



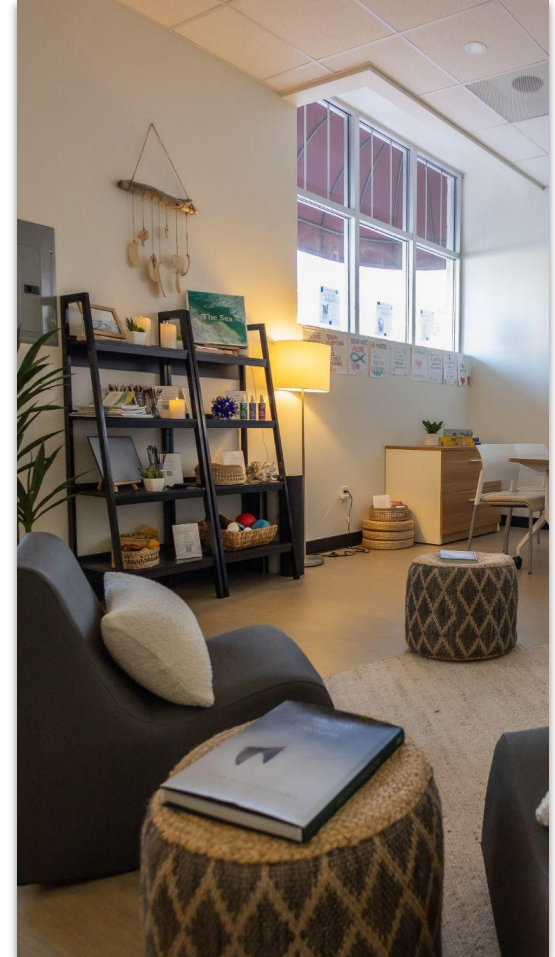
LAGUNA BEACH
UNIFIED SCHOOL DISTRICT

Special Education Services Update

November 13, 2025

Presentation Topics

- Key Laws Governing Special Education
- Special Education in LBUUSD
- IEP Development Process
- Special Education Service Delivery Models
- Resolving Special Education Disagreements
- Department Highlights
- Future Planning



Key Law Governing Special Education

Individuals with Disabilities Education Act (IDEA)

- Obligation to offer **Free and Appropriate Public Education (FAPE)** in the **Least Restrictive Environment (LRE)** for eligible students.
- Requires the development of **Individualized Education Programs (IEPs)** tailored to students' needs.
- Establishes **procedural safeguards** to ensure families have access to the information needed to participate in decision-making, dispute resolutions, and due process.

Free Appropriate Public Education (FAPE)

Special education and related services:

- Are provided at public expense—without charge to the parent or guardian.
- Meet the standards of the State of California and IDEA.
- Include an appropriate preschool, elementary, or secondary education in the state.
- Are provided in conformity with the student's Individualized Education Program (IEP).

Legal Requirements

Search & Serve

- Child Find Activities
- Student Study Team Meeting
- Procedural Safeguards

Evaluation

- Eligibility
- Unique need identification

Development of an Individualized Education Plan (IEP)

- Service Options
- Ongoing Review Meetings
- Triennial Assessment

Continuum of service based on the Least Restrictive Environment (LRE) principle

General Education

General Education with Specialized Academic Instruction

Specialized Programming

Specialized Programming outside of the District

- SELPA Programs
- OCDE Connections Programs
- Non Public School Programs
- Residential Treatment Center Programs

Adult Transition Programs

Special Education in LBUSD

How Many Students Receive Services?

11%

of LBUSD students receive special education services (268 students)

89%

of students with IEPs are served within LBUSD

6%

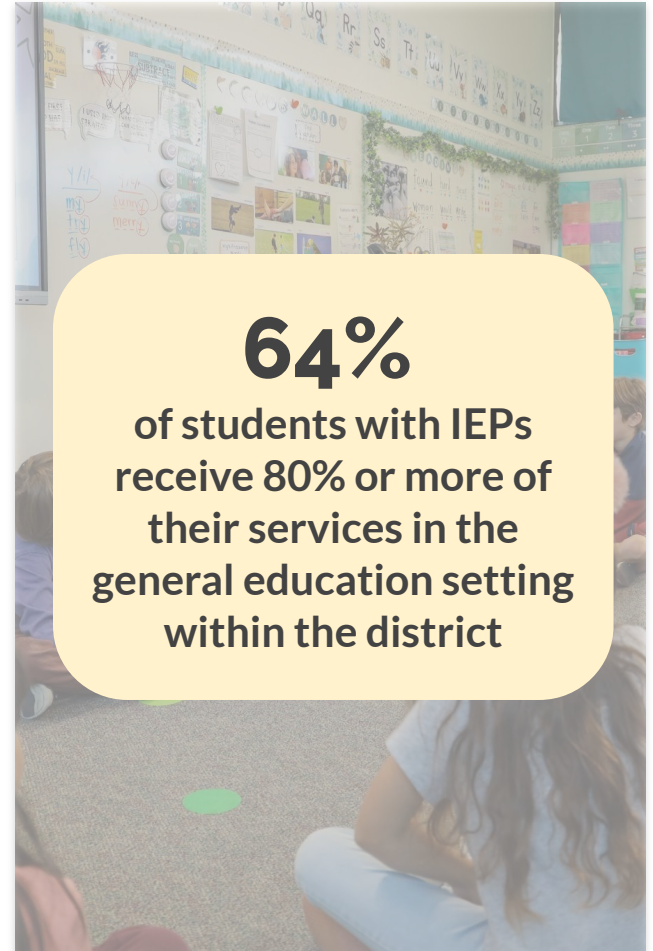
of students with IEPs are served in specialized programming outside of the district (SELPA, OCDE, neighboring districts)

5%

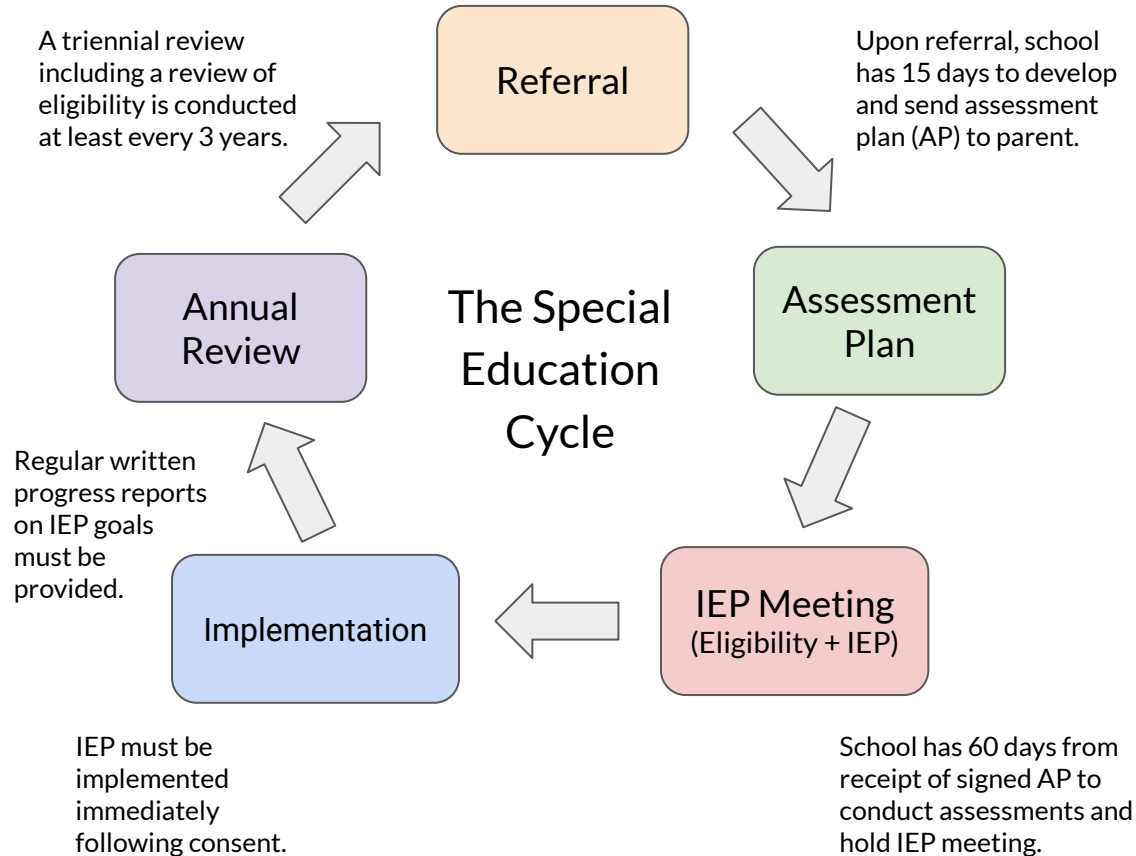
of students with IEPs are served in a separate school or other setting (Non-Public Schools)

64%

of students with IEPs receive 80% or more of their services in the general education setting within the district



Special Education Process

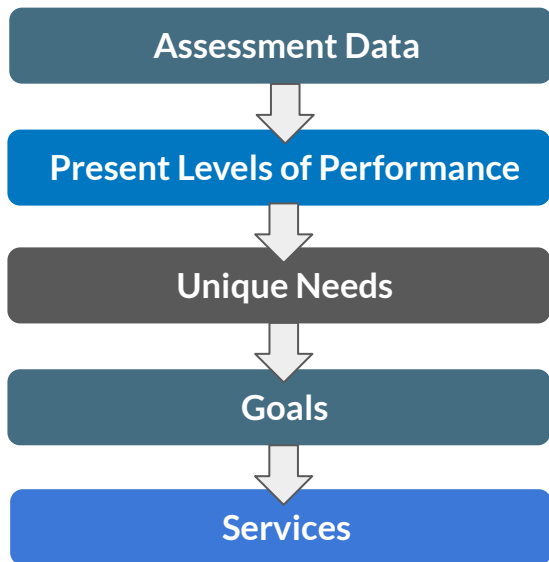


Who are the members of the IEP Team ?

- Parents/Guardians
- General education teacher
- Special education teacher
- Service providers
- Administrator Designee
- An individual who can interpret evaluation results (e.g., school psychologist)
- The student (when appropriate)

IDEA Assessment

A comprehensive multidisciplinary evaluation used to gather information about a child's **cognitive, academic, behavioral, physical, developmental, social, and emotional functioning** to determine whether a student qualifies for special education services.



Eligibility Categories

1. Autism (AUT)
2. Deaf-Blindness (DB)
3. Deafness (DHH)
4. Emotional Disability (ED)
5. Hearing Impairment (HI)
6. Intellectual Disability (ID)
7. Multiple Disabilities (MD)
8. Orthopedic Impairment (OI)
9. Other Health Impairment (OHI)
10. Specific Learning Disability (SLD)
11. Speech or Language Impairment (SLI)
12. Traumatic Brain Injury (TBI)
13. Visual Impairment (VI) (including Blindness)

Determining Educational Setting

Factors to consider:

- Evaluation data & assessments
- Students unique needs
- Goals
- Parent & student input
- Special factors to include but not limited to behavior, English Learner (EL) needs, assistive technology, health needs
- Least Restrictive Environment (LRE)
- Related services
- Supplementary aids and services
- Previous interventions & response to supports



Legal Requirement

34 CFR 300.115 requires each public agency to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

Special Education Service Delivery Models

Education Specialist Consultation

Education specialist consults with the General Education teacher, who delivers instruction and manages accommodations

Aide-Supported Classes

General Education teacher provides instruction, while an aide offers individualized support and helps implement accommodations

Co-Teaching

Blends content expertise (General Education) with an expert in differentiation (Special Education) through a shared teaching approach

Small Group or Individual Instruction

Specialized Academic Instruction provided by special education staff in the general education setting and/or separate setting

Self-Contained Class

Provides specialized instruction in a small setting by a special education teacher

Outside of District Programs

Specialized services with more significant needs in an alternate setting (SELPA program, County program, Nonpublic Day School, and Residential Programs)

Related Services

Provided as needed to support student access to special education:

- Transportation
- Speech & language therapy
- Audiology & interpreting services
- Psychological & Counseling services
- Physical & Occupational therapy
- Therapeutic recreation
- Orientation & mobility support
- School health & nursing
- Social work services

The IEP team, including parents, determines appropriate services based on student's identified unique needs.

Special Education Early Intervention Preschool/TK

- Director of Early Learning supports the facilitation of the process of moving a child with disabilities from **early intervention services** to preschool special education services around the age of 3.
- **Special education preschool/TK** is an early childhood program designed for children ages **3 to 5** who have disabilities and supports children to **build foundational skills** in areas such as communication, social-emotional behavior, motor skills, and early academics.
- General Education preschool/TK programming provides **inclusion opportunities** in compliance with state and federal laws to engage with age appropriate peers and developmental levels.



When Might the IEP Team Consider an Out-of-District Program?

Considerations:

- Unique areas of need and proposed goals drive more restrictive programming/services
- Specialized programming not available at student's school of residence or within district
- Severe or complex disabilities requiring extensive supports and services
- High risk behaviors that present safety concerns
- Social emotional needs which requires a higher level of therapeutic environment and supports
- Legal or due process considerations



Outside of District Programs

Specialized services with more significant needs in an alternate setting
(SELPA program, County program, Nonpublic Day School, and Residential Programs)

SELPA Specialized Programs

- Structured moderate/severe Autism program
- Therapeutic behavior intervention program
- Foundational moderate/severe program
- Adult Transition program

Non-Public Schools

- Program for high-functioning autism + academic + transition
- Program for Autism + language-based disorders + behavior challenges
- Program designed to support significant social emotional disability requiring higher level of therapeutic supports
- Program for moderate to severe neurological/therapeutic needs
- Program for severe behavior + ADHD

Residential Treatment Centers

- Program to support highly acute social emotional needs requiring a restrictive setting to include 24 hour care



Special Education Local Plan Area (SELPA)

A regional consortium that ensures special education services are effectively provided to students with disabilities. Each SELPA coordinates, funds, and implements programs across multiple districts and charter schools within a geographic region.

- **Student Programming/Case management Support:** for students in nonpublic schools and Saddleback Valley and Capistrano Unified School District programs
- **Community Engagement:** Facilitates Community Advisory Committee (CAC)
- **Training & Development:** Provides workshops for educators and parents
- **Interagency Coordination:** Collaborates with agencies for student support
- **Program Monitoring:** Evaluates and enhances special education services
- **Dispute Resolution:** Aids in mediation between families and district as requested
- **Financial Support:** Manages special education funding and grants

IEP Meetings

- Meeting to address parent disagreements
- May include District Director, Program Specialist or other specialist to assist with addressing parent concerns

Alternative Dispute Resolution (ADR)

- Parent Mentor Support
- Facilitated IEP Meetings
- ADR Meeting led by SELPA Director
- Settlement Agreement negotiations

Due Process Filing and Formal Mediation

- Resolution Session
- Involves an Administrative Law Judge
- Parties are most often represented by legal counsel

State Complaints

- Parents initiate a filing with the State Department of Education

Resolving Special Education Disagreements

Parents have a variety of procedural protections they can invoke when they disagree with any components of the IEP

Department Highlights

- **Certification of providers** as Dyslexia experts
- **CODE Intervention** for students with Dyslexia
- **Personalized student focus** on skill proficiency and growth
- **Read-to-Succeed after school programs** expansion with general education
- **Before school intervention** at TMS
- Collaboration with **Family Resource Center** to develop and present Parent Education workshops
- **Strong parent involvement** through the Parent Partner Program

Parent Partner Program

- **Family Outreach & Mentor Connections**
Partner Connections
New Parent Meetings
Parent Support Meeting Connection with the EEC group
- **Community Engagement & Inclusive Events**
Boo Blast & BONANZA Chill Zone Spaces
PTA Involvement/Representative
Parent Education
Spring Special Education Community Event
- **Sub-Committee Work**
Compliance Improvement Monitoring (CIM) District Team
LCAP Advisory
Curriculum Council Representatives
Inclusive Education Subcommittee

Future Planning

- Continuous **professional development** for staff to strengthen educational effectiveness and compliance practices
- Expanding efforts to strengthen MTSS behavior supports to include **Board Certified Behavior Analyst (BCBA)** and **Registered Behavior Technician (RBT)** staff to directly support students and behavioral needs
- Continue to refine and develop **moderate programming** at the middle and high school levels
- Explore opportunities for **school based community inclusion** for students in out of district programming
- Ongoing review of expansion of programming within district

Upcoming Special Education Policy & Program Changes

- New Requirements for the Individualized Transition Plan (ITP)
- Alternate Diploma Pathway





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