

SECTION H

Regional Programs and Services



(SPECIAL EDUCATION LOCAL PLAN AREA)

Introduction

The San Luis Obispo County SELPA members provide a wide range of special education service options to meet the unique needs of individuals with disabilities. For specific information regarding special education services, contact your local school district special education department or the SELPA at (805)782-7301 or visit the website at www.sloslepa.org.

ADAPTED PHYSICAL EDUCATION

Description:

Adapted physical education is for individuals with special education eligibility ages 3-22 who require developmental or corrective instruction and who are precluded from participation in the activities of the general physical education program, modified general physical education program, or in a specially designed physical education program in a special class and have exhausted the ability to modify the general or special education physical education program. Adaptive Physical Education is not a stand-alone service and is provided as a related service to students.

Eligibility:

Some children may need an adapted physical education program if they cannot successfully participate in activities of the general or specially-designed physical education programs -- even with accommodations and/or modifications as indicated by an assessment and IEP process.

In addition to formalized tests, teacher observations, and interviews with educators and family members who know the student, teacher made tests, and review of student records should be utilized. Specific testing methods and the assessment process are at the discretion of the assessor.

Based on the student's function in the areas of physical and motor fitness, fundamental motor skills and patterns, and skills in aquatics, dance and individual and group games and sports, the following criteria must be considered to determine if the student's needs require the expertise of the specialist:

- There is a significant limitation in at least one performance area listed above
- The problem adversely affects the student's ability to benefit from his/her educational program
- The potential for student improvement over time through intervention appears likely
- The unique expertise of the APE specialist is required to meet the student's identified needs or to assist the team in providing educational benefit

Section H Regional Programs and Services

Adapted physical education services can be provided using various methods and in different education settings. The most recognized is individual or group instruction provided by an adapted physical education specialist who teaches the student or students' independently. Other methods involve the use of instructional aides who assist the adapted physical education specialist under that person's direction. Still another method of providing adapted physical education involves the collaborative consultative model, where the specialist may team-teach with another teacher, or provides consultation of the teacher at the necessary frequency for the student to make progress toward attaining his/her adapted physical education goals and objectives. All decisions regarding the type of adapted physical education, duration and frequency of services are made by the IEP team. There are no federal or state restrictions stipulating a minimum frequency of service; consequently, the single factor determining frequency is the needs of the child.

AUTISM SERVICES

Description:

Each Regional Program Provider designs services for students with Autism Spectrum Disorder. These services may include assessment, instruction and consultation.

Individual programming is determined by the IEP team. On-going staff training is provided by qualified specialists. Service providers are trained in various methodologies and interventions which may include but are not limited to Applied Behavior Analysis (ABA), Discrete Trial Training (DTT), social groups, Augmentative/Alternative Communication, Pivotal Response Training (PRT), Treatment and Education of Autistic and Related Communication Handicapped children (TEACCH), behavior management techniques, social-thinking skills and sensory intervention. Staff trained in Autism Spectrum Disorder may provide consultation and/or support to classroom teachers in the placement determined by the IEP team.

Students are assessed by an educational team who has training, experience and knowledge of Autism Spectrum Disorders. The purpose of the assessment is to determine the functioning level of the child in the major areas of development such as cognitive ability, communicative ability, adaptive behavior and social skills.

Eligibility:

Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, and adversely affecting a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to

Section H Regional Programs and Services

environmental change or change in daily routines, and unusual responses to sensory experiences.

(A) Autism does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

(B) A child who manifests the characteristics of autism after age three could be identified as having autism if the criteria of this section are satisfied.

BEHAVIOR INTERVENTION SERVICES

Description:

Behavior Intervention Services may be provided to any student with special education eligibility when behavioral/social goals cannot be met without additional interventions beyond those recommended by the IEP team.

Behavior Intervention services may include:

1. Classroom observation
2. Direct service to a student who requires additional supervision or specific skill training unique to the child's needs
3. Assistance to the IEP team in developing a Behavior Plan
4. Consultation with the classroom teacher and other service providers
5. Consultation with partner agencies such as Behavior Health Services, Department of Social Services and Tri-Counties Regional Center
6. Training and support of classroom para-educators
7. Recommendations for curricular and environmental modifications
8. Oversight on the implementation of behavior management techniques
9. Parent/IEP team consultation

Behavior Intervention Services are not stand-alone services and are provided as a related service to students.

Eligibility:

The IEP team has determined that the student requires systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior which results in greater access to a variety of community settings, social contacts and least restrictive environment.

DEAF/HARD OF HEARING

Description:

Related services for students who are deaf or hard of hearing include assessments, instruction, consultation, and support services for all children 3 through age 22 with special education eligibility under the category of Deaf/Hard of Hearing.

Section H Regional Programs and Services

The following services are provided:

1. Consultation with parents, classroom teacher, speech language pathologists, audiologists, other professionals and agencies
2. Direct academic instruction
3. Remediation of language impairment
4. Maintenance of specialized amplification equipment
5. Monitoring of hearing aid functioning
6. Instruction in auditory training, speech reading, etc
7. Recommendations and implementation of classroom modifications or accommodations
8. Monitoring, consultation and support for students with cochlear implants
9. Auditory training specific to hearing impairment

Services are provided to eligible students, using an inclusion model in the most appropriate and least restrictive setting: i.e., infants and toddlers in the natural environment, school-aged students assigned to a special education teacher at the local school site, and adults in their work settings. Students often benefit from the use of amplification, which may include hearing aids, classroom FM system, or soundfield system. Students may benefit from a variety of services such as speech therapy, auditory training, and sign language interpreter services.

AUDIOLOGICAL SERVICES

Description:

These services include measurements of acuity, monitoring amplification, and frequency modulation system use.

Eligibility:

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section.

DEAF/HARD OF HEARING PRESCHOOL/ELEMENTARY

Description:

The preschool D/HH program is designed for preschool students ages 2.5-4 and the elementary program is designed for elementary students grades K-6 who are deaf or hard of hearing and require daily access to specialized staff and curriculum. All students have a mild to profound, bilateral or unilateral, permanent or fluctuating hearing loss. Instruction is provided in an environment offering age-appropriate, language mode peers, as well as nondisabled children. The programs are supported by a credentialed

Section H Regional Programs and Services

teacher of the deaf and hard-of-hearing, sign language interpreters, instructional assistants with signing skills and a speech/language pathologist. Other services may include:

- Consultation with speech/language pathologists, audiologists and other professionals and agencies
- Maintenance of specialized amplification equipment
- Monitoring of hearing aid functioning
- Provide educational support to students with cochlear implants
- Regular home visits for preschool students
- Parent education
- Coordination of services for mainstreaming with typically developing students
- Transition planning for enrolling in other school programs

Eligibility:

Hearing impairment means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but that is not included under the definition of deafness in this section. Students who qualify for the program have a documented hearing loss which adversely affects their receptive and/or expressive communication or educational performance. Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing with or without amplification that adversely affects a child's educational performance.

REGIONAL THERAPEUTIC LEARNING CLASS

Description:

Regional Therapeutic Learning Classes are for K-12 students who have a severe emotional disturbance condition and a direct, observable connection between the emotional disturbance and poor educational performance. The curriculum in these classes has an academic focus with intensive instruction on development of behavior management and appropriate interpersonal skills. The classes are taught by teachers with a special education credential. The classes may be augmented by services from school counselors, psychologists, mental health and other social services staff as appropriate. Referrals for placement into Regional Therapeutic Learning Classes shall be brought to the LEA's TLC Advisory Committee prior to the change of placement IEP meeting. Secondary students enrolled in these classes may be referred to the Vicente Intensive School Linked Behavioral Health Services Program, jointly operated by the SLOCOE and County Behavioral Health, when the IEP team, in conjunction with the Vicente Advisory Committee, determines it to be the most appropriate placement for a

Section H Regional Programs and Services

student with severe emotional disturbance who meets both educational and behavioral health eligibility criteria.

Eligibility:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers
3. Inappropriate types of behavior or feelings under normal circumstances
4. A general pervasive mood of unhappiness or depression
5. A tendency to develop physical symptoms or fears associated with personal or school problems
6. One or more of the characteristics listed above must exist:
 - a. over a long period of time
 - b. to a marked degree, and
 - c. adversely affects educational performance

EARLY START PROGRAM

Description:

The SLOCOE operates the Early Start Program for infants and toddlers, 0-3 years old, who have an Individualized Family Support Plan (IFSP) involving medical or developmental concerns, including solely low incidence disabilities. The Tri-Counties Regional Center (TCRC) acts as the single point of entry for infants. Referrals into the Infant Development Program are made to the TCRC Early Start Program. The Infant Development Program provides a variety of services including group activities and continuous parent training, home based services for infants with a severe medical condition, parent support and discussion groups, home visits and multidisciplinary assessment.

Eligibility:

Infants and toddlers from birth to age 36 months may be eligible for early intervention services through Early Start if, through documented evaluation and assessment, they meet one of the criteria listed below:

- have a developmental delay of at least 33% in one or more areas of either cognitive, communication, social or emotional, adaptive, or physical and motor development including vision and hearing; or
- have an established risk condition of known etiology, with a high probability of resulting in delayed development; or
- be considered at high risk of having a substantial developmental disability due to a combination of biomedical risk factors of which are diagnosed by qualified personnel

MEDICALLY FRAGILE OR PROFOUND DISABILITIES

Description:

Services include an intensive program for students 3-22 years of age who are medically fragile or have profound developmental delay. Key program components include utilization of a team approach incorporating health services, mobility enhancement, and a functional life skills curriculum. The primary focus is to develop an individualized education program that supports each student's abilities and level of independence. In order to facilitate the student's mobility, the designated specialized curriculum is incorporated. The program also includes a home/hospital component for students who are unable to participate in an on-site classroom.

Eligibility:

1. In general, individuals with significant cognitive, adaptive, and academic needs who require intensive staff assistance and individualized physical care.
2. Student requires a specialized curriculum emphasizing assisted care, mobility enhancement, and a functional life skills curriculum.

MODERATE/SEVERE DISABILITIES

Description:

Services include intensive instruction for students with moderate to severe disability. An overall focus of the program centers on striving to improve functional life skills and maximize independence. The program has both child and adult components. For students in the 3-22 year range, the most severely disabled students attend regionally operated classes on integrated school sites throughout San Luis Obispo County. For students between the ages of 18-22 years, Independent Skills Programs (ISPs) located in the north and the south county are available to support and develop the student's independence and prepare them for transition to adult life. A special education credentialed teacher and support staff comprise the educational team.

Eligibility:

1. Significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that **adversely affects** a child's educational performance.
2. Student requires a functional life skills curriculum.

OCCUPATIONAL THERAPY

Description:

Occupational Therapists' purpose in a public school setting is to support a child's

Section H Regional Programs and Services

engagement and participation in daily occupations, which include activities of daily living, education, prevocational work, play, rest, leisure, and social participation. Occupational Therapy Services provide assessment, instruction, consultation and support for students ages 3 through 22 years in the areas of fine motor skills, neuromuscular and musculoskeletal systems, postural stability, sensorimotor processing, coordination, organizing and using materials appropriately, and/or self-care skill development appropriate to the learning environment. Services are provided to students with special education eligibility using an inclusion model in the most appropriate and least restrictive setting, i.e., infants and toddlers in the natural environment, school-aged students assigned to a special education teacher at the local school site, and adults in their work setting.

Occupational Therapy is not a stand-alone service and is provided as a related service to students.

Eligibility:

1. Exhibits impairments in fine and gross motor skills, postural stability, sensorimotor development, coordination, organization and use of materials, and self-care skill development as determined by the IEP team.
2. Requires more intensive services despite previous documented adaptations and modifications within the existing educational program.
3. Eligibility determined on an individual basis.
4. Eligibility based on therapist's clinical reasoning, standardized testing (if appropriate), and functional performance within the educational environment.

ORIENTATION AND MOBILITY

Description:

Orientation and Mobility Instruction includes assessment, instruction, consultation and support services for all eligible children 3 through age 22. The following services are provided:

1. Direct instruction enabling independent travel that includes: concept development, body imagery, laterality, directionality, environmental concepts, fine and gross motor skills, sensory awareness, sighted guide and protective techniques, use of residual vision, cane travel, methods of traveling a route, mapping skills, use of public transportation, emergency procedures, self-help skills, and appropriate behavior
2. Instruction and incorporation of terminology for O & M
3. Environmental modifications and adaptations for the home and school
4. Consultation with teachers of the visually impaired, parents, classroom teachers, and other professionals and agencies

Eligibility:

Section H Regional Programs and Services

1. Typically, a student is eligible for Orientation and Mobility services by having been identified as legally blind (visual acuity of 20/200 or worse) although certain students with restricted visual fields or difficulties with depth perception may also be eligible.
2. In some circumstances, students who experience difficulty detecting and avoiding obstacles, drop-offs, making street crossings, and using public transportation may be determined eligible.

ORTHOPEDICALLY IMPAIRED

Description:

Orthopedically Impaired Services include assessment, instruction, intervention, consultation, modification, and adaptations to eligible students ages 3 through 22 years. Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting, i.e., infants and toddlers in the natural environment, school-aged students at their local school site, and adults in their work setting.

1. Authentic assessments are used which may include, but are not limited to observation, checklists, portfolio assessment, interviews with the student and staff and developmental standards.
2. Consultation with parents, teachers, and other professional staff and agencies.
3. Provision of adapted work materials.
4. Direct academic instruction using standard approaches and/or adaptive technology.

Eligibility:

1. Students ages 3 through 22 years old who have a severe, persistent orthopedic impairment that impacts their ability to access their curriculum.
2. The orthopedic impairment significantly restricts normal physical development, movement, and activities of daily living.

REGIONAL SPECIAL DAY CLASS (SDC) INTEGRATIONS

Many students served in regional classes spend part of their day in general education settings. Typically, arrangements are made between the site staff regarding opportunities for mainstreaming the students. When a student is mainstreamed, a regular education teacher will be a part of the IEP team. All students have the opportunity to participate in school-wide assemblies, lunch, and recess activities as appropriate. Some regionally-placed students spend part of their day in a general education or LEA special education classroom alongside their peers with adapted curriculum. Creative team-teaching approaches have been established at many school sites. Whenever a student receives services from a Regional Program Provider, it is

Section H Regional Programs and Services

important that representatives from the district of residence participate in the IEP team meeting. The IEP must reflect how the student's time is spent and what services are received in both settings.

SPECIAL EDUCATION SERVICES-JUVENILE SERVICES CENTER/COMMUNITY SCHOOL AND COUNTY JAIL

Description:

Special education services are provided to eligible students per their IEP. The following services are provided:

1. Consultation with the classroom teacher, other professionals and agencies
2. Direct academic instruction
3. Development and implementation of classroom modifications or accommodations

Eligibility:

1. Services are provided to students identified with eligibility for special education if the IEP team determines the service is educationally appropriate
2. Students at Juvenile Services Center have been placed there by the Juvenile Court. Students in Community Schools have been referred to the Community School by their local school district or have been placed by the Juvenile Court
3. Students ages 18-22 incarcerated at County Jail for a period longer than 30 days may request special education services

SPECIAL EDUCATION AND RELATED SERVICES TO INCARCERATED 18-22 YEAR OLDS FOR WHOM SAN LUIS OBISPO COUNTY SELPA HAS BEEN DESIGNATED AS THE RESPONSIBLE PROVIDER

Background:

Pursuant to a California Department of Education directive, the San Luis Obispo County SELPA will be providing special education and related services to certain inmates in the jails operated by the San Luis Obispo County Sheriff's Department, until such time as there is a judicial, legislative, executive, or regulatory decision that impacts the directive. The directive is limited to inmates between the ages of 18 and 22 (once a student reaches age 22, the directive no longer applies).

Identification and Notification:

To facilitate the service to eligible inmates who desire special education and related services, the following procedures will be followed.

Upon Incarceration:

Section H Regional Programs and Services

The San Luis Obispo County Sheriff's Department currently has established intake procedures for inmates placed in or transferred to the jails under its authority. These include, generally:

1. Asking the inmate when and where he/she was last enrolled in school
2. Asking the inmate if he/she has ever received services as a student with a disability
3. Asking the inmate if he/she currently wishes to have education services including special education services
4. Maintaining the responses to the above inquiries on an Intake Form

If the inmate states to the intake officer that he/she wishes to receive education services and have received special education and related services in the past, the intake officer or designee will transmit a copy of the Intake Form containing the information to the assigned special education teacher for Juvenile Court School (JCS).

Upon Notification:

Upon receiving notification from San Luis Obispo County Sheriff's Department, the assigned JCS staff will contact SELPA to:

1. Verify that the inmate is between ages 18-22 (students who reach age 22 are no longer eligible)
2. Verify the last District of Residence of the inmate and/or inmate's parents in order to confirm that San Luis Obispo County SELPA is the proper service provider
3. Review the SEIS data system to determine if the inmate was a student with a disability when last enrolled in school with one of San Luis Obispo County SELPA members
4. Determine if the inmate has a current Individualized Education Program (IEP) or had one in the past

Status Confirmation and Service Provision:

Upon completion of the review of the data system, SELPA staff will provide the aforementioned information to the JCS special education teacher.

JCS staff will coordinate services with the San Luis Obispo County Sheriff's Department to be provided to the inmate. All service providers will be required to complete the standard security protocols of the jail prior to providing services. All service providers will follow the security check-in and checkout procedures of the jail and abide by security requests made by the staff of the Sheriff's Department.

In some cases, services identified on the IEP may be incompatible with the security procedures of the jail. While it is anticipated that this incompatibility will be uncommon, in such instances other steps (such as convening an IEP Team Meeting) may be taken to determine alternative means to meet the inmate's needs.

Section H Regional Programs and Services

If it is determined that the inmate's last District of Residence was not within SLOSELPA, the SELPA will contact the last SELPA of residence to develop a fee for service contract.

SPEECH AND LANGUAGE SERVICES

Description:

Speech and language pathologists provide evaluation, collaboration, consultation, and direct services to students (3-22) who are eligible under specific eligibility criteria for speech language impairment or who have been determined by an IEP team and a qualified speech and language pathologist to required services to address academically relevant areas of need.

Eligibility:

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. Social and pragmatic language is also a consideration in eligibility. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included.

VISUALLY IMPAIRED

Description:

Programs and services for students who have a visual impairment provide assessments, instruction, consultation, and support services for all children 3 through age 22. The following services are provided:

1. Consultation with parents, classroom teachers, other professionals and agencies
2. Specialized materials and strategies for direct academic instruction
3. Keyboarding and Braille instruction
4. Improvement of skills in daily living and other areas of development as they relate to academics
5. Operation of specialized equipment such as Braillewriters, magnifiers, monoculars, adaptive computer software, and audiotapes

Services are provided to eligible students using an inclusion model in the most appropriate and least restrictive setting; i.e., infants and toddlers in the natural environment, school-aged students at their local school site, and adults in their work setting.

Eligibility:

1. Students who qualify for the program are considered blind or have low vision as

Section H Regional Programs and Services

determined by an ophthalmologist.

2. Legally blind is defined as having a visual acuity of 20/200 or less in the better eye corrected or a visual field of no greater than 20 degrees.
3. Low vision is defined as having a visual acuity of 20/70 or less in the better eye corrected.

Reviewed and approved by Governing Council March 10, 2017