

Orange Unified School District Special Education Local Plan Area (SELPA)

LOCAL PLAN FOR SPECIAL EDUCATION



**Orange Unified School District
1401 N. Handy Street
Orange, California
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October 2015

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Orange Unified School District

Special Education Local Plan Area Local Educational Agency Assurances

1. Free Appropriate Public Education (20 United States Code [U.S.C.] § 1412 (a)(1))

It shall be the policy of this local educational agency (LEA) that a free appropriate public education is available to all children residing in the LEA between the ages of 3 and 21, inclusive, including students with disabilities who have been suspended or expelled from school.

2. Full Educational Opportunity (20 U.S.C. § 1412 (a)(2))

It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, non-academic programs, and services available to non-disabled pupils.

a. Child Find (20 U.S.C. § 1412 (a)(3))

It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. A practical method has been developed and implemented to determine which students with disabilities are currently receiving needed special education and related services.

b. Individualized Education Program (IEP) And Individualized Family Service Plan (IFSP) (20 U.S.C. § 1412 (a)(4))

It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436(d), is developed, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414(d). It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

c. Least Restrictive Environment (20 U.S.C. § 1412 (a)(5))

It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

d. Procedural Safeguards (20 U.S.C. § 1412 (a)(6))

It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

e. Evaluation (20 U.S.C. § 1412 (a)(7))

It shall be the policy of this LEA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

f. Confidentiality (20 U.S.C. § 1412 (a)(8))

It shall be the policy of this LEA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

g. Part C to Part B Transition (20 U.S.C. § 1412 (a)(9))

It shall be the policy of this LEA that a transition process for a child who is participating in Early Education Programs (Individuals with Disabilities Education Act [IDEA], Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely, and effective for the child and family.

h. Private Schools (20 U.S.C. § 1412 (a)(10))

It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents.

i. Local Compliance Assurances (20 U.S.C. § 1412 (a)(11))

It shall be the policy of this LEA that the Local Plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA,

the Federal Rehabilitation Act of 1973, Section 504 of Public Law, and the provisions of the California *Education Code*, Part 30.

12. Interagency (20 U.S.C. § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

13. Governance (20 U.S.C. § 1412 (a)(13))

It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the Local Plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Educational Agency.

14. Personnel Qualifications (20 U.S.C. § 1412 (a)(14))

It shall be the policy of this LEA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

15. Performance Goals and Indicators (20 U.S.C. § 1412 (a)(15))

It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

16. Participation In Assessments (20 U.S.C. § 1412 (a)(16))

It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

17. Supplementation of State, Local, and Federal Funds (20 U.S.C. § 1412 (a)(17))

It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local, and other federal funds.

18. Maintenance of Effort (20 U.S.C. § 1412 (a)(18))

It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations.

19. Public Participation (20 U.S.C. § 1412 (a)(19))

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities, are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

20. Rule of Construction (20 U.S.C. § 1412 (a)(20))
(Federal requirement for state educational agency only)

21. State Advisory Panel (20 U.S.C. § 1412 (a)(21))
(Federal requirement for state educational agency only)

22. Suspension/Expulsion (20 U.S.C. § 1412 (a)(22))

The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised.

23. Access to Instructional Materials (20 U.S.C. § 1412 (a)(23))

It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard.

24. Overidentification and Disproportionality (20 U.S.C. § 1412 (a)(24))

It shall be the policy of this LEA to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of students as students with disabilities.

25. Prohibition on Mandatory Medicine (20 U.S.C. § 1412 (a)(25))

It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services.

26. Distribution of Funds (20 U.S.C. § 1411(e) and (f)(1–3))

(Federal requirement for state educational agency only)

27. Data (20 U.S.C. § 1418 (a–d))

It shall be the policy of this LEA to provide data or information to the CDE that may be required by regulations.

28. Charter Schools (California *Education Code* 56207.5 (a–c))

It shall be the policy of this LEA that a request by a charter school to participate as an LEA in a SELPA may not be treated differently from a similar request made by a school district.



In accordance with federal and state laws and regulations, Orange SELPA certifies that this plan has been adopted by the Orange Unified School District Board of Education and is the basis for the operation and administration of special education programs, and that the agency herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et. seq., and implementing regulations under 34 CFR, Parts 300 and 303, 29 USC 794, 705 (20), 794- 794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the California Education Code, Part 30 and Chapter 3, Division 1 of Title V of the California Code of Regulations.

Be it further resolved, the LEA superintendent shall administer the local implementation of procedures, in accordance with state and federal laws, rules, and regulations, which will ensure full compliance.

Furthermore, the LEA superintendent ensures that policies and procedures covered by this assurance statement are on file at the Local Education Agency and the SELPA office.

Adopted this 15th day of October, 2015.

Yeas: 6 Nays: 0 Absent: 1

Signed: _____

Michael Christensen
Superintendent
Secretary to the Board of Education

PURPOSE

The Orange Unified School District Board of Education and Superintendent hereby form a single district Special Education Local Plan Area (SELPA) as authorized hereby and described in Education Code 56195.1(c) for the purpose of providing coordinated programs and services to students with disabilities residing within district boundaries.

GOVERNANCE STRUCTURE

Because the Orange Unified School District SELPA is a single district Special Education Local Plan Area, the District governing board is the sole policy making entity for the SELPA. Approval of the Local Plan for Special Education, adoption of the budget and District policies and employment of SELPA personnel occur at regularly scheduled, public meetings of the governing board. The oversight and operations of the Orange SELPA will be shared by administrators of the District. The SELPA Director gives regular reports to the District governing board relating to the operation of the SELPA. The SELPA shall include all school sites located within the District, and will serve all eligible individuals with exceptional needs residing within the District, or attending its programs under some other authorization.

The Orange SELPA has the responsibility to assure access to special education and services for all eligible individuals with disabilities residing in the geographical area served by the District.

The Orange SELPA is designated as its own Administrative Unit (AU) for the SELPA. It shall be responsible for administrative functions such as, but not limited to:

- Receipt and distribution of special education funds to District accounts for the operation of special education programs and services;
- Receipt and distribution of special education funds to accounts exclusively designed for SELPA use;
- The employment of necessary staff to support SELPA functions.

The Orange SELPA has more than 28,000 pupils. The District offers the full continuum of special education programs and services. The Governing Board of the District elects to operate as a single district SELPA, and as such, it is the governing body of this Plan and is solely responsible for the development and approval of policies governing this Local Plan for special education.

RESPONSIBILITIES OF BOARD OF EDUCATION

The Board of Education is responsible for the provision of special education services and programs within the SELPA.

The members of the Board of Education are elected officials of the Orange Unified School District and shall:

- Approve amendments to the local plan
- Take action to approve or deny District/SELPA policies, administrative regulations, procedures, resolutions, local interagency agreements and guidelines for the management and implementation of special education programs and services within the SELPA
- Grant final approval of the annual budget and service plans
- Participate in the governance of the District/ SELPA through its designated representative, the Director of Special Education
- Appoint members of the Community Advisory Committee (CAC)
- Ensure compliance with all elements of the Local Plan
- Consider input from CAC and community regarding this plan

RESPONSIBILITIES OF THE LOCAL AGENCY

The responsibilities of the Orange SELPA as the Responsible Local Agency shall include but are not limited to:

- Employment of all SELPA staff and using District adopted employment and evaluation procedures.
- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Employment and evaluation of the SELPA Staff. It shall be the responsibility of the Superintendent to evaluate the SELPA Director(s) or persons designated to serve that role.
- Approval of annual service and budget plans. Upon recommendations of the Superintendent, the local governing board of Orange SELPA is responsible for approving the annual service and budget plans. The development of the annual service and budget plans shall coincide with the Local Agency budget process.
- Implementation of policies and procedure for special education programs and services provided in the Orange Unified School District Special Education Local Plan Area, according to the Local Plan and local governing board's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the Education Code

RESPONSIBILITIES OF THE SUPERINTENDENT

The Superintendent has the executive responsibility for the implementation and operation of this Local Plan for Special Education and is directly responsible to the elected officials of the Orange Unified School District Board of Education. The Deputy Superintendent of Educational Services shall serve as the Superintendent's Designee and as such shall fulfill all executive responsibilities.

The responsibilities of the Superintendent/Designee of the Orange SELPA shall be to:

- Act as the chief administrative officer of the school district and in this capacity, is responsible to develop and administer procedures that implement the Board's policies.
- Review proposed policies
- Review planning documents and annual reports related to present and future services and programs of the Local Plan
- Review the efficacy of resource allocations such as personnel, facilities, and equipment
- Delegate the responsibilities to the Deputy Superintendent of Educational Services and the Director of Special Education
- Coordinate with other Departments through Executive Cabinet meetings with all other Directors of Programs, Deputy Superintendents and the Superintendent

RESPONSIBILITIES OF THE DIRECTOR (S) OF SPECIAL EDUCATION

The Director(s) of Special Education is directly responsible for the daily operation of the District's special education programs and services. The Director(s) report directly to, and are evaluated by the Deputy Superintendent of Educational Services.

The responsibilities of the Director (s) of Special Education of the Orange SELPA shall be to:

- Recruit, train and provide guidance for specialized staff operating programs and implementing IEP's
- Develop/maintain a staffing plan within the budget framework
- Provide instructional leadership in the development of quality programs and services that align with the District's strategic plan and students' IEP's
- Provide technical assistance to school site administrators on IEP development and implementation, compliance and due process issues
- Provide directions, supervision, and evaluation to program specialists and support staff directly assigned to the special education office
- Assist in the informal resolution of complaints and due process issues

RESPONSIBILITIES OF THE SELPA DIRECTOR (S)

The SELPA Director (s) assumes overall management and responsibility of the Local Plan and reports to the Board of Education. The SELPA Director(s) may simultaneously serve as the Director of the Special Education Department.

The responsibilities of the SELPA Director of the Orange SELPA shall be to:

- Develop the annual budget and service plan
- Allocate resources, monitor the use of state, federal and local funds for special education programs
- Develop policies, procedures and guidelines for the implementation of state and federal statute special education requirements
- Coordinate the development and implementation of the special education program and student outcomes, and the annual accountability procedures.
- Serve as liaison to the Community Advisory Committee or delegate to Administrator
- Monitor compliance with state and federal laws
- Prepare and submit any and all State waiver requests that are needed to allow for the provision of appropriate programs and services to students with disabilities within the SELPA
- Prepare and submit all program and fiscal reports for the SELPA and manage CASEMIS data system to comply with all state requirements
- Ensure the provision of services to students with disabilities in charter schools and other alternative programs
- Assume oversight for the implementation, revisions of all Interagency Agreements, and memorandums of Understanding operated by the District

COMMUNITY ADVISORY COMMITTEE (CAC) (EC 56205(a)(12)(c)):

POLICY

The Community Advisory Committee (CAC) for the Orange SELPA has been established. The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies and persons concerned with the needs of individuals with exceptional needs. The majority of the committee is composed of parents of students enrolled in the schools within the Local Plan Area (including charter schools) and at least a majority of such parents shall be parents of students with exceptional needs.

The CAC shall have regularly scheduled meetings not less than two times per year. All meetings

of the committee shall be held according to law and the Brown Act. The SELPA Director/Designee will present the CAC's input to the Superintendent or designee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the District/SELPA web page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendent, consistent with legal requirements and the advisory role of the CAC.

The Responsibilities of the Community Advisory Committee include:

1. Advise in the development, amendment, and review of the Local Plan
2. Assist in parent and public education and in recruiting parents who may contribute to the implementation of the Local Plan
3. Act in a supporting role to individuals and parents of individuals with exceptional needs
4. Assist in recruiting volunteers who may contribute to parent activities and training
5. Assist in the development of parent awareness of the importance of regular school attendance
6. Support activities on behalf of children with disabilities

Procedures for Appointment of Members of the Community Advisory Committee

1. Terms of appointment are for at least two years and are annually staggered to ensure that no more than half of the membership serves the first year of the term in any one-year.
2. The CAC shall nominate and recommend new members for appointment to the Superintendent and/or Designee who will submit a final list for approval to the Board of Education.
3. The committee solicits nominations to ensure balanced composition from a variety of grade levels and disability areas.
4. The executive committee of the CAC (chair, co-chair and District liaison) screen candidates for suitability and willingness to serve.
5. A slate of officers/members is submitted to the CAC for ratification,
6. The District liaison submits the ratified list of officers/members to the Superintendent who will submit the list for approval by the Board of Education at a regularly scheduled meeting before the beginning of the next school year.

CAC procedures are outlined in the Community Advisory Committee Bylaws for the Orange SELPA.

REGIONALIZED SERVICES

The Orange Unified School District SELPA receives funding from the State for the Local Plan Area. The District coordinates and provides services within the District using these resources, local contributions, and federal funds allocated for Special Education. Students eligible for special education services provided within the region are defined as those students physically residing within the geographic boundaries of the District, students who are granted interdistrict transfers, and students attending charter schools sponsored by the District. The concept of regional services is to provide a continuum of options necessary to ensure appropriate special education services to students with disabilities are available. The District will coordinate with the Orange County Office of Education for those students who require regionalized services offered outside the District, or to provide other necessary and appropriate services not available in the District.

“Regionalized services” does not mean that every service and placement required for students with disabilities must be available at each site. The concept of regionalized service is to ensure that, even for those services that are less frequently needed, the services will be available within the District or region at District expense. It further means that the District is responsible to provide those services required by a child’s Individual Education Program (IEP).

The District has elected to provide some special education services in regionalized settings, for example, for students with autism or other severe disabilities requiring more intensive or low incidence services. Regionalized services are those services only provided at selected sites within the District. Transportation is provided for any such student to receive those services who is not on an interdistrict transfer at the parent request, or attending a charter school.

DISTRIBUTION OF FEDERAL AND STATE FUNDS

All federal and state special education funds shall be allocated to the SELPA and used pursuant to the annual budget and service plan. Any changes to the allocation of federal and state special education funds shall be made by the Orange SELPA.

RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS

The Orange SELPA shall be responsible for the distribution of the funds according to an approved Special Education Budget Plan. The Deputy Superintendent of Educational Services is responsible for ensuring that the funds are distributed in accordance with the Budget Plan and used to promote FAPE or coordinated early intervention services. The Annual Budget Plan shall be reviewed and approved by the Orange Unified School District Board of Education.

MONITORING THE USE OF SPECIAL EDUCATION FUNDS

The Deputy Superintendent of Educational Services is responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process.

Funds allocated for special education programs shall be used for services and placement for students with disabilities, in order to provide them with a FAPE. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more nondisabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

PREPARATION OF PROGRAM AND FISCAL REPORTS

The Special Education Department in coordination with the Business Office, shall be responsible for preparing all program and fiscal reports required of the SELPA by the California Department of Education.

ANNUAL BUDGET PLAN

POLICY

The Orange SELPA shall adopt an Annual Budget Plan at a public hearing for which written notice has been provided to members of the staff, parents and general public by posting said notice at each school located within the local plan area at least 15 days prior to the hearing.

PROCEDURE

The Annual Budget Plan shall describe the distribution of funds for the purpose of providing for SELPA administrative costs; special education services to students with disabilities; support of students with disabilities in general education classrooms and environments; regionalized operations and services; and the provision of services to all students with disabilities residing within the local plan area between the ages of birth and twenty-one, inclusive.

The Orange Unified School District Board of Education agrees to review and approve the SELPA-wide annual service and budget plans and any subsequent modifications.

LOCAL PLAN DEVELOPMENT

POLICY

The description of the governance and administration of the Local Plan and the policymaking process shall be consistent with subdivision (f) of Section 56001, subdivision (a) of Section 56195.3 and Section 56195.9, and shall reflect a schedule of regular consultations regarding policy and budget development with representatives of special education and regular education teachers and administrators selected by the groups they represent and parent members of the Community Advisory Committee.

PROCEDURE

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and general education teachers and administrators, and representatives of charter schools selected by the groups they represent, with participation by parent members of the community advisory committee.

AMENDMENTS TO THE PERMANENT SECTIONS OF THE LOCAL PLAN

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. Amendments approved in this manner shall become permanent upon subsequent approval by the ORANGE SELPA Board of Education.

The Orange Unified Board of Education may adopt amendments to the permanent portion of the Local Plan on an “interim” basis not to exceed one calendar year. The policy would become permanent subsequent to approval by the State Board of Education. Otherwise, local plans need to be amended only when there is a change in federal or state law or regulation, there is a new interpretation by the court, or there is an official finding of noncompliance with federal or state law. Amendments approved in this manner shall become permanent upon subsequent approval by the ORANGE SELPA Board of Education and the State Board of Education.

ANNUAL SERVICE DELIVERY PLAN

In accordance with EC 56205 (b)(2), an annual service plan shall be adopted at a public hearing held by the Orange SELPA. Notice of this hearing shall be posted at the District Office Special Education Department at least 15 days prior to the hearing. The annual service plan

shall include a description of services to be provided by Orange SELPA, including the nature of the services and the physical location at which the services will be provided.

LOW INCIDENCE EQUIPMENT AND SERVICES

Low Incidence funds provided by the state allow for the purchase of specialized books, materials, and equipment, necessary to access the instruction and education setting. Low Incidence Disabilities are defined as deaf/hard of hearing, blind/visually impaired, orthopedic impairment and/or multiply handicapped. The District Low Incidence Committee is responsible for ensuring that all eligibility requirements are met prior to approving any expenditure of these funds. These guidelines are in keeping with the legal requirements specified in California Education Code [EC 56136; EC 56320(g); EC56345(a)(7)] Department of Education Code Guidelines for each low incidence disability (EC 56136); and procedures provided in the annual Low Incidence Funding Update (Director, Special Education Division, CDE)].

In addition, the District will adhere to State mandates and guidelines regarding the appropriate use of these funds and monitor how these funds are allocated and prioritized within the District. Low Incidence funds are one source of funding. Since it is possible that there may not be sufficient funds for all eligible requests, it may be necessary to establish priorities to facilitate the decision-making process under this circumstance, to ensure proper low incidence services and placement.

GUIDELINES

Least Restrictive Environment: The District, through the Local Plan, has provided assurance to the State that specialized equipment and services are distributed within the District in a manner that minimizes the necessity to service pupils in isolated sites and maximizes the opportunities to serve pupils in the least restrictive environment.

Appropriate, Cost Effective Technology: The Committee will only purchase technology that the student has been projected to be able to use, either through a borrowed or rented device, or the projection of an expert in the low incidence disability.

Supplement, Not Supplant: The Low Incidence fund is designed to support the District in its effort to ensure appropriate specialized items are available for an eligible student. These funds cannot be used to supplant (replace) funding for books, materials, equipment and services provided to students through the base educational program, or to furnish classrooms. In addition, this fund cannot be considered the only resource to make necessary items available to students with low incidence disabilities.

Examples of other avenues of funding to be considered include:

- Site/classroom budgets
- Textbook funds
- Instructional materials funds
- Lottery Funds
- General fund
- American Printing House for Federal Quota materials for the blind
- Community service organizations

PUBLIC PARTICIPATION

POLICY

It shall be the policy of the Orange SELPA to resolve issues at the site level as promptly as possible. Members of the public, including parents or guardians of students with disabilities receiving services under the Orange SELPA, may address questions or concerns first to the school site staff and administration, next to district-level administration, and finally to the Board of Education.

PROCEDURES

Members of the public, including parents or guardians of students with disabilities who are receiving services under the Local Plan, may address questions or concerns at regularly scheduled meetings according to Brown Act requirements to receive and take action on information or business related to special education and the administration of the Orange SELPA.

CHARTER SCHOOLS

POLICY

This policy applies to all charter schools that are chartered by the Orange SELPA. This policy also applies to any charter school petition granted by the State Board of Education in which oversight responsibilities have been assigned to the Orange Unified School District per EC 4605.5(k)(1). The charter schools will comply with all requirements of State and Federal law regarding provisions of special education services. Children with disabilities attending charter schools retain all rights under the IDEA and implementing state law when enrolling in a charter school.

Special education and related services shall be provided to all eligible students in the jurisdiction of Orange SELPA in accordance with this local plan, policies, and procedures. Students enrolled in charter schools chartered by Orange SELPA or operating within the SELPA's jurisdiction shall receive services in a manner similar to students enrolled in other schools within the District. Funding for special education services and responsibility for provision of services shall be based on the status of the individual charter school and any local agreements and accompanying administrative regulations.

No student will be denied enrollment in a charter school due to a disability or charter school's inability to provide certain placement and or services called for on the student's IEP.

PROCEDURES

Prior to approval of a new charter school, or renewal of an existing charter school, the Assistant Superintendent of Human Resources shall consult with the Governing Board of the District, or designee, to ensure that the charter school responds to District guidelines and timelines as they relate to special education. The Assistant Superintendent of Human Resources shall review all proposed charter petitions, including petitions for renewal, and advise the Governing Board on whether the petitions contain reasonable assurances that all eligible students enrolled in the Charter school will receive appropriate special education services.

The charter school may be held fiscally responsible for a proportional share of any encroachment on District general funds that is created by the provision of special education services throughout the District. The District and the charter school may enter into agreements whereby the charter school is billed for excess costs associated with providing special education services to identified students, including the administration of special education programs.

For the purpose of providing special education services, charter schools shall be deemed public schools within the District. Whereas the District is a single-district SELPA, and its own RLA, LEA, and AU, and intends on continuing as a single-district SELPA, no charter school under the authority of the Governing Board will be admitted to the SELPA as an LEA, just as no other districts will be admitted to the Orange SELPA. The District shall not be required to become a multi- district SELPA.

If a charter school wishes to be an LEA for special education purposes, they must apply to a district in a multi-district SELPA for authorization of their charter.

LITERACY

In order to improve the educational results of students with disabilities, all students who require special education services. Special education instructional personnel participate in staff development and in-service opportunities in the area of literacy, including:

- Current information about literacy and learning research that aligns with State-adopted/Common Core standards and frameworks; and
- Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.

The goals of the Educational Services Department relative to literacy are:

- To increase the effective literacy level of all students
- To help our students learn to love to read
- To increase the participation of students with disabilities in statewide assessments, with or without the use of accommodations based upon IEP decisions
- To increase the percentage of our students who are literate
- To assure that students with disabilities attain the highest possible standards in reading

To facilitate these goals, students with disabilities will have access to all required core curriculum, including state-adopted core curriculum textbooks and supplementary textbooks, as well as any other support required to assist students in becoming proficient readers.

Special education students receive instruction in the state academic standard environment, which promotes maximum interaction with typically developing peers. Student Support Services staff coordinate instruction and curriculum with general education specialists. Performance for all students, including those with IEPs, is measured throughout the school year. Special education teachers receive in-service training with general education staff on curriculum frameworks, state academic standards, and student assessment.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

POLICY

It shall be the policy of the Orange SELPA that a free appropriate public education is available to all children residing in the LEA between the ages of birth and 21 inclusive, including children with disabilities who have been suspended or expelled from school. Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her education.

PROCEDURES

In order to ensure that a free, appropriate public education is available to all children with disabilities in the Orange SELPA, it shall provide that combination of educational placement and related services determined through each child's Individualized Education Program (IEP) development and review, that meets the unique needs of the individual in such a way as to benefit from his/her education, and to prepare them for employment and independent living. FAPE is defined as special education and related services provided at public expense, under public supervision and direction; that meet the standards of the State of California and of federal law. This includes preschool, elementary school, and secondary school education; and is provided in conformity with each student's IEP.

FAPE shall be reasonably calculated to confer educational benefit to the student. It shall be the responsibility of the District to monitor such benefit for each child with a disability, through both individual review and agency-wide process reviews. Evidence may include but is not limited to passing grades, advancement from grade to grade/academic progress, provision of services designed for the student to benefit from instruction, and meaningful progress.

To determine whether an IEP is reasonably calculated to provide meaningful benefit, the District should ask:

1. Is the student's IEP individualized to meet the unique needs of the child?
2. Has the student been educated in the least restrictive environment (LRE)?
3. Has the student's educational services been provided in a collaborative and coordinated manner?
4. Has the student demonstrated academic and non-academic progress?

The Orange SELPA shall ensure that a student-focused and compliant process to develop IEPs for each child with a disability will be followed based on state and federal law .

The SELPA shall support all district sites in their implementation through professional development opportunities, technical assistance, support and monitoring.

20 USC Section 1412, CFR 300.24, 300.300 (a) (3), 300.340-300.351 of Part Regulations 56205 (a), 5 CCR Chapter 3, Article 1, Section 3001 (b)

FULL EDUCATIONAL OPPORTUNITY

POLICY

The Orange SELPA ensures that a continuum of program options is available to meet the need of students with disabilities. The IEP team's determination of appropriate program placement, related services needed, and curriculum options to be offered is based upon the unique needs of the disabled pupil rather than the label describing the disabling condition or the availability of the program.

It shall be the policy of the Orange SELPA that all pupils with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

PROCEDURES

A full range of program options is provided by Orange SELPA. The appropriate placement for a student is determined by the IEP team based on the student's unique needs and not on the student's disability category.

Options include:

- **General Education Classroom:** Students are educated in age appropriate general education classrooms at their neighborhood schools with the necessary accommodations, supports, and services to ensure success and progress toward IEP goals and objectives.
- **Related Services:** Available to students if a supportive service is required for the student to benefit from special education. Certificated specialists provide these services and may work with students individually or in small groups either in the general education classroom and/or other appropriate settings. In some instances these services are provided by certified nonpublic agencies/providers. Related Services include but are not limited to the following:
 - ❖ Language and Speech
 - ❖ Adapted Physical Education
 - ❖ Health and Nursing
 - ❖ Assistive Technology Services
 - ❖ Occupational Therapy
 - ❖ Physical Therapy
 - ❖ Individual Counseling
 - ❖ Group Counseling
 - ❖ Parent Counseling
 - ❖ Social Work Services

- ❖ Psychological Services
- ❖ Behavioral Intervention Services
- ❖ Residential Treatment Services
- ❖ Specialized Services for Low Incidence Disabilities
- ❖ Specialized Deaf and Hard of Hearing Services
- ❖ Interpreter Services
- ❖ Audiological Services
- ❖ Specialized Vision Services
- ❖ Orientation and Mobility
- ❖ Braille Transcription
- ❖ Transportation

Related Service Options for Transition include but are not limited to the following:

- ❖ College Awareness/Preparation
- ❖ Vocational Assessment, Counseling, Guidance and Career Assessment
- ❖ Work Experience Education
- ❖ Job Coaching
- ❖ Mentoring
- ❖ Agency Linkages (Referral)
- ❖ Travel Training

The services listed above may be provided by:

- ❖ Orange SELPA
- ❖ County Office of Education
- ❖ Another LEA/District/SELPA
- ❖ WorkAbility
- ❖ Transition Partnership Program
- ❖ Regional Center
- ❖ Alcohol and Drug Prevention Programs
- ❖ Child Development Funded Program
- ❖ Head Start
- ❖ County Mental Health Agencies
- ❖ California Children's Services
- ❖ Department of Social Services
- ❖ Department of Rehabilitation
- ❖ Non-Public Agency (NPA) under contract with ORANGE SELPA
- ❖ Non-Public School (NPS) under contract with ORANGE SELPA
- ❖ State Special Schools under contract

- **Resource Specialist Programs (RSP):** Support Services are available at every school site for grades K-12. This program is designed to supplement the general education program to meet the needs of students who require specialized instruction in specific areas.

Services will occur in either individual or small group settings as well as collaborative services within the general education settings.

- **Special Day Class (SDC):** Programs are designed to provide intensive services beyond RSP, for students who require more of their instruction in a heterogeneous special education program and/or modified curriculum. This placement occurs only after the IEP team determines that the nature and severity of the student's needs are such that education in general education classes with the use of supplementary aids and services or placement in the Resource Specialist Program or Integrated School Based Services cannot be achieved satisfactorily. SDC classes are available at various sites within the ORANGE SELPA and are integrated on regular school campuses. Students are placed in programs as close to their home school as possible.
- ❖ Special Day Class/Mild-Moderate Handicapped (SDC/M/M) is a program which is academically based. Mainstreaming in nonacademic areas and into more academic areas is the long-term goal for students in this program. This placement is designed for students with severe delays in language development, students with a learning disability, or students with educational delays or other disabilities that significantly impede the learning process.
- ❖ Special Day Class/Severely Handicapped (SDC/SH) is a program which focuses on student needs in six major domains: Functional Academics, Daily Living, Vocational, Community, Domestic and Recreation/Leisure. Mainstreaming and inclusion opportunities are individualized in each student's IEP. The overall goal is to increase the student's independence. This placement is designed for students with severe delays in language development, students with a severe learning disability, or students with educational delays or other disabilities that significantly impede the learning process.
- ❖ Special Day Class/Emotionally Disturbed program is available for students whose emotional disabilities significantly interfere with educational progress. Intensive positive behavior interventions are utilized in a supportive environment to assist students in developing more appropriate behaviors to transition to a less restrictive setting. These programs are located at select sites around the District.
- ❖ Transition Program/Special Day Class /Critical Skills is offered from age 18 through age 22 to students who earn a Certificate of Completion rather than a high school diploma. Community-based instruction is maximized as well as linking the student and family with the necessary support agencies required when the student exits the program.
- ❖ Specialized Services are provided for students with low incidence disabilities, including Deaf/Hard of Hearing, Visual Impairment, and Orthopedic Impairment. Services may

be provided on an itinerant basis or in a special class setting, depending on the unique needs of the individual student.

- **Nonpublic, Nonsectarian School Services** are available for students whose unique needs cannot be met in the programs and services operated by the District due to severe behavior, social/emotional, and/or academic needs. Nonpublic school placements are considered after all programs within the District have been considered and exhausted. Every effort will be made to ensure that nonpublic school students are educated in the least restrictive environment and return to the public school setting is a focused goal.
- **State Special Schools** such as the California School for the Deaf and California School for the Blind are available to students when appropriate based on the students' unique needs and as recommended by the student's IEP team.
- **Extended School Year** services are added to the IEP when the IEP team determines that the student's unique needs require special education and related services in excess of the regular academic year, in order for an individual student to avoid regression beyond what can be recouped within a reasonable period of time at the beginning of the following school year.
- Instruction in settings other than classrooms where specifically designed instruction may occur such as day treatment or residential settings.
- Instruction in home, in hospitals and in other institutions to the extent required by federal law or regulation.

CHILD FIND

POLICY

It shall be the policy of the ORANGE SELPA that all children with disabilities, including children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services are identified, located and evaluated.

The District recognizes the need to actively seek out and evaluate residents from birth to age 22 within the District who have disabilities in order to provide them with appropriate educational opportunities in accordance with state and federal law.

The Special Education Department shall develop a method to ensure that all children residing within the District are currently receiving needed special education and related services. In addition, the Special Education Department shall consult with appropriate

representatives of private school children with disabilities on how to identify, locate and evaluate these children. (20USC 1412(a)(3); 34 CFR 300.451)

The Special Education Department shall establish a means whereby parents/guardians, teachers, appropriate professionals and others may request screening for any child they believe to have a disability that significantly interferes with his/her learning. The Special Education Department shall identify processes to determine when an individual's academic, behavioral or other difficulties may be related to disabilities and shall establish systematic procedures for special education program identification, referral, assessment, planning, implementation, review and triennial assessment.

The Special Education Department shall notify parents/guardians in writing of their rights related to identification, referral, assessment, instructional planning, implementation and review, including the District's procedures for initiating a referral for assessment to identify individuals who need special education services. (EC 56301)

PROCEDURES

The Orange SELPA actively seeks out children, ages 0 through 22 years, who may be in need of special education services. Announcement of special education opportunities, such as special flyers, bulletins and newsletters, are sent home to parents of enrolled students and community service providers. Public notices are provided in English and Spanish and other primary languages of families in the community as appropriate. Parents and service providers are also encouraged to inform their friends and neighbors of the availability of evaluations and special education services.

In addition to the public notice in local newspapers, a notice regarding the process for referring children with suspected disabilities for evaluation is sent to each private school within the geographic boundaries of the District annually. The private schools are encouraged to send this notice to parents of children enrolled in their schools. Parents and/or private school representatives refer children for special education evaluation through their local schools as appropriate.

In conjunction with Regional Center of Orange County (RCOC), infant education services are well known in the community and Child Find procedures have been developed through active networking with agencies representing education, health (hospitals, public health services, physicians), developmental services, social services, and parent groups.

School-age students are screened upon request from parents, staff or District personnel through the Student Success Team (SST) process. Vision and hearing screening activities are completed on all students within the District in accordance with state guidelines. District and state-wide testing programs may provide information to assist with the school Child Find process. Intervention procedures are also implemented for students not enrolled in public school programs residing within the District, including infants, preschoolers, and private

school attendees. This process assures that students who may be in need of special education have been located and identified.

Administrators at the district office and school sites are knowledgeable about services available in the public school system. Site administrators are regularly informed of changes in procedures related to special education.

IDENTIFICATION AND REFERRAL PROCEDURES

Referral for evaluations may be initiated by a parent/guardian, teacher, administrator, support personnel, outside agency, or individual who has knowledge that a student may need special education services. Referrals will be processed in a systematic manner, held in strict confidence, and include the written Notice of Procedural Safeguards for parents. If parents believe their child has a disability which requires special education services, they may submit a written request for evaluation. When a verbal referral is made, staff of the school, Orange SELPA, or county office shall offer assistance to the individual in making a request in writing, and provide assistance if requested. Interpreters are provided to assist parents in the SST process to discuss their concerns, possible interventions, and areas of suspected disability to be considered in developing an evaluation plan.

Families of children under age three with identified or suspected disabilities are referred to RCOC.

Initial referrals for preschool children are processed through the Preschool Intake Team. Staff obtain information from the child's parent/guardian and, when appropriate, preschool staff. The team meeting provides the opportunity to discuss the child's growth and development relative to expectations, intervention strategies, and the child's potential need for evaluations to determine eligibility for special education. The process for referring school age students (ages 5 to 18 years old) for special education services begins at the neighborhood school and/or District. An individual with a concern about a student's progress may request consultation with the SST. Forms to request SST consultation are available from site staff. The SST is a regular education function and may be composed of the principal or designee, general education staff member, the student's teacher and other staff. The team may also include special education staff such as the speech and hearing specialist, resource specialist, and/or psychologist. The SST Chair sends notification of SST meetings to the appropriate participants, including parents, and facilitates the meeting. If the SST finds that the student's needs cannot be appropriately met with modification of the general program, a referral for special education evaluation is considered. At the time of referral, parents are given a copy of the Notice of Procedural Safeguards. A copy of the Parent Handbook is also provided as appropriate.

Referral procedures are coordinated with other school site programs to ensure that students in all regular and supplemental programs have access to needed special education services.

Referrals from private schools, private preschools, and other agencies are processed in the same manner as referrals from the public schools. School personnel assist in the preparation of referral forms and provide orientation to persons making referrals.

A completed referral form includes information regarding the reasons for the referral, the results of modifications of the student's general school program, estimates of academic performance, indication of health status and a checklist of student behaviors, which provide the basis for the referral. The data reported at the time of referral by the person(s) making the referral indicate the suspected areas of disability to be considered by the assessment team and is considered in developing the evaluation plan. Referrals are processed for all potential special education students in accordance with state- mandated procedures and timelines.

PROCEDURES FOR UTILIZATION OF GENERAL EDUCATION

The SST process is a function of general education, which facilitates implementation of modifications of the general education program before referring students for a special education evaluation. The SST may recommend additional teaching and/or behavioral intervention strategies, utilize other on site resources, provide appropriate services, follow District procedures for Section 504 of the Rehabilitation Act of 1973 and/or make other recommendations. The SST must consider if the student's needs can be met with modification(s) to the general education instructional program. A student may be referred for special education instruction and services only after the resources of the general education program have been considered and utilized as appropriate. However, the SST process does not supersede the requirements set forth in California Education Code Section 56043(a).

Following a referral, a proposed evaluation plan is shared with parents and evaluations are conducted only after the parent has signed the consent for evaluation form.

20 USC Section 1412 (a) (3) (A-B), 34 CFR Sections 300.125 56205 (a)

INDIVIDUALIZED EDUCATIONAL PROGRAM (IEP)

POLICY

It shall be the policy of the Orange SELPA that an Individualized Educational Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program.

The Orange SELPA provides a free appropriate public education (FAPE) in the least restrictive environment (LRE) to all students residing within the SELPA. The SELPA provides a full range of special education programs to facilitate services for students with disabilities in a supportive, cooperative, and mutually respectful environment. The appropriate special education placement in the LRE for each child with a disability is determined by an IEP team. The IEP team is comprised of the child's parents, school staff, and other professionals with knowledge or expertise regarding the child.

The IEP team shall consider the educational and nonacademic benefits of placing the student in a regular class and shall determine what support services would be needed in order to support this placement. All placement decisions should promote maximum interaction between students with disabilities and their non-disabled peers, in a manner that is appropriate to the needs of both. Special education services shall be provided outside the regular classroom only when the IEP team determines that the student's individual needs cannot be appropriately met in the general education classroom.

Parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement over the objection of the parent/guardian. Once an IEP team has determined an appropriate placement with parent/guardian consent, that placement remains in effect unless modified through the IEP process, mutual agreement, or a due process hearing officer order.

PROCEDURES

The District will initiate and conduct meetings for the purpose of developing, reviewing, and/or revising the IEP of each student with a disability. The description of IEP development included in EC Sections 56340-7 and 34 CFR 300.340-350, are hereby included.

IEP TIMELINES

An IEP will be developed (a) within 30 days of an interim placement from outside the Orange SELPA, (b) within 60 days [not including days between sessions or terms, or vacation of more than five days in length] of the parent's/guardian's consent to the Assessment Plan, and (c) at least annually. Time lines for development of an IEP are as follows:

- a. An IEP required as a result of initial assessment shall be developed within 60 calendar days of receipt of the parent's signed consent for assessment [not counting days between school sessions or terms, or vacation days in excess of five consecutive days]. An IEP shall be developed within 30 days of the beginning of the subsequent school year for each student for whom a referral was made within 20 days of the end of the school year.

- b. A meeting of the IEP team shall be held within 30 days of a parent's written request, not counting days between school sessions or terms, or vacation days in excess of five consecutive days;
- c. The IEP meeting will always include a parent (or surrogate parent) unless the parent is unwilling/unable to attend and the district has maintained a record of attempts to include the parent at a mutually agreeable time and location;
- d. The district encourages meaningful participation of parents at IEP meetings by scheduling meetings at times convenient for parents within reason, providing interpreters for non-English speaking or deaf parents, encouraging parents to send a representative in their absence, conducting teleconferences when appropriate, etc.

Parents are notified in advance of a need for an IEP team meeting. Every attempt is made to schedule a student's IEP team meeting at a time that is mutually convenient for the parent/guardian and school staff. Staff will utilize a variety of communication modes, offer alternative meeting dates and locations, and/or suggest that the parent send a representative if he/she is unable to attend. Notification forms include the purpose, time, and location of the meeting and the staff who will attend.

- a. The parent(s) of the child;
- b. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
- c. At least one special education teacher of the child, or if appropriate, at least one special education service provider of the child;
- d. A representative of the public agency who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities and who is knowledgeable about the availability of resources in the public agency;
- e. An individual who can interpret the instructional implications of assessment results, who may be a member of the team described in a-d;
- f. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
- g. The child, if appropriate.

IDEA 2004 allows for amendments to the IEP, which may be made with a District Administrative representative and the parent, so long as all members of the IEP team are notified of any change(s).

As appropriate, representatives of other agencies are invited to participate in IEP meetings that are held to discuss transition services. In addition to written invitations and telephone calls, other efforts are made to encourage their participation. If an agency representative does not attend the IEP meeting where transition services are discussed, a district designee

will contact the agency representative if appropriate to coordinate transition services. The IEP team meets when the student has received an assessment for special education:

- a. The student's special education placement is to be initiated, changed or terminated;
- b. The student's progress is less than anticipated;
- c. A parent or teacher requests a meeting to develop, review, or revise the IEP;
- d. It has been one year since the previous IEP was developed. The purpose of the annual meeting is to review the student's progress, the appropriateness of the placement, and make any needed changes in the IEP.

To facilitate the meeting, districts may arrange for interpreters for parents who are hearing impaired or whose primary language is not English. The IEP form serves as a record of the persons attending, and the deliberation, planning, and decisions of the IEP team regarding the special education programs and services for each student. Prior IEP goals and objectives are reviewed to determine to what degree they were met. The discussion of present levels of performance may include the results of standardized achievement test scores, as well as classroom performance, observations, and parent and teacher reports. The IEP process enables the team to develop a completed IEP which shows a direct relationship between the present levels of performance, the goals and objectives, and identifies the specific services required to enable the child to advance appropriately toward attaining the annual goals, be involved and progress in the general curriculum, participate in extracurricular or other nonacademic activities, and to be educated and participate with non-disabled children to the maximum extent appropriate.

The IEP team refers to established eligibility standards as set forth in Title 5 CCR 3030 (a- j) as appropriate. Eligibility for special education is written on each IEP developed by the team.

At the IEP meeting, introductions are made, and the purpose and format of the meeting are described. Each required component of the IEP is discussed by the team and recorded on the form including, depending on the purpose of the meeting:

- a. The strengths, interests, and learning preferences of the student; results of the initial or most recent assessment of the child and/or the results of the child's performance on any general State or district-wide assessment programs as appropriate;
- b. Annual goals related to meeting the child's needs to enable the child to be involved in and progress in the general curriculum [or appropriate activities for preschool children] or to meet each of the child's unique needs;
- c. The concerns of the parent relevant to the child's educational progress;
- d. A description of how the child's disability affects involvement and progress in the general curriculum, or for preschoolers, participation in appropriate activities;
- e. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and extracurricular activities;

- f. A statement of the supplemental aids and services to be provided to or on behalf of the student;
- g. A statement of program modifications or supports for school personnel that are required for the child to advance appropriately toward attaining the annual goals specified in the IEP;
- h. A determination of the student's need for assistive technology devices and services or low incidence services, equipment, and materials to meet the educational goals and objectives;
- i. A statement of how the child's progress toward the annual goals will be measured and how the parents will be informed of their child's progress;
- j. If the child is Limited English Proficient, a description of how his or her level of English proficiency, related to the IEP, will be addressed;
- k. If the child is Deaf or Hard of Hearing, a description of specialized communication strategies, if needed, and opportunities for direct instruction and communication with peers and adults in the student's language and mode of communication;
- l. If the child's behavior impedes learning, a description of positive behavior interventions, strategies, and supports to address the behavior, including a Behavior Intervention Plan if required;
- m. By the time a student reaches the age of 16, a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or needed linkages;
- n. For students age 17 or older, verification that the student has been apprised of his or her rights at the age of majority;
- o. A statement of the special education and related services to be provided to the child, including the projected date for beginning the services and modifications, anticipated frequency, location, and duration of those services and modifications;
- p. Individual modifications in the administration of State or district-wide assessments of pupil achievement, or a statement of why that assessment is not appropriate for the child, designating the California Alternate Performance Assessment as the means to measure the student's progress;
- q. The determination of the need for Extended School Year, participation in WorkAbility, and specialized transportation services;
- r. A review of the Notification of Procedural Safeguards;
- s. Parental consent to all or part of the IEP.

A copy of the completed IEP is provided to the parent(s). Upon request, the IEP will be translated into the primary language of the parent. All staff who are responsible for implementing the IEP are informed of the content of the IEP. Service providers from other agencies who provide instruction or a related service will be provided a copy of the IEP. IEPs are maintained in accordance with state and federal pupil record confidentiality laws.

20 USC Section 1412 (a) (4), 1414(d), 1436(d), CFR 300.344 (c) (1) (ii), 300.345 (a) 56205(a), 56195.7(a), 56195.8(a)(3)

LEAST RESTRICTIVE ENVIRONMENT (LRE)

POLICY

It shall be the policy of the Orange SELPA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment, occurs only when the nature or severity of the disability of the child is such that education in regular classes with the use of supplemental aids and services cannot be achieved satisfactorily.

HOUSING, DISBURSEMENT & ASSIGNMENT OF SPECIAL EDUCATION PROGRAMS

Special education programs, appropriate to students' needs, are housed on regular school campuses and dispersed throughout the SELPA, to ensure to the maximum extent possible that individuals with disabilities are served in their neighborhood schools, or in schools as close to their homes as possible. Students with special needs receive services in their neighborhood schools unless their IEPs document reasons that placement in alternative settings is appropriate. Inherent in any decision to relocate programs is sensitivity to the need to minimize frequent and disruptive moves.

The Director of Special Education considers and recommends program locations in the context of complementary pairings of special and regular education programs for the purpose of maximizing opportunities for appropriate interaction among students and access to age-appropriate activities for students with disabilities. The Orange SELPA administrative staff engages in ongoing deliberate planning that guides program location on a SELPA-wide basis in a manner that facilitates maximum integration for students.

PHYSICAL LOCATION OF PROGRAMS

The Orange SELPA shall ensure that the physical location of the special education programs is selected to facilitate continuing social interaction with non-disabled students. Program location decisions within the District and on a SELPA-wide basis are driven by a commitment to produce continuing social interaction among regular and special education students.

The promotion of positive social interaction between students with disabilities and non-disabled students will guide District/SELPA-wide decisions and actions in regard to the physical location of special education programs. To maximize social interaction with non-disabled peers, students with disabilities will be placed in facilities that provide access to all school extracurricular activities unless their IEPs document reasons that placements in alternative settings are appropriate.

EQUAL ACCESS TO GENERAL EDUCATION ACTIVITIES

The Orange SELPA shall ensure that individuals with disabilities shall have equal access to regular education activities, programs and facilities on the regular school site and participate in those activities as appropriate to their needs.

District IEP teams consider the regular class in the school that a student would attend if not disabled as the first placement option for the student. Further, IEP teams consider the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed to facilitate the student's placement in the regular education environment. If a more restrictive placement in the continuum of placement options available to student is recommended for a student, IEP teams make the recommendation with the understanding that the placement must be one that maximizes opportunities for the student to interact with non-disabled peers to the extent appropriate to the needs of the students.

IEP STATEMENT OF SUPPLEMENTARY AIDS AND SERVICES

The Orange SELPA IEP form contains a statement of supplementary aids and services that the student with a disability needs to ensure his/her participation in the general education curriculum.

IEP STATEMENT REGARDING REMOVAL FROM GENERAL EDUCATION ENVIRONMENT

The Orange SELPA IEP form contains a statement verifying that children with disabilities are removed from the regular education environment only when the nature or severity of the disability is such that education in the general education environment, with the use of supplementary aids or services cannot be achieved satisfactorily.

COOPERATION OF ALL SCHOOL PERSONNEL

The Orange SELPA shall encourage the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction among individuals with disabilities and non-disabled individuals.

Orange SELPA administrative policies embody the provisions of IDEA that promote the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction between individuals with disabilities and non-disabled individuals. The policies express a compelling preference for serving students with disabilities in regular classes with appropriate aids and supports as a first preference. Dialogue concerning the implementation

of these policies takes place in prescribed and informal forums within the Orange SELPA. Dialogue takes place among all individuals who provide educational services to students.

MAXIMUM ACCESS TO GENERAL EDUCATION PROGRAMS

The Orange SELPA shall ensure that all students with disabilities are educated and participate with non-disabled peers in academic, nonacademic and extracurricular activities and that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily. The IEP shall include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other nonacademic activities.

SUPPORT OF SCHOOL PERSONNEL

The Orange SELPA shall provide school personnel the necessary support to ensure student success. Based on, but not limited to a survey of District needs, research-based studies, changes in educational laws and regulations, and case law, in-service training will be provided to staff to assist them in meeting the social and educational needs of students with disabilities. School personnel will also receive support necessary to ensure success of students through exchanges of information on students during IEP meetings, during case reviews on students, during discussions with students' previous service providers and during discussions and conferences with parents.

UTILIZATION OF GENERAL EDUCATION RESOURCES

The Orange SELPA implements first best instructions for all in a 'Response to Instruction and Intervention' system. The Orange SELPA shall ensure that a pupil will be referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, Student Success Teams, early literacy programs, pre-referral meetings, and accommodations and modifications to the case program in addition to intervention programs.

DISTRIBUTION OF SPECIALIZED EQUIPMENT AND SERVICES

When a student's IEP team determines that the student requires specialized equipment and/or service, the equipment and and/or service shall be provided to the student at his or her classroom site unless the IEP provides documentation that the equipment and/or service

is to be provided by an alternative means, as determined by the student's unique needs. (See the SELPA's Low Incidence Policy & Procedures)

20 USC 1412 (a) (5) (A)

56205 (a), 56031, 56201, 56206, 56303, State Board Policy (10/10/1986)

PROCEDURAL SAFEGUARDS

POLICY

It shall be the policy of the Orange SELPA that children with disabilities and their parents shall be provided with safeguards throughout the identification, evaluation, placement process, and provision of a free appropriate public education to the child.

PROCEDURES FOR NOTIFICATION OF PROCEDURAL SAFEGUARDS

Students with disabilities and their parents/guardians shall be provided written notice of their rights in language easily understood by the general public and in the primary language of the parent/guardian or other mode of communication used by the parent/guardian, unless to do so is clearly not feasible. The notice shall include, but not be limited to, those rights prescribed by Education Code 56341. (Education Code 56341, 56506; 34CFR 300.503)

If the native language or other mode of communication of the parent/guardian is other than English, either the notice is translated orally or by other means to the parent/guardian in his/her native language or other mode of communication, to ensure the parent/guardian understands the contents of the notice.

Procedural Safeguards Notice

A procedural safeguards notice shall be made available to parents/guardians of students with a disability annually and upon: (20 USC 1415 (d))

1. Initial referral for evaluation,
2. Each notification of an IEP meeting,
3. Reevaluation of the student, and
4. Registration of a complaint.

This notice shall include information on the procedures for requesting an informal meeting, a resolution session, a pre-hearing mediation conference, a mediation conference, or a due process hearing; the timelines for completing each process; whether the process is optional; the type of representative who may be invited to participate; and the right of the parent/guardian and/or the district to electronically record the proceedings of IEP meetings in accordance with Education Code 56341. A copy of this notice shall be attached to the

student's assessment plan and referred to at each annual IEP meeting. (Education Code 56321, 56321.5)

In addition, this notice shall include the procedural safeguards relating to: independent educational evaluation; prior written notice; parental consent; access to educational records; opportunity to present complaints; the student's placement while due process proceedings are pending; procedures for students who are subject to placement in an interim alternative educational setting; requirements for unilateral placement by parent/guardians of students in private schools at public expense; mediation; due process hearings; state-level appeals; civil action; and attorney's fees.

(20 USC 1415 (d); 34 CFR 300.504)

(See Special Education Rights of Parents and Children—October 2000) CDE Publication 20 USC 1412 (a) (6) 20 USC 1415 56205 (a), 56195.7 (a), 56195.8 (a)(3)

ANNUAL IEP/TRIENNIAL REASSESSMENT

POLICY

It shall be the policy of the Orange SELPA that an annual IEP will be conducted on at least an annual basis to review the child's progress. This review shall include, but is not limited to, the development of present levels of performance, review of achievement of annual goals, determination of the appropriateness of placement and services, and/or to make any necessary revisions to the IEP.

The Orange SELPA shall conduct a reassessment of each child with a disability at least once every three years, but not more than once a year unless, conditions warrant a reassessment or if the child's parent or teacher requests a reassessment and a new Individualized Education Program (IEP) to be developed.

PROCEDURES

ANNUAL ASSESSMENTS

The Orange SELPA procedures for IEP Parent Notification and Participation ensure that the SELPA completes annual assessments within required timelines. The student's IEP is scheduled for review by the IEP team at least once a year. Assessments and IEP meetings will take place within 60 calendar days of receipt of the signed assessment plan. In addition, a special review of the placement may be requested at any time by:

- Any staff member who provides services to, or who knows the student and has a specific concern;

- The student's parent/guardian;
- A student whose due process rights were transferred at the age of 18.

Upon receipt of a written request, the IEP team administrative designee shall schedule a review meeting within 30 calendar days.

Parents and members of the IEP team must be notified by established notification procedures. The IEP team may:

- Review student progress on goals and objectives.
- Modify the IEP by referring the student to a more intensive or less intensive program.
- Recommend the continuation of the current program.

TRIENNIAL ASSESSMENTS

All reevaluations are conducted within three calendar years of the last assessment or more frequently if requested by the student's parent or teacher. The re-evaluation determines if the student continues to have a disability and if he/she continues to require special education services. It also determines how he/she is involved in and progressing in the general education curriculum. Assessment and IEP meetings shall be completed within 60 calendar days upon receipt of the signed assessment plan.

The Orange SELPA utilizes a Management Information System which tracks student IEP and three-year re-evaluation due dates. A list is then compiled of student whose three-year re-evaluations are due in that school year. The list is sent to the appropriate personnel, which may include the site administrator, school psychologist, the classroom teacher, and other special education staff for monthly monitoring and follow-up. A completed three-year re-evaluation is recorded in the student MIS file to assure continued monitoring. The term "evaluation" is used synonymously with "assessment" to designate the process for identifying children with disability and conducting the triennial evaluations.

ASSESSMENT PLAN

For all individuals, birth to 21 years of age, referred for special education services, an initial Assessment Plan is developed within 15 days of referral (not counting days between the student's regular school sessions or terms or day of school vacation in excess of five school days from the date of receipt of referral), based on intake interview information, Student Success Teams findings and recommendations, or parent request for evaluation. The Notice of Procedural Safeguards is included. An Assessment Plan is developed for all initial and triennial evaluations or any time an individual (e.g., psychoeducational) assessment is conducted. The Assessment Plan contains the following:

- a. Reason for the proposed assessment, other options considered, interventions and modifications attempted, and description of evaluation procedures relevant to the proposed action;
- b. Description of the type of evaluation, materials, and procedures;
- c. Assessment personnel identified by title and evaluation area;
- d. The student's primary language and English language proficiency status;
- e. A statement that tests and other evaluation materials will be provided and administered in the student's primary language or other mode of communication, and if not, the reasons why it is clearly not feasible, including any available independent evaluations;
- f. Results of recent evaluations, including any available independent evaluations;
- g. Information the parent requests to be considered;
- h. The necessity for alternative modes of assessment, if appropriate;
- i. Parent consent and date.

The proposed Assessment Plan is provided in the primary language of the parent/guardian, unless to do so is clearly not feasible, and written in language easily understood by the general population. The parents have at least 15 days from receipt of the proposed Assessment Plan to arrive at a decision. Written consent of the parent or guardian is obtained prior to conducting the assessment.

The assessment will be completed within 60 days of receipt of the parent's/guardian's written consent (not counting days between the student's regular school sessions or terms or days of school vacation in excess of five school days from the date of receipt of referral). If the assessment personnel have legitimate reasons, they may request an extension of the timeline. Such an extension requires written approval from the parent, guardian or surrogate.

ASSESSMENT PROCESS

Evaluations are conducted by competent multi-disciplinary team members, including at least one teacher or specialist knowledgeable in the area of the suspected disability. Attention is given to the student's need for specialized services, materials, and equipment when the low incidence disabilities of visual, hearing, and severe orthopedic impairment are suspected. Students assessed for initial and three-year evaluations have a vision and hearing screening unless parental permission is denied. Assessment personnel are competent and appropriately trained to administer and interpret test results and, when necessary, are knowledgeable and understanding of cultural and ethnic backgrounds and competent in both the oral and written skills of English Language Learners. When appropriate, an interpreter is used and reported in the evaluation.

Individuals are assessed in their primary language or other mode of communication unless it is clearly not feasible to do so. All areas of suspected disability are evaluated. Tests and materials used for evaluation are selected and administered so as not to be racially,

culturally, or sexually discriminatory and to reflect the individual's skills and aptitude levels. The evaluation process ensures that no single procedure or evaluation is the sole criterion for determining placement. Staff works collaboratively to ensure that a student with a suspected low-incidence disability is assessed by qualified and trained personnel, in all areas related to the suspected disability, consistent with state guidelines.

ASSESSMENT REPORT

Assessment personnel prepare (a) written report(s) of the results of each evaluation. Each report contains the following required components:

- a. Results of test(s) administered in the primary language of the student by qualified personnel;
- b. A statement regarding the validity of the evaluation;
- c. A statement regarding whether the tests are valid for the purpose for which they are used;
- d. Whether the student's needs can be met in the regular classroom;
- e. If the student may need special education and related services;
- f. Relevant behavior noted during the observation of the student in an appropriate setting;
- g. The educationally relevant health, developmental, and medical findings, if any;
- h. A determination of the effects of environmental, cultural, or economic disadvantage;
- i. The need for specialized services, materials, and equipment for students with low incidence disabilities;
- j. Consideration of independent assessments; and
- k. The basis for making the determination of eligibility

For a student with a suspected learning disability, the members of the IEP team shall document the determination of eligibility including:

- a. Whether the student has a specific learning disability pursuant to 5 CCR 3030(b)(10);
- b. The basis for making the determination;
- c. The relevant behavior noted during the observation of the student;
- d. The relationship of that behavior to the student's academic functioning;
- e. The educationally relevant medical findings, if any;
- g. The determination of the IEP team concerning the effects of environmental, cultural, or economic disadvantage.

INDEPENDENT EDUCATIONAL EVALUATIONS

If a parent disagrees with an evaluation conducted by the District, the parent must inform the District in writing of the disagreement and may request an independent educational evaluation (IEE). Upon receipt of a parent request for an IEE, the District may

initiate a due process hearing to show that its evaluation is appropriate, or provide the parents with information about how an IEE may be obtained at public expense and the applicable criteria for the evaluation. An evaluator must not be a regular employee of the District responsible for the education of the child, must conduct evaluations in accordance with all requirements of federal and state law, be appropriately credentialed and/or licensed to conduct the evaluation, and meet the Orange SELPA's agency criteria. If a parent/guardian requests an IEE, the District must either fund the IEE or deny the request for an IEE and file for due process hearing on the appropriateness of the District's assessments without undue delay. If a hearing officer decides that the district's evaluation was not appropriate, the parent may request reimbursement for the private evaluation. If the parent/guardian obtains an IEE at private expense, the IEP team will consider the results of the IEE at an IEP team meeting for the student.

20 USC 1412 (a) (7), 1414 (A-C), 34 CFR 300.128, 300.220
56205 (a), 56320-333, 56380(a), CCR Title 5, 3021-3029

INTERAGENCY AGREEMENTS

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The Orange SELPA participates with Orange County Department of Education (OCDE) to ensure that eligible special education students receive appropriate related services from designated agencies as outlined in their Individualized Education Programs.

Interagency Agreements outline how students access services, define service delivery, case management and fiscal responsibility. Interagency agreements are developed and maintained when necessary and appropriate.

SUSPENSION/EXPULSION

POLICY

It shall be the policy of the Orange SELPA that data on suspension and expulsion rates will be provided in a manner prescribed by the State.

California has enumerated laws with regard to suspension and expulsion. Educational opportunities are provided to all expelled students per the Orange County Department of Education's County Expulsion Plan for students. The principal of each school is responsible for keeping detailed records and reporting each incident to the district and Board of Education. The district in turn is responsible to report annually to the Department of Education data on the numbers of students recommended for expulsion, the grounds for the recommendation,

the action taken, the type of referral for education, and the disposition of the pupil at the end of the expulsion period. The Department of Education analyzes the data to determine if an LEA has a significant discrepancy from state averages. Failure to submit a timely report requires the state superintendent to withhold further apportionment of funds to the LEA.

The Special Education Division is organized into geographic regions for providing focused monitoring and technical assistance and for the purpose of maintaining a close relationship with the LEAs and the performance of their students with disabilities. A database of key performance indicators (KPI) is kept and analysis is made on an ongoing basis to provide assistance whenever KPIs indicate a potential problem. In this mode, excessive suspension and expulsion rates will trigger an action for Department and SELPA staff to work to determine the basis for and a resolution to the problem. Such an indicator may also target the LEA for an on-site review if a timely and satisfactory resolution has not been implemented.

PROCEDURES

In accordance with federal requirements: 20 USC 14121 (a) 22, it shall be the policy of the SELPA that the state prescribed data rates on suspension and expulsion will be collected on the District's CASEMIS system. The data will be reported to the State Department of Education as directed by state guidelines.

20 USC 1412 (a) (22)

56205 (a)

ACCESS TO INSTRUCTIONAL MATERIALS

It shall be the policy of the Orange SELPA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

20 USC Section 1412 (a)(23)

PROCEDURES FOR MONITORING THE PROVISION OF SERVICES:

Every student with a disability is assigned a case manager through the IEP process. In most instances, the special education teacher at the school site is assigned as the case manager. When students are assigned to programs outside the LEA, a case manager is assigned through the special education office. That case manager will oversee the IEP in the alternative setting and ensure that services are provided consistent with the IEP. The case manager will also work closely with the home school site to transition the student back into the public school setting successfully when appropriate.

20 USC 1412 (a) (2) 48926, 56205 (a), 56205 (c), 56345 (b)(3), 56368 (b)(5)

CONFIDENTIALITY

POLICY

It shall be the policy of the Orange SELPA that the confidentiality of personally identifiable data information and records maintained by the SELPA relating to children with disabilities and their parents and families shall be protected at collection, storage, disclosure, and destruction.

PROCEDURES

California's Education Code conforms to the provisions of Public Law 93-380, the Family Education Rights and Privacy Act (FERPA) regarding parental access to, and the confidentiality of a child's records. California regulations define three categories of pupil's records:

- Mandatory permanent records;
- Mandatory interim records; and
- Permitted records.

The District maintains all educational records in compliance with state and federal law.

INFANT AND PRESCHOOL SERVICES

The Orange SELPA has entered into an agreement with RCOC to provide services to infants and toddlers pursuant to California's Early Intervention Services Act (GC 95000 et seq) The agreement also includes procedures for resolving disputes and other components necessary to ensure effective cooperation and coordination between the two agencies. A copy of the Interagency Agreement is available through the Orange SELPA office.

EARLY EDUCATION PROGRAM DESCRIPTION

Infants residing in the Orange SELPA boundaries that have medical or developmental problems and are under three years of age may be eligible for services. There are three primary focuses:

- Home visits include assessment in the home by a multidisciplinary team, parent training to maximize the infant's development, informal discussions and support.
- The school program offers group activities in a Parent-Infant classroom focusing on behavior skills and socialization. Parent training includes information on how a baby grows, disability awareness, and strategies and interventions to enhance the child's development.

- The parent support component includes discussion groups, parent in-services, assisting the family to acquire necessary additional services for the child, and connecting the family with other agencies.

PROCEDURES FOR INITIATING AND PROCESSING REFERRALS

Anyone who has a concern about an infant's growth or development may make a referral to the Orange SELPA. The staff completes an Early Start Program Referral Form and assigns the referral to an intake coordinator. The intake coordinator contacts the parent/guardian to arrange for an initial intake interview in the child's home. This interview consists of basic questions regarding the child's health, developmental history, diagnosis (if any), strengths, weaknesses and needs. Discussion of the family's needs and concerns also occurs at this time. The intake coordinator then determines the team members necessary for evaluation and the assessment segment of the identification process. Parent rights and responsibilities in the Early Start Program are explained and, upon completion of assessment, an Early Start Individualized Family Service Plan (IFSP) is developed.

PART C, TRANSITION TO PRE-SCHOOL

POLICY

It shall be the policy of the Orange SELPA that children participating in Early Intervention Programs (IDEA, Part C) and who will participate in preschool programs (IDEA, Part B) experience a smooth and effective transition between these programs.

PROCEDURES

The California Government Code requires transition planning for toddlers served under the Early Intervention Services Act (Part C) who may be eligible for preschool programs under Part B.

For infants previously identified as candidates for special education program services, who may be eligible under Part B, and who have an IFSP, the transition process into a preschool program begins when the child reaches the age of 30 months (2 years, 6 months). The Regional Center of Orange County (RCOC) team will discuss a transition plan with the family, update assessment reports as necessary, and forward a copy of the child's IFSP and the assessment report(s) to the Orange SELPA Special Education Preschool staff. The ORANGE SELPA District Staff will review the child's file, and schedule a joint IEP team meeting with past and potential service providers. Orange SELPA shall begin serving identified students at age 2.6 – 2.9 for transition into specified program at age 3.

Initial preschool referrals are reviewed in a format similar to the Student Success Team (SST) process. The preschool team obtains information from the child's parent/guardian and from preschool staff (when appropriate). The team meeting provides an opportunity to discuss the child's growth and development relative to the expectations, intervention strategies, and the child's potential need for assessment to determine eligibility for special education program services.

20 USC Section 1412 (a) (9), 20 USC 1431
56205(a) (9), 56429, 17 CCR 52140

PRIVATE SCHOOLS

POLICY

Many students with disabilities attend private schools. Under federal and state law the LEA where a private school is located is responsible for child find, equitable services, and allocating a proportionate amount of funds to provide services to students voluntarily enrolled by their parents in private schools. 34 CFR 300.131 (a). It shall be the policy of the Orange SELPA to assure that children with disabilities voluntarily enrolled by their parents in private school shall receive special education and related services in accordance with local procedures.

COMPLIANCE ASSURANCES

POLICY

It shall be the policy of the Orange SELPA that the local plan shall be adopted by the local Governing Board of Education and is the basis for the operation and administration of special education programs; and that the agency herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Improvement Act (IDEA '04), Section 504 of Public Law and the provisions of the California Education Code, Part 30.

20 USC 1412 56205 (a)(11)

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

POLICY

It shall be the policy of the Orange SELPA that it will support and assist the state's efforts and activities to ensure an adequate supply of qualified special education, general education, and related services personnel.

PROCEDURES

Implementation of the Orange SELPA Special Education Local Plan requires ongoing personnel development to provide appropriate learning experiences which promote understanding, increase skills and expertise, and ensure that federal and state law will be followed. Personnel development opportunities will:

- a. Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law;
- b. Provide the participants with opportunities to engage in activities that enhance personal and professional growth; and
- c. Meet the needs of personnel, school programs, parents and students as they relate to the development and implementation of IEP's for students with disabilities.

Orange SELPA staff development offerings will adhere to the following guidelines:

- a. The Orange SELPA is responsible for overall coordination of personnel development in accordance with policy approved by the Board of Education;
- b. The Orange SELPA will ensure that appropriate participants are notified and will support the staff's attendance, as appropriate.

It is the responsibility of the SELPA Administrator and/or the supervisor to determine which district personnel will participate in specific staff development activities and to make the necessary arrangements within the District for their participation, including release time.

The SELPA Director of Special Education/District Program Coordinators/Instructional Specialists will gather information, identify needs, and share findings and recommendations with the Educational Services Department staff for discussion and planning. The SELPA will:

- Arrange presenters
- Arrange locations

- Publish and distribute staff development calendar to all identified participants
- Inform District staff of on-going and staff development offerings
- Ensure that state and/or federal requirements for staff development are offered

The Orange SELPA staff will be responsible to District special education staff for personnel development needs that may arise; and, as possible, will provide assistance and resources.

Personnel Development offerings will be evaluated by workshop attendees and the Student Support Services Staff Development Committee, to assess effectiveness and to determine future offerings.

The SELPA will ensure that CAC representatives and parents have opportunities for input and will be informed of District and regional trainings.

20 USC 1412 (a)(14-15), 1413 (a)(3) 56205 (a), State Board Policy 06/11/98

PERFORMANCE GOALS & INDICATORS

The Orange SELPA believes that all students need to meet high standards of academic knowledge and skills. In addition, they must have the ability to apply their skills to the workplace, where they will be required to adapt to emerging technologies and changing societal needs. The SELPA recognizes that content and performance standards are necessary to clarify for students, parents/guardians and staff what students are expected to know and be able to do at each grade level and in each area of study. Student goals and objectives on their individual IEPs shall be based on the state content standards whenever appropriate.

POLICY

It shall be the policy of the Orange SELPA to comply with the requirements of the performance goals and indicators developed by the state and provide data as required by the state. A review of the District performance goals and indicators is made on at least an annual basis to determine priorities for program improvement.

20 USC 1412 (a) (16)
56205 (a)

PERSONNEL STANDARDS

POLICY

It shall be the policy of the Orange SELPA to make an ongoing, good faith effort to recruit and hire appropriately and adequately trained personnel, as defined by state standards to provide special education and related services to children with disabilities. Where there is a shortage of such personnel, the most qualified individuals available who are making satisfactory progress toward completing applicable coursework necessary to meet state standards, shall be assigned.

PROCEDURES

With the serious shortage of teachers and specialists, the Commission on Teacher Credentialing (CTC) after two years of in-depth studies and public input, adopted a new credentialing structure for special education credentials in California, which is now being implemented. All prior issued credentials continue in force, but new candidates are now required to obtain one or more of the following credentials:

- Education Specialist Instruction Credential with a specialty area in:
 - Mild/Moderate Disabilities, K–12 (M/M)
 - Moderate/Severe Disabilities, K–12 (M/S)
 - Deaf and Hard of Hearing, birth–age 22 (DHH)
 - Physical and Health Impairments, birth–age 22 (PHI)
 - Visual Impairments, birth–age 22 (VI)
 - Early Childhood Special Education, birth–pre-K (ECSE)
 - Language and Academic Development (LAD)
- Speech-Language Services Credential with a specialty area in:
 - Language, Speech and Hearing
 - Language, Speech and Hearing and Audiology
 - Language, Speech and Hearing including Special Class Authorization
 - Language, Speech and Hearing and Audiology including Special Class Authorization

General education knowledge, skills as well as an English Learner Authorization are embedded into current Special Education Credentialing Programs. Several new programs have been developed to support teacher candidates at the onset of their careers through internships and/or Induction programs which move Preliminary Credential holders to Clear Credential status. Teachers in nonpublic schools must meet the same credentialing standards.

ASSURANCE OF QUALIFIED PERSONNEL

The Orange SELPA shall take steps to ensure that there is an adequate supply of qualified and adequately prepared special education, general education, and related services personnel. Such steps shall include, but not be limited to, the following:

- Widespread recruitment of teachers and support personnel
- Collaboration with surrounding colleges in their teacher education program design and supervision of student teachers and interns.
- Ongoing staff development activities for special education administrators, teachers, and support staff
- Ongoing staff development activities for general education administrators, teacher and support staff

A major program designed to assure success of new teachers is the California Teacher Induction Program (CTIP). This program provides mentoring for new teachers as well as the means to obtain clear credentials for general education and/or special education teachers. Additional, District initiatives and programs provide opportunities for mentoring and professional growth supporting pupil success and teacher retention. The Special Education Department annually collaborates with the Human Resources department to analyze current staffing and address future employment needs.

20 USC 1412 (a) (14-15), 1413 (a)(3)

56205 (a), State Board Policy 6/11/98

PARTICIPATION IN ASSESSMENTS

POLICY

It shall be the policy of the Orange SELPA that students with disabilities are included in general State and District-wide assessment programs, with appropriate accommodations, where necessary. For those children with disabilities who cannot participate, alternate assessment will be conducted.

PROCEDURES

Students with disabilities are included in general state and District-wide assessment programs, with appropriate accommodations or modifications, where necessary. Each student's IEP team shall determine, at least on an annual basis, the individual accommodations or modifications in the administration of state or District-wide assessments

necessary to minimize the impact of the student's disability on test performance. If the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement, or part of an assessment, the IEP shall include a statement of why that assessment is not appropriate for the child and how the child will be assessed.

Students with significant cognitive disabilities should participate in the state alternate assessment system, in accordance with state guidelines for determination of appropriate assessment participation.

20 USC 1412 (a) (17)
56205 (a)

SUPPLEMENTATION OF STATE/FEDERAL FUNDS

POLICY/ASSURANCE STATEMENT

It shall be the policy of the Orange SELPA to include this information in the Annual Budget Plan submitted annually to the State.

PROCEDURES

Orange SELPA will submit an annual budget plan, per CDE regulations.
20 USC 1412 (a) (18)
56205 (a) (18)

MAINTENANCE OF EFFORT

POLICY

It shall be the policy of the Orange SELPA to provide assurances that funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

ASSURANCE STATEMENT/POLICY

It shall be the policy of the Orange SELPA to include this information in the Annual Budget Plan submitted annually to the State.

20 USC 1412 (a) (19), CFR 30.231-2 56205 (a) (19)

OVERIDENTIFICATION AND DISPROPORTIONALITY

It shall be the policy of the Orange SELPA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

20 USC Section 1412 (a)(24)

PROHIBITION ON MANDATORY MEDICINE

It shall be the policy of the Orange SELPA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Control Substance Act as a condition of attending school or receiving a special education assessment and/or services.

20 USC Section 1412 (a)(25)

DATA

It shall be the policy of this SELPA to provide data or information to the California Department of Education that may be required by regulations.

20 USC Section 1418 a-d



Orange Unified School District Special Education Local Plan

Prepared by:
Denise MacAllister
Executive Director, Special Education Local Plan Area (SELPA)

Local Plan Advisory Team

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Timothy Surridge, Vice President
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Rick Ledesma
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Superintendent of Schools:

Michael Christensen, MBA

APPENDIX

- SED-LP-1
- SED-LP-2
- SED-LP-5 (see page 5)
- Supplement for Children Birth to Three Years under Part C of IDEA
- Early Start Low Incidence and Transition Referral Information 2014-2015
- Orange County PIES Program Contacts 2014-2015
- RCOC Early Start Roster – April, 2015
- Annual Service Plan-Fiscal Year 2015-16

Certification of Participation, Compatibility, and Compliance Assurances

1. Designate the Special Education Local Plan Area (SELPA) Option:		
<input checked="" type="checkbox"/> Single District	<input type="checkbox"/> Multiple District	<input type="checkbox"/> District/County

SELPA Code 3017	SELPA Name Orange Unified School District	Application Date October 15, 2015	
SELPA Address 1401 N. Handy Street	SELPA City Orange	SELPA Zip Code 92867	
SELPA Director (Print) Denise MacAllister		Telephone Number (714) 628-5550	E-mail dmac@orangeusd.org

2. Certification by Agency Designated as Administrative and Fiscal Agency for this Program (Responsible Local Agency [RLA] or Administrative Unit [AU])			
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RLA/AU Name Orange Unified School District	Name/Title of RLA Superintendent Michael Christensen	Telephone Number (714) 628-4000	E-mail michaell.christensen@orangeusd.org
RLA/AU Street Address 1401 N. Handy Street	RLA/AU City Orange	RLA/AU Zip Code 92867	
Date of Governing Board Approval October 15, 2015			

3. Certification of Assurances

I certify that this plan has been adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs; and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act, 20 *United States Code (U.S.C.)* 1400 et.seq, and implementing regulations under 34 *Code of Federal Regulations*, Parts 300 and 303, 29 *U.S.C.* 705 (20), 794–794b, the Federal Rehabilitation Act of 1973, as amended, and the provisions of the *California Education Code (EC)*, Part 30 and Chapter 3, Division 1 of Title V of the *California Code of Regulations*.

Signature of RLA Superintendent 	Date 10-20-15
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4. Certification of Compatibility by the County Superintendent of Schools

Pursuant to *EC* Section 56140, this plan ensures that all individuals with exceptional needs residing within the county, including those enrolled in alternative education programs, including but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by school districts, community schools operated by the county office of education, and juvenile court schools, will have access to appropriate special education programs and related services.

County Office of Education (COE) Name	Name of County Superintendent	Telephone Number ()	E-mail
COE Street Address	COE City	COE Zip Code	

Signature of County Superintendent or Authorized Representative	Date
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5. Certification Of the Community Advisory Committee

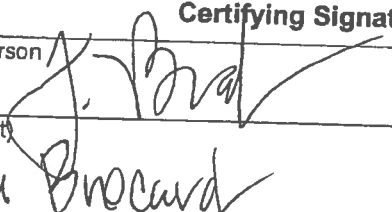
(Complete Form SED-LP-2)

For Department of Education Use Only

Recommended for Approval by the Superintendent of Public Instruction:		
Date: _____	By: _____	Date of Approval: _____

Certification of Participation, Compatibility,
and Compliance Assurances

SED-LP-2

Community Advisory Committee Certification		
CAC Signature and Verification	Yes	No
The Community Advisory Committee (CAC) has advised the policy and administrative agency during the development of the Local Plan pursuant to California <i>Education Code (EC)</i> Section 56194.	x	
To ensure adequate and effective participation and communication pursuant to <i>EC</i> 56195.9, parent members of the CAC, or parents selected by the CAC, participated in the development and update of the Local Plan for special education.	x	
The plan has been reviewed by the CAC, and the committee had at least 30 days to conduct this review, prior to submission of the plan to the Superintendent pursuant to <i>EC</i> 56205(b)(6).	x	
The CAC has reviewed any revisions made to the Local Plan as a result of recommendations or requirements from the California Department of Education.	x	
Certifying Signature		
Signature of CAC Chairperson 	Date	9/23/15
Name of Chairperson (print) Wanda Brocard	Phone	

If you checked [✓] "No" for any of the above certifications, you may submit specific information, in writing, as to why you did not certify that the special education local plan area (SELPA) met the requirement. (Attach a separate sheet, if necessary.) The Department will take this into consideration in its review of this Local Plan application.

**Supplement for
Children from Birth to Three Years of Age
Eligible for Services Under Part C of the Individuals with
Disabilities Education Act (I.D.E.A.)
of the
Interagency Agreement Between
Local Education Agency (LEA) and
Regional Center of Orange County (RCOC)**

**Interagency Agreement between Local Education Agency (LEA)
And
Regional Center of Orange County (RCOC)
Supplement for Children from Birth to Three Years of Age
Eligible for Services Under
Part C of the Individuals with Disabilities Education Act (I.D.E.A.)**

A. REFERRAL PROCEDURES: The Local Education Agency and the Regional Center shall work cooperatively to meet the needs of all children eligible for services under Early Start Part C of the Individuals with Disabilities Education Act (I.D.E.A.). The term, “eligible infant or toddler” means infants and toddlers from birth to three years of age who demonstrate a developmental delay in one or more of the following five areas: cognitive development; physical and motor development, including vision and hearing; communication development; social or emotional development; or adaptive development. The other qualifying criteria is established-risk, including solely low incidence impairments.

Local Education Agency	Regional Center
1.0 All cases regarding children suspected of being eligible for services under Part C will be referred to the Regional Center of Orange County within 2 days of identification.	1.0 All cases regarding children suspected of being eligible for services under Part C will be evaluated for eligibility for services.
2.0 Each LEA is responsible for providing services to solely low incidence children birth to three years of age. Low incidence disabilities are defined as severe disabling conditions that include hearing impairments, vision impairments, and severe orthopedic impairments, or any combination thereof. (E.C. 56425)	2.0 If solely low incidence eligibility can be determined without the Regional Center assessment the Regional Center will refer directly to the LEA infant contact person. If the Regional Center conducts an assessment, as soon as “solely low incidence” eligibility is determined the Regional Center shall make a referral to the LEA within two days. (Govt. Code 95000)
3.0 If a child is 2 years, 10 months of age or more, the LEA will accept referral for educational assessment and recommendations regardless of disabling conditions.	3.0 If a child is 2 years, 10 months of age or more and is referred to the Regional Center, then the RCOC shall refer child (with parental consent) to the LEA for educational assessment and recommendations regardless of disabling condition.
4.0 Each LEA will identify an individual that will act as infant contact for all children birth to three years of age referred to the LEA.	4.0 The Regional Center will identify an individual who will act as infant contact for all children birth to three years of age referred to the LEA.

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| <p>5.0 Each LEA shall enroll out of state transfer students with an effective IFSP.</p> <p>6.0 All children currently receiving infant services through the LEA will continue to be served by the LEA regardless of disabling condition.</p> <p>6.1 An LEA serving infants prior to October 1, 1993, will continue to serve non-categorical infants at their 1980-81 numbers.</p> <p>6.2 The LEA is under no obligation to continue the Regional Center provided services prior to the LEA referral. When a solely low incidence child is referred to their LEA, the LEA must complete assessment and IFSP within 45 days.</p> <p>7.0 Education assumes the responsibility to set up the IFSP meeting of all solely low incidence children referred, but not assessed by the Regional Center.</p> <p>8.0 Within 45 days of the initial referral, the LEA will complete the evaluation and assessment process and have an IFSP meeting for all children referred to education and suspected of being solely low incidence.</p> <p>8.1 Entering the Orange County system for Part C infant services shall be family directed and voluntary on the part of the family.</p> <p>8.2 If assessment cannot be completed within 45 days due to unique family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the LEA will be made in the student file.</p> | <p>5.0 RCOC shall accept out of state transfer children with an effective IFSP.</p> <p>6.0 All children currently receiving infant services through the Regional Center will continue to be served by RCOC regardless of disabling condition.</p> <p>6.1 If a child is determined to be no longer eligible for Part C services, The Regional Center will discharge child in accordance with standard practice and applicable regulations.</p> <p>6.2 If the child is solely low incidence, the Regional Center will refer child to the LEA.</p> <p>7.0 The Regional Center assumes the responsibility to set up the IFSP meeting of all children assessed by the Regional Center.</p> <p>8.0 Within 45 days of referral for all children suspected of being eligible for services under Part C, the RCOC will complete the evaluation and assessment process and have an IFSP meeting completed.</p> <p>8.1 Entering the Orange County system for Part C infant services shall be family directed and voluntary on the part of the family.</p> <p>8.2 If assessment cannot be completed within 45 days due to unique family circumstances, an interim IFSP may be written. Documentation of family status with proposed follow-up by the Regional Center will be made in the child file.</p> |
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B. ASSESSMENT PROCEDURES: Assessment means the ongoing procedures used by appropriate qualified personnel throughout the period of a child's eligibility to identify the child's unique strengths and needs in five developmental areas consisting of: 1) cognitive development, 2) physical and motor development including vision and hearing, 3) communication development, 4) social or emotional development, and 5) adaptive development. Assessment and the sharing of results shall be completed within the 45-day timeline. All children referred for assessment and/or services are afforded individual rights and protections as required by federal and state statutes from the time referral is made. (CCR 17 Sec. 52082)

Local Education Agency	Regional Center
1.0 Upon notification of a child suspected of being eligible for services under Part C, the Local Education Agency of pupil's residence will refer the family directly to the Regional Center to enter the Orange County System.	1.0 The Regional Center will evaluate all children suspected of being eligible for services under Part C to enter the Orange County system.
2.0 The LEA will accept referrals from the Regional Center for a child who is solely low incidence and the LEA assumes responsibility for assessment.	2.0 If solely low incidence can be determined without the Regional Center assessment, referral will be made directly to the LEA of residence infant contact person.
2.1 The LEA will accept referrals from the CDE Newborn Hearing Screening Program. The LEA shall contact child's family to initiate assessment.	2.1 The Regional Center shall accept referrals for dually eligible infants and toddlers from the LEA and assumes responsibility for assessment.
2.2 If a child is 2 years 10 months of age or more, the LEA shall accept referral for educational assessment and recommendations regardless of disabling condition.	2.2 If child is 2 years, 10 months of age or more, the Regional Center shall refer child to the LEA for educational assessment and recommendations regardless of disabling condition with parental consent.
3.0 The LEA will provide all service coordination to children determined to be solely low incidence.	3.0 If a child is determined to be solely low incidence after the Regional Center assessment, the Regional Center will convene the IFSP meeting and invite the LEA to this meeting to transition the child to the LEA for all service coordination.

C. INDIVIDUALIZED FAMILY SERVICE PLAN (IFSP): Each child eligible for services under Part C must have an Individualized Family Service Plan. The evaluation, assessment, and meeting to develop the IFSP must be held within 45 calendar days from the time of referral. All IFSP meetings shall be in the home language of the family and the IFSP shall be in writing.

Local Education Agency	Regional Center
1.0 The LEA is responsible for developing the IFSP for solely low incidence children.	1.0 The Regional Center is responsible for developing the IFSP for children not solely low incidence.
1.1 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.	1.1 The IFSP team will include representatives from all agencies that can provide necessary services needed by the infant and/or family. Conference by telephone or by written report can be used if IFSP attendance is not possible.
The following applies to both the LEA and the REGIONAL CENTER	
2.0 The IFSP document will be written and implemented in accordance with state and federal regulations.	

D. TRANSITION: All children receiving Early Start services are potentially eligible for special education and related services at age three and will be referred to the LEA. The purpose of transition is to begin planning for service options as the individual with exceptional needs approaches age 3. The child who is served by either an LEA or Regional Center shall have the benefit of transition planning from the infant services program to the preschool services operated by an LEA under Part B of the Individuals with Disabilities Education Act. The service coordinator shall notify the LEA where the toddler resides that there will be a transition planning conference/IFSP (TPC/IFSP), requiring the attendance of an LEA representative to establish a transition plan in the IFSP not fewer than 90 days and not more than 9 months before the toddler's third birthday in accordance with 34 CFR 303.209 and 303.344.

Local Education Agency	Regional Center
1.0 The LEA shall confirm receipt of invitation and attend the transition planning conference IFSP between 2.3 and 90 days prior to the child's third birthday.	1.0 The service coordinator shall identify mutually agreeable dates, times, and locations at least 2 weeks in advance and send the invitation to the LEA and parent for the transition planning conference IFSP between 2.3 and 90 days prior to the child's third birthday.
2.0 During the TPC/IFSP, the LEA shall participate in the discussion of the transition steps as part of the IFSP including: <ul style="list-style-type: none">• assessment process,• timelines• eligibility criteria• IEP meeting process• review possible preschool program and services options• suggest a notification/referral date at least 90 days prior to the third birthday	2.0 During the TPC/IFSP, the RCOC shall facilitate discussion of the transition process as part of the IFSP. Service Coordinator will update and document: <ul style="list-style-type: none">• present levels of development,• resources, priorities, and concerns• review of progress on outcomes and continuing services• transition services and activities the IFSP team identifies as needed• notification referral date of at least 90 days prior to the third birthday• obtain written parental consent for additional information to be sent to the LEA at the time of referral beyond name, birth date, and parent contact information• to provide a copy of the TPC/IFSP to the LEA
2.1 identify additional information to be included with the notification/referral	

- 3.0 The LEA will notify the RCOC of the date the notification/ referral is received
- 3.0 The RCOC will send the notification/referral as discussed at the TPC/IFSP and no later than 90 days prior to the third birthday to the LEA, which will include:
- name, date of birth, and parent contact information
 - referral may include other information with parent consent
- 4.0 Upon receipt of the notification/referral the LEA within 15 days will send the assessment plan to the parents for signature
- 4.0 The RCOC will notify current program(s) service providers of referral to the LEA.
- 4.1 The LEA will, with parent/guardian consent, assess the child as needed and make program recommendations as appropriate.
- 5.0 The LEA will schedule an initial public school IEP team meeting to include parent/guardian, the Regional Center Service Coordinator, with parent permission, and all other appropriate personnel. The IEP will be developed and implemented by the student's third birthday.
- 5.0 The Regional Center Service Coordinator may attend the IEP meeting, with parent/guardian consent.
- 5.1 The final IFSP may be held concurrently with the initial IEP team meeting. As an exception, the RCOC may continue providing or purchasing services for a preschooler who has been determined eligible for services under the Lanterman Act, until the beginning of the next school term after the child's third birthday during a period when the LEA special education preschool is not in session.

E. SERVICE COORDINATION: Service Coordination is an early intervention service and must be provided under public supervision. The role of the Service Coordinator is to facilitate implementation of the IFSP and to coordinate services with other agencies and persons. The Service Coordinator must be knowledgeable about eligible infant and toddler programs, Part C law and regulations, nature and scope of services under Part C of I.D.E.A., and system of payments for services.

- 1.0 The LEA/RCOC will appoint a service coordinator that meets the standards under Part C.
- 2.0 The service coordinator will serve as the primary point of contact for eligible children and families
- 3.0 The service coordinator shall be responsible for coordinating with other agencies and persons providing services to the family.
- 4.0 Service coordination is not subject to any fees that might be established for any other federal or state program.
- 5.0 Service coordination activities include:
 - Coordinating evaluations and assessments.
 - Facilitating and participating in the development, review, and evaluation of individualized family service plans.
 - Assisting families in identifying service providers and informing families about additional non-required services.
 - Coordinating and monitoring the delivery of services outlined on the IFSP.
 - Informing families of Early Start Parent Rights and procedural safeguards
 - Facilitating the development of a transition plan from Part C to Part B preschool service (as appropriate) and/or other community resources.

F. PROVISION OF SERVICES: All services must be provided and monitored by appropriate qualified personnel. Services to families are to provide the "...supports and services necessary to enhance the capacity of the family to meet the developmental needs of the child." It is understood that the level, type, frequency, and provider of services may change upon transfer of a case between agencies.

Local Education Agency	Regional Center
1.0 The LEA shall provide services to all solely low incidence children pursuant to E.C. Chapter 4.4, Section 56026.5	1.0 Regional Center shall coordinate and/or provide services pursuant to Part C, IDEA (34 CFR Part 303) listed on the IFSP, as payor of last resort.
2.0 An LEA serving infants prior to October 1, 1993, shall continue to serve non-categorical infants at their 1980-81 mandated numbers.	2.0 If a child is determined to be no longer eligible for Part C, Regional Center shall discharge child in accordance with standard practice and applicable regulations.
2.1 The LEA is under no obligation to continue the Regional Center provided services prior to LEA referral.	2.1 If the child is solely low incidence, the Regional Center shall refer child to child's LEA of residence.
3.0 The LEA shall consider the Regional Center recommendations, but is not obligated to implement such services provided by Regional Center.	3.0 With parent consent, the Regional Center personnel shall provide records regarding services provided by Regional Center prior to child transitioning to the LEA for services.

G. PAYOR OF LAST RESORT: The Regional Center or the LEA is ultimately responsible to arrange, provide, or pay for appropriate Early Intervention Services as defined in Federal Regulations 34 CFR, Part 303 as listed on an IFSP as required, after all other providers or payors have been fulfilled under state or federal law. Other providers or payors shall include insurance, community resources and other agencies.

Local Education Agency	Regional Center
1.0 The LEAs are payor of last resort for infants and toddlers who meet eligibility as a child with a solely low incidence, vision, hearing, or severe orthopedic impairment, or any combination thereof.	1.0 The Regional Center is the payor of last resort for all other eligible children.
2.0 For children eligible for both the LEA and the Regional Center services, the LEAs must provide services up to their 1980-81 mandated numbers	2.0 For children eligible for services through both the Regional Center and the LEA, the Regional Center shall fund services that are beyond the 1980-81 mandated numbers for the LEAs.
3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified on the IFSP and shall begin as soon as possible.	3.0 Any review or referral to other providers or payors shall not delay the provision of early intervention services specified on the IFSP and shall begin as soon as possible. Services shall begin as soon as possible, but no later than 45 days after the signed IFSP.

H. PROCEDURAL SAFEGUARDS AND SURROGATE PARENTS: The Orange County IFSP process assures a timely, comprehensive, multi-disciplinary evaluation for each infant/toddler from birth to 3 years of age and their family. If eligible, the infant/toddler and family have the right to appropriate Early Intervention Services.

PROCEDURAL SAFEGUARDS SUMMARY
Local Education Agency and Regional Center

- 1.0 Written parental consent must be obtained prior to conducting evaluations, assessments, and beginning of Early Intervention Services.
 - 1.1 The LEA or the Regional Center shall make reasonable efforts to ensure that the family is aware of the nature of the evaluation, assessment, and or services available.
 - 1.2 Parents will be informed that they have a right to decline any or all of these services. The LEA or the Regional Center shall document this.
- 2.0 Parents are to be notified, in their native language, of meetings when issues of eligibility and services are discussed. This includes identification, beginning or modifying services, and denial of evaluation, services, or placement.
 - 2.1 Meetings shall be held at times convenient to families.
 - 2.2 Notice shall be given to the family
- 3.0 Parents have the right to confidentiality of personally identifiable information.
- 4.0 Parents have the right to invite anyone of their choosing to assist them at meetings.
- 5.0 Parents have the right to utilize administrative process to resolve complaints. Procedures for complaints and due process hearings shall be available to parents.
- 6.0 Parents have the right to be informed of the location of records, and the policies and procedures regarding the maintenance of records. Parents have the right to access the child's Early Intervention records.
- 7.0 A surrogate parent shall be provided in accordance with State and Federal Regulations (34 CFR 303, 406, CCR 52175, GC 7579.5).

I. DISPUTE RESOLUTION: It is the intent of the LEA and the Regional Center to resolve all disputes at the lowest administrative level possible. Dispute resolution for issues between Regional Center and the LEA will be resolved at the earliest opportunity.

Local Education Agency

Regional Center

Step 1: The LEA staff is encouraged to resolve disagreements at their level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.

Step 2: The LEA staff will refer the dispute to the SELPA Director for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.

Step 3: The LEA Superintendent or designee will meet with the Regional Center Executive Director or designee to resolve the dispute.

Step 1: The Regional Center staff is encouraged to resolve disagreements at their level whenever possible. If agreement cannot be reached, the dispute will proceed to Step 2.

Step 2: The Regional Center staff will refer the dispute to the Area Manager for resolution. If agreement cannot be reached at this level, the dispute resolution will proceed to Step 3.

Step 3. The Regional Center Executive Director or designee will meet with the Superintendent or designee of pupil's district of residence to resolve the dispute.

J. ANNUAL REVIEW: The Supplement for Children Birth to Three Years of Age Under Part C of the Individuals with Disabilities Education Act (IDEA), Section II of the Interagency Agreement Between Orange County Local Education Agencies and Regional Center of Orange County agreement will be reviewed annually for renewal of the terms and conditions or to make recommendations for changes.

- 1.0 Orange County SELPA Directors (Special Education Local Plan Area) and Regional Center of Orange County shall designate an Early Start Committee annually to meet and review the current MOU.
- 2.0 If by mutual agreement, the Early Start Committee recommends the same terms and conditions for one (1) additional year, then a Letter of Review will be signed and submitted as an attachment to the existing MOU.
- 3.0 If by mutual agreement, the Early Start Committee recommends changes to the current MOU, then the committee will forward their recommendations for full review and authorization.

**Letter of Annual Review of the
Supplement for Children Birth to Three Years of Age Under Part C
of the Individuals with Disabilities Education Act (IDEA),
Section II of the Interagency Agreement Between
Orange County Local Education Agencies and Regional Center of Orange County**

The Early Start Committee has reviewed the *Supplement for Children Birth to Three Years of Age Under Part C of the Individuals with Disabilities Education Act (IDEA), Section II of the Interagency Agreement Between Orange County Local Education Agencies and Regional Center of Orange County* and recommends approval of the agreement for one (1) year, from April 1, 2015 to April 1, 2016 or until terminated by mutual agreement. It is understood that this extension is provided on the same terms and conditions as those contained in the current "Interagency Agreement between Orange County Local Education Agencies and Regional Center of Orange County".

This recommendation is made by the Early Start Committee members listed below:

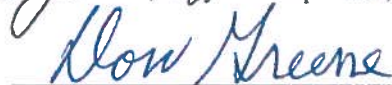
 4/24/15
Sherry Blakely, SELPA Director, Anaheim City School District Date

 4/24/15
Trisha Brady, Director of Special Education/SELPA Director Northeast Orange County Date

 4/24/15
Denise MacAllister, Executive Director, Special Education/SELPA Date

 4-24-15
Janis White, Ed.D., Chief Operating Officer, Regional Center of Orange County Date

 4/24/15
John Zeimantz, Early Start Supervisor, Regional Center of Orange County Date

 4-24-15
Don Greene, Senior Educational Services Analyst, Regional Center of Orange County Date

 4/24/15
Dennis Roberson, Chief, Orange County Department of Education, Special Education Services Date

 4/24/15
Dillon Henry, Coordinator, Orange County Department of Education, Special Education Services Date

**Early Start Low Incidence and Transition
Referral Information
2014-2015**

To locate a school district go to
<http://electionmapping.ocgov.com/OCElectionMapper/MapDistrict.aspx> or
<http://www.schooldistrictfinder.com/> and type in the family's address.

ANAHEIM CITY SCHOOL DISTRICT

Low Incidence Referrals

Orange Grove Elementary School
1000 S Harbor Blvd., Anaheim, 92805
Contact: Dr. Beverley Day-Budds, School Psychologist
714/517-7531
(714) 517-9236 Fax
Email: bbudds@acsd.us
swheat@acsd.k12.ca.us

Transition @ age 3 Referrals

Stacy Wheat-Program Specialist
Orange Grove Elementary School
1000 S Harbor Blvd., Anaheim, 92805
714/517-7531 ext. 4117
(714) 517-9236 Fax
Email: mhernandezyanez@acsd.k12.ca.us and
swheat@acsd.k12.ca.us

BREA OLINDA UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

1 Civic Center Circle
Brea, CA 92822
Attn: Jeanine Leech
714/990-7820, jleech@bousd.us

Fax: 714/529-2137

Transition @ age 3 Referrals

1 Civic Center Circle
Brea, CA 92822
Attn: Jeanine Leech
714/990-7820
Fax: 714/529-2137
Contact: Susan Grein, School Psychologist 714/990-7058
Jeanine Leech (714) 469-0464
Fax: 990-7899

BUENA PARK SCHOOL DISTRICTLow Incidence Referrals

North Orange County SELPA

1021 Bastanchury, Ste. 161

Fullerton, CA 92833

Attn: Laura Gethard-Beach, Program Specialist

714/641-5402, LBeach@ocde.us

Fax: 714/870-9643

Contact: Same as above

Transition @ age 3 Referrals

Special Services Department

Buena Park School District Office

6885 Orangethorpe Avenue

Buena Park, CA 90620

Contact: Katie Manzer

(714) 736-4287

Fax: 714/670-7188

CAPISTRANO UNIFIED SCHOOL DISTRICTLow Incidence Referrals - DHH

RH Dana ENF

24242 La Cresta Drive

Dana Point, CA 92629

Attn: Judy Dore, Principal

(949) 234-5505, JIDore@capousd.org

Fax: (949) 489-8479

Transition @ age 3 Referrals

33122 Valle Road

San Juan Capistrano, CA 92675

Attn: Dr. Rana Shah, Transition Specialist- {Referrals may be emailed to: rmsah@capousd.org }

949/234-9293

Fax: 949/240-9047

CENTRALIA SCHOOL DISTRICTLow Incidence Referrals

Greater Anaheim SELPA

7300 La Palma Avenue Bldg. 6

Buena Park, CA 90620

Attn: Dr. Cindy Hoffman – DHH referrals/ OI & VI referrals

email: choffman@ocde.us

Cell (714)726-1544

714/828-1766

Fax: 714/828-6763

Transition @ age 3 Referrals

Mary Ann Alvarado
Student Services
Centralia School District
6625 La Palma Avenue
Buena Park, CA 90620
(714) 228-3141
Fax (714) 523-5981
Mary_Ann_Alvarado@cesd.us

CYPRESS SCHOOL DISTRICT

Low Incidence Referrals

Greater Anaheim SELPA
7300 La Palma Avenue Bldg. 6
Buena Park, CA 90620
Attn: Dr. Cindy Hoffman – DHH referrals/ OI & VI referrals
email: choffman@ocde.us
Cell (714)726-1544
714/828-1766
Fax: 714/828-6763
Contact: Same as above

Transition @ age 3 Referral

9470 Moody St.
Cypress, CA 90630
Attn: Jackie Mooneyham, Secretary
714/220-6922
Fax: 714/220-6703
Contact: Jackie Mooneyham - schedules transition meetings and send notices to SC's
Contact: Cathy Rokicki, Program Specialist/School Psychologist 714/220-6970

FOUNTAIN VALLEY SCHOOL DISTRICT

Low Incidence Referrals

West Orange County SELPA
5832 Bolsa
Huntington Beach, CA 92649
Attn: Linda Forsythe, Director
714/903-7000, X4610, lforsythe@hbuhdsd.edu
Fax: 714/372-8109
Contact: Same as above

Transition @ age 3 Referrals

Newland School
8787 Dolphin St
Huntington Beach, CA 92646
Attn: Nicole Burtle
714/378-4204, burtlen@FVSD.US
Fax: 714/378-4209
Contact: Same as above

FULLERTON SCHOOL DISTRICT

Low Incidence Referrals

North Orange County SELPA
1021 Bastanchury, Ste. 161
Fullerton, CA 92833
Attn: Laura Gethard Beach, Program Specialist
714/641-5402, LBeach@ocde.us
Fax: 714/870-9643
Contact: Same as above

Transition @ age 3 referrals

1401 West Valencia Drive
Fullerton, CA 92833
Attn: Jody Goodrich, School Psychologist
714/447-7501, jody_goodrich@fullertonsd.org
Fax: 714/447-7585
Contact: Same as above

GARDEN GROVE UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

Lorraine Rae, Director of Special Education Garden Grove Unified School District
10331 Stanford Ave.
Garden Grove, CA 92840
Deborah Nelson
714/663-6177, lrae@ggusd.us
Fax: 714/663-6399

Transition @ age 3 referrals

Lorraine Rae, Director of Special Education Garden Grove Unified School District
10331 Stanford Ave.
Garden Grove, CA 92840
Deborah Nelson
714/663-6177, lrae@ggusd.us
Fax: 714/663-6399
Contact: Same as above

HUNTINGTON BEACH CITY SCHOOL DISTRICT

Low Incidence Referrals

West Orange County SELPA

5832 Bolsa

Huntington Beach, CA 92649

Attn: Meryl Schrantz Program Specialist

(714)903-7000, ext. 4626, mschrantz@hbuhdsd.edu

(Linda Forsythe, Director

714/903-7000, X4610, lforsythe@hbuhdsd.edu

Fax: 714/372-8109

Contact: Same as above)

Transition @ age 3 Referrals

20451 Cramer Lane

Huntington Beach, CA 92646

Attn: Bonnie Aguinaga

District 714-964-8888 x2072, baguinaga@hbcsd.us

714/378-2058

Fax: 714/378-1513

IRVINE UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

Early Childhood Learning Center

1 Smoketree Lane

Irvine, CA 92604

Attn: Gary Montooth

(949) 874-2282, garymontooth@iusd.org

Cell: 949/874-2282

Fax: 949/936-5859

Transition @ age 3 Referrals

Early Childhood Learning Center

1 Smoketree Lane

Irvine, CA 92604

Attn: Kari Garron (949) 936-5879 {Referrals may be emailed to: kgarron@iusd.org }

Robin Hunter (949) 936-5884, rhunter@iusd.org

Fax: 949/936-5859

LAGUNA BEACH UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

South Orange County SELPA

Saddleback Valley Unified School District

25631 Peter A. Hartman Way

Mission Viejo, CA 92691

Attn: Grace Jones, Psychologist (949) 497-7700

Karen Erkel, Program Specialist (949) 580-3395, erkel@svusd.org
Fax: 949/580-3414

Transition @ age 3 Referrals

550 Blumont Street
Laguna Beach, CA 92651
Attn: Irene White, Director, Special Education & Student Services
949/497-7700, X208 or X5208, iwhite@lagunabeachschools.org
Fax: 949/497-3199

LA HABRA CITY SCHOOL DISTRICT

Low Incidence Referrals

North Orange County SELPA
1021 West Bastanchury, Ste. 161
Fullerton, CA 92832
Attn: Laura Gethard-Beach, Program Specialist
714/641-5402, lbeach@ocde.us
Fax: 714/870-9643

Transition @ age 3 Referrals

500 N. Walnut St.
La Habra, CA 90631
Attn: Whitney Reeve
562/690-2311 (email: wreeve@lhcsd.k12.ca.us)
Fax: 714/690-4154
Contact: Same as above

LOS ALAMITOS UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

Greater Anaheim SELPA
7300 La Palma Avenue Bldg. 6
Buena Park, CA 90620
Attn: Dr. Cindy Hoffman– DHH referrals/ OI & VI referrals
email: choffman@ocde.us
Cell (714)726-1544
714/828-1766
Fax: 714/828-6763

Transition @ age 3 Referrals

Weaver Elementary School
11872 Wembley Road
Los Alamitos, CA 90720
Attn: Sande Gendel
562/799-4580 ext. 72205, sgendel@losal.org
Fax: 562/799-4589

LOWELL JOINT SCHOOL DISTRICT

Low Incidence Referrals

North Orange County SELPA

1021 Bastanchury, Ste. 161

Fullerton, CA 92833

Attn: Laura Gethard Beach, Program Specialist

714/641-5402, lbeach@ocde.us

Fax: 714/870-9643

Contact: Same as above

Transition @ age 3 Referrals

11019 Valley Home Ave

Whittier, CA 90603

Attn: Wendy Myers, Program Specialist

562/943-0211, wmeyers@ljsd.org

Fax: 562/947-3620

Contact: Same as above

MAGNOLIA SCHOOL DISTRICT

Low Incidence Referrals

Greater Anaheim SELPA

7300 La Palma Avenue Bldg. 6

Buena Park, CA 90620

Attn: Dr. Cindy Hoffman– DHH referrals/ OI & VI referrals

714/828-1766, choffman@ocde.us

Cell (714)726-1544

Fax: 714/828-6763

Transition @ age 3 Referrals

2705 W. Orange Ave.

Anaheim, CA 90804

Attn: Jane Stermer

714/761-5533 Ext. 307

Fax: 714/826-8736

jstermer@msd.k12.ca.us

Transition meetings will be scheduled/completed with:

Sandra Panozzo-Solanot (Heads up the Preschool Assessment Team)

(714) 761-5533 x316

SPanozzo-Solanot@msd.k12.ca.us

NEWPORT-MESA UNIFIED SCHOOL DISTRICTAll Low Incidence Referrals (VI, OI and DHH)

Harper Pre-school

Karen Bentley, Special Education Coordinator

425 E. 18th Street

Costa Mesa, CA 92626

(949) 515-6631/6632

kbentley@nmusd.us

Transition @ age 3 Referrals

Harper Pre-school

425 E. 18th Street

Costa Mesa, CA 92626

Attn: Karen Bentley, Special Education Coordinator

kbentley@nmusd.us

(949) 515-6631/6632

Fax: 949/515-6633

OCEAN VIEW SCHOOL DISTRICTLow Incidence Referrals

West Orange County SELPA

5832 Bolsa

Huntington Beach, CA 92649

Attn: Linda Forsythe, Director

714/903-7000, X4610, lforsythe@hbuhdsd.edu

Fax: 714/372-8109

Contact: Same as above

Transition @ age 3 Referrals

Harbor View School

17200 Pinehurst Lane

Huntington Beach, CA 92647

Attn: Linda Still

714/847-2551 X 2341

Fax: 714/377-0952

ORANGE UNIFIED SCHOOL DISTRICTLow Incidence Referrals

Bree Tippetts

5125 E. Gerda Drive, Anaheim Hills, CA 92807

phone (714) 997-6202, btippetts@orangeusd.org

fax (714) 997-6270

Transition @ age 3 Referrals

Wendi Johnson

Orange Unified School District

5125 E. Gerda Drive

Anaheim Hills 92807

(714) 628-4080

fax (714) 997-6270

email: wajohnson@orangeusd.org

(Hard copies only for referrals)

PLACENTIA YORBA LINDA UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

1301 E. Orangethorpe Ave.

Placentia, CA 92870

Attn: Tricia Brady, Director of Special Education

714/985-8660 ext. 82659

Fax: 714/985-8714

Secretary: Gail Plunkett

(714) 985-8660

Contact: Jackie Rico

(714) 986-7072 Ext 53053

Email: jrico@pylusd.org

Transition @ age 3 Referrals

1301 E. Orangethorpe Ave.

Placentia, CA 92870

Attn: Tricia Brady, Director of Special Education

714/985-8660 ext. 82659, tbrady@pylusd.org

Fax: 714/985-8714

Secretary: Gail Plunkett

(714) 985-8660

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

La Tierra Preschool

24150 Lindley

Mission Viejo, CA 92691

Attn: Gabriela Eisenberg

949/707-5276, eisenbergg@svusd.org

Fax 949/598-3755

Alternate fax: 949 770-8566

Transition @ age 3 Referrals

La Tierra Preschool

24150 Lindley

Mission Viejo, CA 92691

Attn: Chris Brayley

Email: brayleyc@svusd.org

Scott Turner, Administrator, Early Childhood Education TurnerS@svusd.org

Marion Springett, Psychologist- springettm@svusd.org (Will hold transitions)
949/707-5276

Fax 949/598-3755

Alternate fax: 949 770-8566

SANTA ANA UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

1601 East Chestnut Ave.

Santa Ana, CA 92701

Attn: Lucilla Gonzalez, Secretary

714/558-5551

Fax: 714/480-5311

Contact: Mark Bello, Special Education Administrator

714/430-5689 or 714/430-5600 Mark.Bello@SAUSD.US

Transition @ age 3 Referrals

1601 East Chestnut Ave.

Santa Ana, CA 92701

Attn: Lucilla Gonzalez, Secretary

714/558-5501

Fax: 714/480-5311

Contact: Mark Bello, Special Education Administrator

714/430-5689 or 714/430-5600

SAVANNA SCHOOL DISTRICT

Low Incidence Referrals

Greater Anaheim SELPA

7300 La Palma Avenue Bldg. 6

Buena Park, CA 90620

Attn: dr. Cindy Hoffman – DHH referrals/ OI & VI referrals

email: choffman@ocde.us

cell (714)726-1544

714/828-1766

Fax: 714/828-6763

Transition @ age 3 Referrals

Special Education Office
1330 S. Knott Ave.
Anaheim, CA 92804
Attn: Jaime Clements
contact number: 714-236-3813
fax: 714-828-5325

Mandee Pulver SLP has requested that all referrals go to her at mandee.pulver@savsd.org ...
until Jaime is back from Maternity Leave {714-236-3840 ext. 344}

TUSTIN UNIFIED SCHOOL DISTRICT

Low Incidence Referrals

300 South C Street
Tustin, CA 92780
Attn: Cherie Kuntz, Special Education Facilitator
714/730-7301, ckuntz@tustin.k12.ca.us
Fax: 714/832-9087

Transition @ age 3 Referrals

300 South C Street
Tustin, CA 92780
Attn: Sharon Calvo, Special Education Facilitator
714/730-7505 ext. 51375
(714) 730-7301 ext. 375
Pager: 714/214-3927
Fax: 714/832-9087
Email: scalvo@tustin.k12.ca.us

WESTMINSTER SCHOOL DISTRICT

Low Incidence Referrals

West Orange County SELPA
5832 Bolsa
Huntington Beach, CA 92649
Attn: Linda Forsythe, Director
714/903-7000, X4610, lforsythe@hbuhsd.edu
Fax: 714/372-8109
Contact: Same as above

Transition @ age 3 Referrals

Land School
15151 Temple St.
Westminster, CA 92683
Attn: Diane Hall, Parent Liaison
Fax: 714-901-1259.
Contact: Same as above

SAN DIEGO COUNTY – Camp Pendleton Referrals

Low Incidence and Transition @ age 3 Referral

North County Coastal Consortium for Special Education (NCCSE)
(760) 761-5110

Hope Infant Program (National City)

Attention: Linda Cella - Manager

6401 Linda Vista Road

San Diego, CA 92111

lcella@sdcoe.net

Children over age 3-Referrals go to :

Barbara Chambliss, Coordinator of Preschool Programs

Fallbrook Street School

405 W. Fallbrook St.

Fallbrook, CA 92028

760/731-4000

Fax: 760/723-4871

ORANGE COUNTY PIES PROGRAM CONTACTS

2014-2015

LOCAL SELPA / DISTRICTS

SELPAs/Districts	Contact	Contact Information
Anaheim City SELPA	Patty Sosa-Alaniz Stacy Wheat Terry Hernandez Yanez	Phone: 714-517-7531 X3572 Phone: 714-517-7531 X3596 Fax: 714-517-7453 Email: psosaalaniz@acsd.k12.ca.us Email: swheat@acsd.us Email: mhernandezyanez@acsd.us
Capistrano SELPA	Judy Dore Alison Anawalt, Secretary	Phone: 949-234-5505 Fax: 949-489-8479 Email: jdore@capousd.org Email: amanawalt@capousd.org
Garden Grove SELPA	Jan Hunthausen	Phone: 714-663-6400 Fax: 714-663-6399 Email: jhunthau@ggusd.us
Greater Anaheim SELPA Centralia Cypress Los Alamitos Magnolia Savana	Cindy Hoffman	Phone: 714-726-1544 Fax: 714-828-6763 Email: choffman@ocde.us
Irvine SELPA	Gary Montooth	Phone: 949-936-5871 Cell 949-874-2282 Fax: 949-936-5859 Email: garymontooth@iusd.org
Newport Mesa SELPA	Karen Bentley Laura Telles Tracy LaVal	Phone: 949-515-6631 Fax: 949-515-6633 Email: kbentley@nmusd.us Email: ltelles@nmusd.us Email: tlaval@nmusd.us
North OC SELPA Buena Park Fullerton La Habra Lowell	Laura Beach	Phone: 714-641-5402 Fax: 714-870-9643 Email: lbeach@ocde.us
Northeast OC SELPA Placentia-Yorba Linda Brea-Olinda	Jackie Rico Gail Plunkett	Phone: 714-986-7072 Ext. 53053 Email: jrico@pylusd.org Phone: 714-986-7000 Email: gplunkett@pylusd.org
Orange SELPA	Nina Dawson Bree Tippets	Phone: 714-997-6202 Email: ndawson@orangeusd.org Email: btippets@orangeusd.org Fax: 714-997-6270
South Orange County SELPA Saddleback Valley USD Laguna Beach SD	Scott Turner Gabriela Eisenberg	Phone: 949-770-9555 Phone: 949-707-5276 Email: turners@svusd.org Email: eisenbergg@svusd.org Fax: 949-598-3755

SELPA/Districts	Contact	Contact Information
Santa Ana SELPA	Steve Longacre Carrie Kohut-Clements	Phone SL: 714-550-1400 Phone CKC: 714-550-1455 Email: steven.longacre@sausd.us Email: carrie.kohutclements@sausd.us Fax: 714 550-1498
Tustin SELPA	Sharon Calvo	Phone: 714-730-7301 X375 Fax: 714-832-9087 Email: scalvo@tustin.k12.ca.us
WOCCE Fountain Valley Huntington Beach Ocean View Westminster	Meryl Schrantz Karen Larsen	Phone MS: 714-903-7000 X4626 Phone KL: 714-903-7000 X4645 Fax: 714-372-8109 Email: mschrantz@hbuhsd.edu Email: klarsen@hbuhsd.edu

REGIONAL PIES PARTNERS

Agency	Role	Contact	Contact Information
Orange County Department of Education	Regional Coordination Chair, PIES Committee Professional Development	Dillon Henry Coordinator	Phone: 714-708-4989 Fax: 714-327-1345 Email: dhenry@ocde.us
Orange County Department of Education	NHSP Referral Coordination & database	Linda Rice Admin Assistant II	Phone: 714-708-4990 Fax: 714-327-1345 Email: lrice@ocde.us
Orange County Department of Education	Northern Regional PIES Program	Lucy McDonald Principal P.I.E.S. (Knott Center, Buena Park)	Phone: 714-796-8700 714-641-3302 Fax: 714-995-7231 Email: lmcdonald@ocde.us
Regional Center of Orange County	RCOC Early Start Program Intake Manager	John Zeimantz Pat Glancy	Phone: 714-796-5339 Email: jzeimantz@rcocdd.com Email: pglancy@rcocdd.com Fax: 714-796-5200
Newborn Hearing Screening Program	Southern California Hearing Coordination Center	Diane Black Parent Support Coordinator Angie Gonzales Parent Support Coordinator Becky Little, Audiologist	Phone DB 562-305-0785 dblack@memorialcare.org Phone AG 562-933-8846 agonzales2@memorialcare.org Phone BL 562-933-8164
California Department of Education	DHH Programs Early Start	Nancy Grosz Sager Consultant	Phone: 916-327-3868 Email: nsager@cde.ca.gov
Comfort Connection Family Resource Center	Early Start FRC	Giulia Rodriguez	Phone: 714-558-5402 Phone: 714-542-5634 Email: grodriguez@rcocdd.com

Revised 02/11/15

RCOC Early Start Roster - April, 2015

CENTRAL AREA

Name	Number	E-Mail
Ruppe, Patrick Manager	714-796-3744	pruppe@rcocdd.com
Mendez, Araceli Early Start Supervisor	714-796-5138	amendez@rcocdd.com
Ruano-Monarez, Ana Early Start Supervisor	714-796-5182	aruanomonarez@rcocdd.com
Albalbisi, Lourdes (Spanish)	714-796-5175	lalbalbisi@rcocdd.com
Anderson, Lisa	714-796-4020	landerson@rcocdd.com
Bishop, Tracy	714-796-4024	tbishop@rcocdd.com
Carrillo, Stephanie	714-796-5147	scarrillo@rcocdd.com
Coffey, Sandra	714-796-4030	scoffey@rcocdd.com
Clark, Christina (Spanish)	714-796-5337	cclark@rcocdd.com
Gomez, Melissa (Spanish)	714-796-5251	mgomez2@rcocdd.com
James, Leah	714-796-4064	ljames@rcocdd.com
Holt, Kristina	714-796-4063	kholt@rcocdd.com
Karle-Botello Diane	714-796-5163	dkarlebotello@rcocdd.com
Kendrick, Karla (Spanish)	714-796-5127	kkendrick@rcocdd.com
Koutsoudis, Daniela	714-796-4067	dkoutsoudis@rcocdd.com
Lopez, Michelle (Spanish)	714-796-5392	mlopez@rcocdd.com
Macias, Rosa (Spanish)	714-796-4037	rmacias@rcocdd.com
MoDavis, Darcy	714-796-4053	dmodavis@rcocdd.com
Que, Rachel	714-796-5141	rque@rcocdd.com
Ramirez, Angela	714-796-5132	aramirez@rcocdd.com
Ramirez, Jacqueline (Spanish)	714-796-5123	jramirez@rcocdd.com
Ratsch, Amy	714-796-5143	aratsch@rcocdd.com
Richards, Beth (Farsi)	714-796-4051	brichards@rcocdd.com
Rifai, Eva (Czech, Russian, Germany)	714-796-4052	erifai@rcocdd.com
Tapia, Maria (Spanish)	714-796-5191	mtapia@rcocdd.com

Vo, Thuy-Nhi (Vietnamese)	714-796-4055	tvo@rcocdd.com
Woodward, Shelly	714-796-4010	swoodward@rcocdd.com

NORTH AREA

Name	Number	E-Mail
Kilcullen, Cherly Manager	714-796-3721	ckilcullen@rcocdd.com
Castle, Jennifer Early Start Supervisor	714-796-3705	jcastle@rcocdd.com
Castaneda, Aida (Spanish)	714-796-3730	acastaneda@rcocdd.com
Desai, Niki	714-796-3729	ndesai@rcocdd.com
Galvan, Virginia (Spanish)	714-796-3762	vgalvan@rcocdd.com
Gomez, Elizabeth (Lisa) (Spanish)	714-796-3734	egomez@rcocdd.com
Gonzalez, Maria (Spanish)	714-796-3734	mgonzalez@rcocdd.com
Guerrero, Karina (Spanish)	714-796-3735	kguerrero@rcocdd.com
Herrera, Graciela (Spanish)	714-796-3746	glopez@rcocdd.com
Lua, Amberly	714-796-3782	alua@rcocdd.com
Castellon-Morales, Consuelo (Spanish)	714-796-3753	cmorales@rcocdd.com
Ramirez, Maribel (Spanish)	714-796-3758	mramirez@rcocdd.com
Rojas, Julia (Spanish)	714-796-3763	jrojas@rcocdd.com
Thompson, Beth	714-796-3771	bthompson@rcocdd.com
Ward, Celina (Spanish)	714-796-3719	cward@rcocdd.com

WEST AREA

Name	Number	E-Mail
Radford, Keli Manager	714-796-2979	kradford@rcocdd.com
Yabuki, Jeanette Early Start Supervisor	714-796-2980	jyabuki@rcocdd.com
Bakken, Melanie	714-796-2922	mbakken@rcocdd.com
Castaneda, Jessica (Spanish)	714-796-2928	jcastaneda@rcocdd.com
Clough, Shelly	714-796-2989	sclough@rcocdd.com

Cornett, Amanda	714-796-2932	acornett@rcocdd.com
Dunlap, Sharon	714-796-2936	sdunlap@rcocdd.com
Jupillo, Karen	714-796-2948	kjupillo@rcocdd.com
Larios, Carla (Spanish)	714 -796-2951	clarios@rcocdd.com
Nguyen, Kellie (Vietnamese)	714-796-2934	knguyen@rcocdd.com
Penna-Cathorall, Miriam (Spanish)	714-796-2964	mpennacathorall@rcocdd.com
Ronquillo, Camille	714-796-2965	cronquillo@rcocdd.com
Ta, Theresa (Vietnamese)	714-796-2968	tta@rcocdd.com
Tran, Tuyet (Vietnamese)	714-796-2960	Ttran@rcocdd.com
Vivas, Rosaura (Spanish)	714-796-2986	rvivas@rcocdd.com
Vu, Nancy (Vietnamese)	714-796-2921	nvu@rcocdd.com
Whalen, Christina	714-796-2975	cwhalen@rcocdd.com

INTAKE AREA

Name	Number	E-Mail
Glancy, Pat Intake Manager	714-796-5344	pglancy@rcocdd.com
Khorana, Rachel Intake Supervisor	714-796-5378	rkhorana@rcocdd.com
Aviles, Lorena (Spanish)	714-796-5349	laviles@rcocdd.com
Bui, Angelica	714-796-4025	abui@rcocdd.com
Carrillo Watson, Carmen (Spanish)	714-796-5350	ccarrillowatson@rcocdd.com
Conant, Lily (Spanish)	714-796-5338	lconant@rcocdd.com
Diaz, Paulette	714-796-5364	pdiaz@rcocdd.com
Huang, Shu-Lin (Mandarin, Taiwanese and some Japanese)	714-796-5376	shuang@rcocdd.com
Navar, Claudia (Spanish)	714-796-5145	cnavar@rcocdd.com
Navarro, Erica (Spanish)	714-796-5217	enavarro@rcocdd.com
Phillips, Jennifer	714-796-5375	jphillips@rcocdd.com
Reyes, Kimberly	714-796-5358	kreyes@rcocdd.com
Rossi, Kriztin	714-796-5362	kruiz@rcocdd.com
Schiffer, Amy	714-796-5389	aschiffer@rcocdd.com

Segura-Gomez, Maria "Teresa" (Spanish)	714-796-5311	mgomez@rcocdd.com
Thai-Fee, Tiffany (Vietnamese)	714-796-5302	tthaifee@rcocdd.com
Tran, My-Chau (Vietnamese)	714-796-5201	mtran@rcocdd.com
Urias, Jandery (Spanish)	714-796-5355	jurias@rcocdd.com
Weber, Jodi	714-796-5372	jweber@rcocdd.com

ADMINISTRATIVE & MEDICAL STAFF

Name	Number	Title
Barrios, Nicole	714-796-5135	Training and Organizational Specialist
Casteel, Jennifer	714-796-5330	Training and Organizational Specialist
Christian, LeeAnn	714-796-5254	Chief Clinical Officer, Health Resource
Espitia, Christine (Spanish)	714-796-5387	Speech Therapist
Garcia, Julieann	714-796-5223	Health Resources Coordinator
Genter, Christina	714-796-5267	Behavioral Services Specialist
Gredig, Quynh	714-796-5146	Nurse Consultant
Greene, Don	714-796-5262	Educational Services Analyst
Hamm, Amy	714 796-5112	Nurse Consultant
Himber, Peter M.D.	714-796-5271	Director, Health Resource Group
Knudsen, Jacqui	714-796-5299	Community Outreach Coordinator
Leahy, Sharen	714 796-5276	Nurse Consultant
Lilley, Sherrie	714 796-5273	Nurse Consultant
Dr. Michael Messina	714-796-5225	Autism Clinical Specialist
Munguia, Frances	714 796-5347	Psychologist
Noden, Paula	714-796-5385	Fair Hearing & Mediations Manager
Pearl, Nancy	714-796-5260	Physical Therapist
Parpal, Mary	714 796-5272	Psychologist
Perez, Steven	714-796-5331	Behavior Services Specialist
Pontius, Kyle	714-796-5371	Psychologist
Rico, Kelly	714-796-5330	Supervisor, Consumer Services
Richard, Iris M.D.	714-796-5307	Medical Consultant
Shafiyoon, Jill	714 796-5207	Nurse Consultant
Soto-Vaughan, Kristynna	714-796-5140	Behavior Services Specialist
Vorwald, Annemarie	714-796-5336	Nurse Consultant
White, Janis	714-796-5256	Chief Operating Officer
Zeimantz, John	714-796-5339	Early Start Supervisor

Comfort Connection

Family Resource Center

Garcia, Patricia	714-558-5400	pgarcia@rcocdd.com
------------------	--------------	------------------------------------------------------------

McFarlin, Kathleen	714-558-5401	kmcfarlin@rcocdd.com
Patton, Jamie	714-558-5404	jpatton@rcocdd.com
Rodriguez, Giulia	714-558-5402	grodriguez@rcocdd.com

**Certification of Annual Budget Plan
Fiscal Year 2015-16**

1. Check one, as applicable: <input checked="" type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3017	SELPA Name Orange Unified School District	Application Date May 7th, 2015
SELPA Address 1401 N. Handy St.	SELPA City Orange	SELPA Zip code 92867
Name SELPA Director (Print) Denise Mac Allister		SELPA Director's Telephone Number (714) 628-5550
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Orange Unified School District	Name/Title of RLA/AU Superintendent Michael L. Christensen, Superintendent of Schools	RLA/AU Telephone Number (714) 628-4487
RLA/AU Street Address 1401 N. Handy St.	RLA/AU City Orange	RLA/AU Zip code 92867
Date of Governing Board Approval May 7th, 2015		

**Certification of Approval of Annual Budget Plan Pursuant to California Education
Code Section 56205(b)**

I certify that the Annual Budget Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each school within the SELPA at least 15 days prior to the hearing

The **Annual Budget Plan** was presented for public hearing on May 7, 2015

Adopted this 7th day of May, 2015

Signed: _____

RLA/AU Superintendent

**Annual Budget Plan
Fiscal Year 2015-16**

The Annual Budget Plan shall identify expected expenditures for all items required by this part as listed below. The Standardized Account Code Structure (SACS) codes provide source information from the local educational agency (LEA) reporting.

	Reference/Label	Instructions	Estimated Totals
A	Funds received in accordance with Chapter 7.2 (commencing with California <i>Education Code</i> [EC] Section 56836) (Special Education Program Funding)	SACS Resource Code 6500 (State), 3300-3499 (Federal) 6512-6535 (General Fund)	\$49,000,000
B	Administrative costs of the plan	SACS Goal Code 5001 Function 2100	\$1,570,000
C	Special Education services to pupils with: (1) severe disabilities , and (2) low-incidence disabilities	SACS Goal Code 5710	\$31,000
		SACS Goal Code 5730	\$3,500,000
		SACS Goal Code 5750	\$21,500,000
D	Special education services to pupils with non-severe disabilities	SACS Goal Code 5770	\$29,000,000
E	Supplemental aids and services to meet the individual needs of pupils placed in regular education classrooms and environments	Any SACS Goal Code with SACS Function Code 1130 ¹	\$950,000
F	Regionalized operations and services, and direct instructional support by program specialists in accordance with Article 6 (commencing with Section 56836.23) of Chapter 7.2. (SELPA Program Specialists Funding)	SACS Goal Code 5050	-0-
		SACS Goal Code 5060	\$1,570,000
G	The use of property taxes allocated to the special education local plan area pursuant to EC Section 2572.	Statement is included in Local Plan	

¹ Function Activity Classification can be found at <http://www.cde.ca.gov/be/ag/ag/yr08/mar08item24a6.doc>

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction: Date: _____ By: _____

**Certification of Annual Service Plan
Fiscal Year 2015-16**


1. Check one, as applicable: <input type="checkbox"/> Single District <input type="checkbox"/> Multiple District <input type="checkbox"/> District/County		
Special Education Local Plan Area (SELPA) Code 3017	SELPA Name Orange Unified School District	Application Date May 7th, 2015
SELPA Address 1401 N. Handy St.	SELPA City Orange	SELPA Zip code 92867
Name SELPA Director (Print) Denise Mac Allister		SELPA Director's Telephone Number (714) 628-5550
2. Certification by Designated Administrative And Fiscal Agency for This Program (Responsible Local Agency [RLA] or Administrative Unit [AU])		
RLA/AU Name Orange Unified School District	Name/Title of RLA/AU Superintendent Michael L. Christensen, Superintendent of Schools	RLA/AU Telephone Number (714) 628-4487
RLA/AU Street Address 1401 N. Handy St.	RLA/AU City Orange	RLA/AU Zip code 92867
Date of Governing Board Approval May 7th, 2015		

**Certification of Approval of Annual Service Plan Pursuant to California *Education Code*
Section 56205(b)**

I certify that the Annual Service Plan was developed according to the SELPA's local plan governance and policy making process. Notice of this public hearing was posted in each district within the SELPA at least 15 days prior to the hearing.

The **Annual Service Plan** was presented for public hearing on May 7, 2015.

Adopted this 7th day of May, 2015.

Signed: 
RLA/AU Superintendent

For California Department of Education Use Only

Received by the State Superintendent of Public Instruction. Date: _____ By: _____

California Department of Education Form ASP-01a (rev March 2015)		California Special Education Management Information System Service Descriptions			Special Education Division	
Special Education Local Plan Area:		Special Education Service Category Descriptions			Not Currently Utilized	Compliance Standard (Legal Requirement*)
Code			Adopted	Modified		
210	Family training, counseling, and home visits (ages 0-2 only): This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development. Note: Services provided by specialists (such as medical services, nursing services, occupational therapy, and physical therapy) for a specific function should be coded under the appropriate service category, even if the services were delivered in the home.	✓				34 <i>Code of Federal Regulations (CFR)</i> sections 300.34 (c)(3), 300.226
220	Medical services (for evaluation only) (ages 0-2 only): Services provided by a licensed physician to determine a child's developmental status and need for early intervention services.	✓				34 <i>CFR</i> sections 300.34 (c)(3), 300.226
230	Nutrition services (ages 0-2 only): These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.	✓				34 <i>CFR</i> sections 300.34 (c)(3), 300.226
240	Service coordination (ages 0-2 only)	✓				34 <i>CFR</i> sections 300.34 (c)(3), 300.226
250	Special instruction (ages 0-2 only): Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's individualized family service plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance the child's development.	✓				34 <i>CFR</i> sections 300.34 (c)(3), 300.226
260	Special education aide in regular development class, childcare center, or family childcare home (ages 0-2 only)	✓				34 <i>CFR</i> sections 300.34 (c)(3), 300.226

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
270	Respite care services (ages 0-2 only): Through the IFSP process, short-term care given in-home or out-of-home, which temporarily relieves families of the ongoing responsibility for specialized care for child with a disability. (Note: only for infants and toddlers from birth through 2, but under 3.)	✓			34 <i>CFR</i> sections 300.34 (c)(3), 300.226
330	Specialized academic instruction: Adapting, as appropriate to the needs of the child with a disability, the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.	✓			34 <i>CFR</i> Section 300.39(b)(3)
340	Intensive individual instruction: IEP Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.	✓			30 <i>California Education Code (EC)</i> Section 56364
350	Individual and small group instruction: Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program.	✓			5 <i>California Code of Regulations (CCR)</i> Section 3051; 30 <i>EC</i> Section 56441.2
415	Language and speech: Language and speech services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic or cultural factors are not included. Services include specialized instruction and services: monitoring, reviewing, and consultation, and may be direct or indirect, including the use of a speech consultant.	✓			5 <i>CCR</i> Section 3051.1; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.34 (c)(15), 300.8 (c)(11)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
425	Adapted physical education: Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed development and activities, games, sports, and rhythms, for strength development and fitness suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully, or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program.	✓			5 <i>CCR</i> Section 3051.5; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.108, 300.39 (b)(2)
435	Health and nursing—specialized physical health care services: Specialized physical health care services means those health services prescribed by the child's licensed physician and surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (5 <i>CCR</i> Section 3051.12[b]). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration, and glucose testing.	✓			5 <i>CCR</i> Section 3051.12; 30 <i>EC</i> sections 56363, 49423.5(d) 34 <i>CFR</i> Section 300.107;
436	Health and nursing—other services: This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician supervised or specialized health care service. IEP required health and nursing services are expected to supplement the regular health services program.	✓			5 <i>CCR</i> Section 3051.12; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.107

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
445	Assistive technology services: Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers.	✓			5 <i>CCR</i> Section 3051.16; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> sections 300.6, 300.105
450	Occupational therapy: Occupational Therapy (OT) includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings, or the home, in groups or individually, and may include therapeutic techniques to develop abilities, adaptations to the student's environment or curriculum, and consultation and collaboration with other staff and parents. Services are provided, pursuant to an IEP, by a qualified occupational therapist registered with the American Occupational Therapy Certification Board.	✓			5 <i>CCR</i> Section 3051.6; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.34 (c)(6)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
460	Physical therapy: These services are provided, pursuant to an IEP, by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home, and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents.	✓			5 CCR Section 3051.6; 30 EC Section 56363; 34 CFR Section 300.34 (c)(9); California <i>Business and Professions Code</i> (B&PC) Chapter 5.7 sections 2600–2696; <i>Government Code (GC)</i> Interagency Agreement Chapter 26.5 Section 7575(a)(2)
510	Individual counseling: One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program.	✓			5 CCR Section 3051.9; 34 CFR Section 300.34(c)(2)
515	Counseling and guidance: Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on such student aspects as education, career, personal, or be with parents or staff members on learning problems or guidance programs for students. IEP required group counseling is expected to supplement the regular guidance and counseling program. Guidance services include interpersonal, intrapersonal, or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program.	✓			34 CFR sections 300.24.(b)(2), 300.306; 5 CCR Section 3051.9

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
520	Parent counseling: Individual or group counseling provided by a qualified individual pursuant to an IEP to assist the parent(s) of special education students in better understanding and meeting their child's needs and may include parenting skills or other pertinent issues. IEP required parent counseling is expected to supplement the regular guidance and counseling program.	✓			5 CCR Section 3051.11; 34 CFR Section 300.34(c)(8)
525	Social work services: Social work services, provided by a qualified individual pursuant to an IEP, include, but are not limited to, preparing a social or developmental history of a child with a disability, group and individual counseling with the child and family, working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school, and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program.	✓			5 CCR Section 3051.13; 34 CFR Section 300.34(c)(14)
530	Psychological services: These services, provided by a credentialed or licensed psychologist pursuant to an IEP, include interpreting and assessment results for parents and staff in implementing the IEP, obtaining and interpreting information about child behavior and conditions related to learning, and planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. IEP required psychological services are expected to supplement the regular guidance and counseling program.	✓			5 CCR Section 3051.10; 34 CFR Section 300.34 (c)(10)
535	Behavior intervention services: A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment.	✓			5 CCR Section 3001(d); 34 CFR Section 300.34 (c)(10)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
540	Day treatment services: Structured education, training, and support services to address the student's mental health needs.			✓	Health & Safety Code, Div.2, Chap.3, Article 1, Section 1502(a)
545	Residential treatment services: A 24-hour, out-of-home placement that provides intensive therapeutic services to support the educational program.	✓			Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, Section 5671
610	Specialized services for low incidence disabilities: Low incidence services are defined as those provided to the student population who have orthopedic impairment (OI), visual impairment (VI), who are deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or an itinerant teacher/specialist. Consultation is provided to the teacher, staff, and parents as needed. These services must be clearly written in the student's IEP, including frequency and duration of the services to the student.	✓			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
710	Specialized deaf and hard of hearing services: These services include speech therapy, speech reading, auditory training, and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel.	✓			5 CCR sections 3051.16, 3051.18; 34 CFR Section 300.34
715	Interpreter services: Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student.	✓			5 CCR Section 3051.16; 34 CFR Section 300.34 (c)(4)
720	Audiological services: These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents, or speech pathologists must be identified in the IEP as to reason, frequency, and duration of contact; infrequent contact is considered assistance and would not be included.	✓			5 CCR Section 3051.2; 34 CFR Section 300.34 (c)(1)

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
725	Specialized vision services: This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills including alternative modes of reading and writing; and social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others, and collaboration with the student's classroom teacher.	✓			5 <i>CCR</i> Section 3030(d); 30 <i>EC</i> Section 56364.1
730	Orientation and mobility: Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an IEP.	✓			5 <i>CCR</i> Section 3051.3; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.34 (c)(7)
735	Braille transcription: Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.	✓			5 <i>CCR</i> Section 3051.16; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.8 (c)(13)
740	Specialized orthopedic services: Specially designed instruction related to the unique needs of students with orthopedic disabilities, including specialized materials and equipment.	✓			5 <i>CCR</i> sections 3030(e), 3051.16; 30 <i>EC</i> Section 56363; 34 <i>CFR</i> Section 300.8 (c)(8)
745	Reading services	✓			5 <i>CCR</i> Section 3051.16

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
750	Note taking services: Any specialized assistance given to the student for the purpose of taking notes when the student is unable to do so independently. This may include, but is not limited to, copies of notes taken by another student or transcription of tape-recorded information from a class or aide designated to take notes. This does not include instruction in the process of learning how to take notes.	✓			5 CCR Section 3051.16
755	Transcription services: Any transcription service to convert materials from print to a mode of communication suitable for the student. This may also include dictation services as it may pertain to textbooks, tests, worksheets, or anything necessary for instruction.	✓			5 CCR Section 3051.16
760	Recreation services, includes therapeutic recreation: Therapeutic recreation and specialized instructional programs designed to assist pupils to become as independent as possible in leisure activities, and when possible and appropriate, facilitate the pupil's integration into general recreation programs.	✓			5 CCR Section 3051.15; 34 CCR Section 300.34 (c)(11)
820	College awareness: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information, and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility, and financial aid.	✓			34 CCR sections 300.39 (b)(5), 300.43
830	Vocational assessment, counseling, guidance, and career assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist a student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions.	✓			5 CCR Section 3051.14; 34 CCR sections 300.39 (b)(5), 300.43
840	Career awareness: Transition services include a provision for self-advocacy, career planning, and career guidance. This also emphasizes the need for coordination between these provisions and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds.	✓			5 CCR Section 3051.14; 34 CCR sections 300.39 (b)(5), 300.43

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
850	Work experience education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.	✓			5 <i>CCR</i> Section 3051.14; 34 <i>CFR</i> sections 300.39 (b)(5), 300.43
855	Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.	✓			5 <i>CCR</i> Section 3051.14; 34 <i>CFR</i> sections 300.39 (b)(5), 300.43
860	Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through friendship, counseling, and collegiality in a casual, unplanned way.	✓			5 <i>CCR</i> Section 3051.14; 34 <i>CFR</i> sections 300.39 (b)(5), 300.43
865	Agency linkages (referral and placement): Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as title I of the Rehabilitation Act of 1973 (vocational rehabilitation), title XIX of the Social Security Act (Medicaid), and title XVI of the Social Security Act (supplemental security income).	✓			30 <i>EC</i> Section 56341.5 (f); 34 <i>CFR</i> Section 300.344 (3)(b)
870	Travel training (includes mobility training)	✓			5 <i>CCR</i> Section 3051.3; 34 <i>CFR</i> sections 300.39 (c)(7)
890	Other transition services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.	✓			

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Code	Special Education Service Category Descriptions	Adopted	Modified	Not Currently Utilized	Compliance Standard (Legal Requirement*)
900**	Other special education/related services: Any other specialized service required for a student with a disability to receive educational benefit.			✓	
* B&PC-Business and Professional Codes CCR-California Code of Regulations CFR-Code of Federal Regulations EC-Education Code GC-Government Code					
**	Use of CASEMIS Code 900 necessitates further explanation. Please list the other special education/related services to be provided as Code 900 on the form ASP-01b: Customized Service Descriptions.				

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