, amend a positive behavior support plan, initiate an assessment, review an assessment that does not result in substantial changes to an IEP, make a referral to an outside agency or document a meeting to review the child's current progress in current placement. It should not be used for changes in the primary service or program for a student, or to make substantial changes in the amount of services a child receives. Consult your district policy/district representatives for more specific information regarding use of the Addendum page in your district.

1. Complete student identification information.
2. Indicate date of the existing IEP that is being addressed or amended.
3. Indicate date of the Addendum meeting.
4. Indicate the reason for the Addendum, and include any discussions, as appropriate.
5. Specify the proposed changes or modifications to the existing IEP. If after discussion, the team determines that no changes are to be made to the IEP, indicate "NA" or "no changes recommended at this time".
6. Obtain parent or adult student agreement or disagreement (initials required).
7. Indicate the date that the changes will be implemented, pending parent consent.
8. Indicate the percent of school day the student is in the general education setting.
9. Indicate that parent or adult student was offered translation as appropriate.
10. Obtain signatures of all team members in attendance. Remember that Addendum IEPs have the same attendance requirements as annual review meetings.

Note: When Addendum is complete it should be stapled on the top of the IEP.

### B. Administrative Amendment

IDEA 2004 allows the district and the parent to agree NOT to convene additional IEP team meetings after the annual review meeting and before the next annual review. Instead, a written document can be developed and signed by both parties, to amend or modify the IEP. This allows changes to be made to an IEP instead of redrafting the entire document and/or convening an IEP team meeting. *The Administrative Amendment is not done in a meeting; the written amendment is in place of a meeting.* Only a district representative and a parent are required to sign the Administrative Amendment.

Administrative Amendments are to be used only with prior administrative approval. SEE YOUR DISTRICT GUIDELINES FOR ADDITIONAL INFORMATION REGARDING USE OF THE ADMINISTRATIVE AMENDMENT.

1. Complete student identification information. Indicate the date of the IEP being amended, the name of district representative or administrator who authorized the Amendment and the date the authorization was obtained, and the date the Administrative Amendment is developed.
2. Indicate the reason for the Administrative Amendment, including any additional information or discussion as appropriate.
3. Specify the changes to the IEP.
4. Indicate the date that the changes will be implemented pending parent consent.
5. Indicate the percent of the school day the student is in the general education setting.
6. Indicate that parent/adult student were offered translation if appropriate.
7. Obtain a signature from a district representative per your district guidelines.

Note: When the Administrative Amendment is completed it should be stapled on the top of the IEP.

### C. **Educational Benefit Checklist**

This is an optional tool for use in evaluating the effectiveness and legality of the IEP. Excellent training tool for new teachers.

### D. **Exit Summary**

The Exit Summary is to be completed for every student leaving school due to graduation, aging out, or withdrawal after age 18. It does not have to be completed in the context of an IEP meeting and is usually done within one or two weeks of leaving. Case Manager completes the forms, presents to the student, obtains student signature, and gives copy to student. Give a copy to CASEMIS clerk.

#### **Page One**

1. **Reason:** Check the reason the student is exiting school.
2. **Summary of Academic Achievement:** Indicate the student's strengths as well as challenges in each of the academic areas. Try to include information that will be helpful to future teachers or employers.
3. **Summary of Functional Skills:** Note strengths and challenges in each of the areas. Be sure to capitalize on all the strong points that the student has. If you are importing information from the Present Levels page, update information as needed.
4. **Case Manager** signs and puts title.
5. **Student Signature:** Have the student sign that s/he received the Summary. If over 18, have him or her indicate if they would like you to forward copies to their parents or make copies for an employer or agency. If under 18, send copy to parents.
6. Have student indicate name and address of someone (other than parents) who will always know how to contact student.

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7. **Student's preferences and interests:** On each of the lines ("Independent Living," "Training," "Education," and "Employment,") indicate the student's preferences and interests for their adult life. If there are none, (for example, the

student will be going to college and is not interested in training) write “none.”  
*Every student should have an Independent Living and an Employment Goal.*

8. **Supports and/or accommodations that might help student:** Based on the student’s preferences and interests that you have written on the top line in each area, indicate supports and accommodations that he/she might want or need to be successful and as independent as possible in that area. **See Appendix IV-A for ideas for strategies that may be selected, by area.**
9. **Agencies student may want to contact for supports or services:** Underneath each area, indicate any adult services agencies that the student may want or need to help them be successful and independent in that area. **See Appendix IV-A for a list of possible agencies, by area.**

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10. **Agency Contact List:** Place a check box by the local agency of any agencies that you have suggested on page two that might be helpful to the student. The most current list is always available on the SELPA website at <http://www.venturacountyselfpa.com/TransitiontoAdultLife/tabid/1807/Default.aspx>

Be sure to forward a copy of the Exit Summary to the CASEMIS clerk. This will be used to establish baseline for the postsecondary follow-up.

**E. Individual Services Plan**

This form is to be completed by District where private school is located according to District Guidelines. See SELPA website under Administrative Procedures/Private School Services or Information for Families/Private School Services for “Ventura County SELPA Children with Disabilities Enrolled by Their Parents in Private School” booklet.

**F. Notice to Adult Student Withdrawn from Public School-Ongoing Offer of FAPE**

Give this notice to students who are over 18 and will be leaving school without achieving a diploma (even if they received a certificate of completion.) Keep a copy in the file. If applicable, district of service initiates this form and sends copy to district of residence.

**G. Notice to Parents of Special Education Eligible Private School Students – Ongoing Offer of FAPE**

Use this form for all IEPs for eligible students when parents indicate their child will attend a private school. May be given at the meeting or afterward. Keep a copy in the file.

**H. Notice to Parent of Student Being Withdrawn from Special Education Services**

This form is to be used if a parent or adult student age 18 or older informs you that they want to withdraw their child from Special Education services. Ask that they put the request in writing. This could be done at an IEP meeting, but should not be noted on the IEP. It should be indicated in a separate memo or letter.

Once the parent requests revocation of Special Education services, you should respond with the attached letter. There is no timeline in the law, but best practice would be to respond in writing within 15 days.

In the letter, note the date that the request was received, and the date that all Special Education services will cease. The law does not specify how soon the services should cease, but best practice would suggest that you and the parent negotiate the most appropriate time for this to happen to cause the minimum disruption to the child. (End of

semester, end of year, end of unit, etc.) Also, list all of the Special Education services that the student was receiving (list all from the Student Information and Services page).

Keep a copy of the notice in the student's file. Be sure to inform all service providers (including contractors) of the date on which services will cease. If the student is over 18 years old and has requested revocation, a copy of this notice must also be sent to the parents.

If the student is receiving services from CCS or Mental Health via the IEP per Chapter 26.5 of the Government Code, be sure to notify the parent that those services will cease also, and inform the providers. Inform the parents that they have a right to approach those agencies to continue any medically necessary services for which their child is eligible. Also inform the parents that there may be income requirements for these services.

You may not initiate Due Process in this case, regardless of the perceived need to provide services to the student. In addition, the district may not be held responsible for violation of FAPE or any other procedural errors, or compensatory rewards if it follows these guidelines in ceasing services per parent or adult student request.

If the student becomes subject to disciplinary action, such as suspension beyond 10 cumulative school days within the school year, or to expulsion, the district may consider the student a general education student. This means that protections offered to the Special Education student, including Manifestation Determination, would not be available.

The district or parent may request a 504 meeting to discuss accommodations that might help the student in the general education setting. Revocation of Special Education services is not a *de facto* denial of all services under Section 504 of the Rehabilitation Act, nor the Americans with Disabilities Act. If a student with a 504 plan becomes subject to suspension or expulsion, the district should conduct a Manifestation Determination under Section 504 to determine the relationship of the disability to the behavior.

If the parent/adult student revokes permission for Special Education, continue to keep all Special Education records in the student's file.

If after a period of time the parent/adult student requests that you reinstate Special Education services, the district must decide whether to proceed with offering special education services or, or to issue Prior Written Notice that it does not intend to offer services.

If the district decides to send Prior Written Notice, the form "Notice to Parents of Action" would be used (located in the "Pre-IEP" Section of this Survival Guide). All sections of the Notice must be addressed to be legally compliant. The Notice should be given to the parents/adult student within 15 calendar days of the request.

If the district decides to move forward in consideration of an IEP, it should consider whether or not there is adequate assessment information available to develop an IEP for the student. If so, the meeting should be convened within 30 days of the parent's request.

If not, an Assessment Plan should be generated within 15 days. Indicate on the Assessment Plan all areas of suspected disability. Assessors who are qualified to assess in those areas should be included on the multidisciplinary team. Each assessor

should conduct new assessment in their area, which may be formal or informal. If the assessment information in the file in their area is current (within one year), they may do a record review, and summarize the findings, adding any current performance data from test reports and teacher records. If the assessment information is not current enough to make educational decisions for the student, new testing should be conducted.

If an Assessment Plan is generated, an Assessment Report must be developed and an IEP team meeting held within 60 calendar days of receipt of signed Assessment Plan, excluding school holidays in excess of 5 days. The IEP meeting will be considered an initial meeting. This means that the student's disability must be reestablished, and could be a scenario in which the team no longer finds the child eligible for Special Education and related services. For example, the student may still have a disability, but the team may decide that the student no longer "requires Special Education and related services."

#### **I. Post Secondary Follow-up Form**

This form is contained in the CASEMIS program and is sent out by the CASEMIS clerk approximately one year after the student graduates or leaves public school (can be done anytime between April and September). The CASEMIS clerk sends a copy of all responses to the WorkAbility specialist. If there are any responses with answers to question 5 on the survey, the CASEMIS clerk faxes those forms to the SELPA.

#### **J. Referral for Auditory Processing Concerns**

1. Utilize the SST or IEP process to collect pertinent information about student performance and make appropriate recommendations for interventions/modifications.
2. Refer to the audiologist when:
  - a. Unsure about peripheral hearing acuity
  - b. Less linguistically-based testing is needed to properly assess auditory processing function
  - c. An acoustically-controlled testing environment is needed
  - d. A formal (C)APD diagnosis is required (e.g., for a 504 Plan)
  - e. A consultation regarding FM amplification is needed
  - f. A consultation regarding acoustic modifications is needed
3. Referral criteria:
  - a. Age 7 years or older
  - b. Normal, equal hearing in both ears
  - c. Average cognitive skills
  - d. Communication competence sufficient to follow complex directives from the evaluator (2<sup>nd</sup> grade or over)
  - e. Weaknesses in reading and spelling affect academic progress.
  - f. No other diagnosed condition or disorder which will comprise findings. (Students with autism may not be an appropriate referral. Consult with Hearing Conservation if you have a concern.)
4. Referral process: (See Appendix IV-B for Flowchart)
  - a. Complete the "Referral for Auditory Processing" form.
  - b. If an Assessment Plan will be generated:
    - Call Hearing Conservation prior to the signature on the Assessment Plan to schedule an appointment to ensure compliance with timeline. Provide name of student and fax referral form to (805) 389-4297.

- Ask the parent to phone Hearing Conservation for confirmation of the auditory processing appointment. Information will be mailed to the parent following this confirmation.
  - Attach all available assessment reports to the referral form and send by school mail to: Ventura County Office of Education, Hearing Conservation.
  - c. If there will not be an Assessment Plan:
    - Fax the referral to Hearing Conservation (805) 389-4297
    - Send assessment reports to Hearing Conservation
    - Ask the parent to call Hearing Conservation for an auditory processing appointment (805) 437-1380.
5. Assessment information the audiologist needs:
- a. Health and developmental history
  - b. Academic history
  - c. Teacher observational data
  - d. Speech and Language assessment information
  - e. Cognitive ability
  - f. Modality/Processing
  - g. Academic achievement
  - h. Behavioral information