

Riverside County Special Education Local Plan Area (SELPA)

Riverside County Office of Education Program Options

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The Riverside County Office of Education (RCOE) provides a wide range of special education program options to meet the unique needs of individuals with disabilities. For specific information on personnel assignments and site locations, refer to the RCOE Directory or Program Listing or call (951) 826-6547. The following is a brief description of the programs RCOE offers and the referral process procedures.

Infant Circle Program

Concern for Infants in Riverside County Learning Enrichment (CIRCLE): Services provided to infants with disabilities, birth to three years of age, including assessment, individualized instruction in the home, virtual coaching, consultation with parents, parent-child sessions in a classroom environment, and interagency linkage. The multidisciplinary infant team includes Early Childhood Special Education teachers, DHH teachers, SLP, PT, OT, and VI. In addition, the program administrator and staff provide interagency support and coordination with Inland Regional Center.

Preschool GRASP Program

Giving Real Advantage to Special Preschoolers (GRASP): Special education services are provided to children ages three to five who demonstrate delays in speech/language development, fine motor skills, and pre-academic readiness skills. Class time includes whole group, small group, and individual instruction based on preschool foundations and IEP goals. GRASP students typically transition to general education/ kindergarten.

Related Services (RS)

Adapted Physical Education (APE): A physical education program designed and taught by a credentialed APE specialist to meet the individual developmental and physical needs of students with disabilities. Services may include assessment, direct instruction, and consultation/collaboration with special education personnel.

Audiological Services: Services provided by a certified audiologist, which may include an annual audiological evaluation, monitoring of hearing aids and assistive listening devices, consultation with parents, and consultation with regular and special education personnel, and direct

Assistive Technology (A.T.) Services: AT specialist provides assistive technology assessment and services in the areas of Academics, e.g., writing, reading, spelling; Study and Organizational Skills; Communication (Augmentative Alternative Communication System); Activities of Daily Living/Self-help skills; Computer Access and Instruction; Prevocational and Vocational Aid; and Recreation/play/leisure. The A.T. specialist writes legally defensible reports of assessment findings with recommendations for training, consultation, or direct services, as necessary.

Deaf and Hard of Hearing (DHH) Itinerant: Itinerant DHH teacher services are provided to students who are deaf or hard of hearing. Services include assessment, direct instruction, monitoring of specialized instructional materials, and remote microphone technology. Teacher for the Visually Impaired (TVI) will provide consultation with general and special education personnel and parents.

Braille Transcriber: Transcription of curriculum, books, and classroom materials into Braille or large print. Transcribers also create tactile graphics for students who are visually impaired.

Intensive Behavior Intervention (IBI). A team of Board-Certified Behavior Analysts and Registered Behavior Technicians provide behavior intervention based on the most current evidence-based practices for individuals with autism. Services include Functional Behavior Assessments (FBA), Registered Behavior Technician 40-hour training, BCBA fieldwork supervision, Skills Assessment (VB-Mapp, ABLLS, AFLS, Essential for Living), Head Start tiered system support, behavior training for instructional assistants, and IBI 1:1s/Behavior Support Assistants.

Sign Language Interpretation: Individualized support for core curriculum areas is provided to students who are severely hard of hearing to profoundly deaf and require oral language to be interpreted into sign language to facilitate, benefit and enhance their learning.

Nursing Services: May include assessment; consultation with parents, teachers, and other staff members; training of support personnel (e.g., instructional aides) and certificated staff in specialized physical health care needs and procedures; monitoring medications and health status of individual students; consultation regarding adaptations/modifications to the regular or special education program; and/or direct services to students with disabilities; consultation with physicians and development of necessary care plans, as students require.

Occupational Therapy (O.T.) Services: RCOE Occupational Therapy (OT) practitioners provide a comprehensive assessment of the student's strengths, abilities, and individual areas of need related to academic achievement and behaviors in the current learning environment. RCOE OT practitioners have expertise in sensory processing skills assessment and provide evidence-based intervention and support within the O.T. scope of practice in the school-based setting.

Orientation and Mobility: Individualized instruction in basic travel techniques, which may include pre-cane skills and the use of a cane for students who are visually impaired. Orientation and Mobility Specialists will address environmental concepts and environmental cues for independent travel. These services are provided in various environments, including the classroom, school site, and residential and commercial areas.

Psychological Services: Include assessment, development, and monitoring of positive behavioral intervention plans, individual and/or small group counseling; monitoring of students' emotional and behavioral status, and consultation with general and special education teachers and/or mental health professionals.

Speech/Language Services: Services provided to students with disabilities to enhance the development of speech and/or language skills. Services may include: assessment, direct individual and/or small group instruction, monitoring and instruction of the use of assistive communication devices (low and high tech), consultation and collaboration with special education personnel, observation to support mainstreaming needs, and communication with parents.

Visually Impaired (V.I.) Itinerant: Itinerant services in the area of the Expanded Core

Curriculum. Services may include assessment, direct instruction for students who are visually impaired or neurologically impaired (formerly CVI), access to general and/or individualized materials in large print or Braille, and other supports such as auditory access. A teacher for the visually impaired will assess for technology specific to visual impairments and provide IEP strategies for working with students. TVI's will recommend low incidence materials and equipment and may provide consultation and collaboration services with general and special education personnel as well as parents.

Transition Partnership Program (T.P.P.): The T.P.P. provides transition services for students in district special education programs, Riverside County Office of Education special education, and community school programs. These services include a team of professionals who offer the necessary assistance which supports the student's needs toward a successful transition, from career counseling to transportation, finding employment, and locating a place to live. The students participate in a two-semester life skills course, which includes decision-making career assessment, job preparation, and life skills for living independently; a formal Individual Transition Plan is developed for each student to determine the appropriate vocational goal and action plan; assisting students to obtain training and employment upon completion of high school. This program provides follow-up for two years after completion of high school. For more information regarding T.P.P. call (951) 826-6488.

Special Day Class (SDC)

Auditory Oral Program: The Auditory Oral Program offers options throughout RCOE for students who are preschool through 6th grade where students receive their education through the use of spoken language, with an emphasis on developing listening skills, and oral language within an academic setting.

Total Communication: The Total Communication Program offers options throughout RCOE for students who are in preschool through 12th grade. The TC approach utilizes a number of modalities of communication to support the student's development in communication sign language, oral language, auditory access, and written and visual aids which are tailored to the individual student.

Autism (REACH): The RCOE Reach Autism program provides comprehensive, evidence-based school services that address the social, behavioral, communication, sensory and academic needs of children from preschool through post-secondary with autism spectrum disorders. The REACH team includes a Speech/Language Pathologist, Board Certified Behavior Analysts, Registered Behavior Technicians, and an Occupational Therapist. Services are provided in a collaborative manner within the classroom setting.

ID Severe (MOVE- Mobility Opportunities via Education): The RCOE programs for students with severe intellectual disabilities offers a standards-based education with reduced depth, breadth, and complexity, paired with mobility. The MOVE Program utilizes the MOVE curriculum and provides student instruction with a focus on every student's individual needs, health supports, and specialized services and follows the MOVE curriculum which was developed in Kern COE. A licensed Vocational Nurse is available within these classrooms to support the specific health and medical needs of the students.

ID Moderate (ALIVE- Achieving Living Independently via Education): The RCOE classes for students whose intellectual and adaptive levels/skills are in the moderate range provide a standards-based curriculum scaffolded for individual student needs. Instruction is provided in a variety of domains such as functional academics, adaptive living skills, and self-care.

ED (LAB- Learning Appropriate Behavior): Classes designed to support students identified with emotional/mental health needs. A highly structured class setting utilizing research-based positive behavior supports with an emphasis on developing social, emotional skills and coping skills which will best support their return to the general education classroom. The curriculum is aligned with California common core and may be accommodated and/or modified based on individual student needs. Educationally Related Mental Health Services (ERMS) are provided to students with identified needs by the District of Special Education Accountability.

Initial Referral Process

When a school site individualized education program (IEP) team determines that the nature and/or severity of a student's disabilities are such that their needs cannot be met within a district-operated program, they should discuss the potential referral with the appropriate special education administrator/designee responsible for processing referrals to RCOE.

There are two ways to complete the initial referral:

- ❖ The administrator/designee may choose to hold a school site IEP team meeting to discuss a referral to RCOE prior to involving RCOE personnel. Depending on the individual case, the IEP team may write an IEP or an IEP Addendum when making the initial referral to RCOE.
- ❖ A recommendation to refer to county programs does not constitute a change in placement into a county program; the student remains in his/her present placement until an intake IEP team meeting is held with RCOE personnel.
 - The LEA administrator/designee may choose to involve RCOE personnel in the initial consideration of a change in placement IEP team meeting if the parent/guardian has been informed of this option and a Referral Form has been sent to RCOE.

The attached RCOE Referral Form must be completed with all demographic information on the top of the page, the reason for referral, request indicated, enclosures checked, along with a signed Authorization to Request/Release Information, and signature of the LEA Administrator/Designee.

The following documentation must be included with the Referral Form:

1. Current IEP
2. Current Multidisciplinary Report (Preferably less than one year old. However, IQ test results may be two years old at the time of the referral unless a recent significant precipitating event has occurred that might alter the student's cognitive functioning.)
3. Immunization Record
4. Home Language Survey
5. Supporting Documents (e.g., Mental Health Evaluation, Regional Center reports, Positive Behavioral Intervention Plan, audiogram, other related services assessments,

and/or medical reports to provide information as to the need for a change of placement)

The original Referral Form and supporting documents should be sent to the RCOE Principal in their area. The LEA should maintain a copy of all records.

RCOE Receipt of Referral Form and IEP Process

Upon receipt of a Referral Form, the receiving Principal and secretary will log the referral and assign a case carrier. The case carrier will review all pertinent assessments and supportive data.

When the Referral Form requests county consultation or a joint LEA/county IEP team meeting, the LEA administrator/designee and RCOE case carrier are responsible for coordinating the IEP team meeting with RCOE and LEA personnel. The LEA case carrier will make arrangements to have a Notice of Meeting sent to all participants at least ten days (whenever possible) prior to the meeting.

The RCOE principal or designee will participate in the IEP team meeting and request complete cumulative records if the student is placed into an RCOE program. The RCOE case carrier will assist in the implementation of the IEP and assure case completion of the initial referral.

Referral for Related Services Only

The RCOE operates stand-alone Related Services (RS) in the areas of Audiological Services, Deaf and Hard of Hearing (DHH) Itinerant Services, Visually Impaired (VI) Itinerant Services, Orthopedically Impaired Services (OI), and Adaptive Physical Education Services (APE) for LEAs within the Riverside County SELPA.

Audiological Referrals: Audiology referrals for Audiology *only* should be made to the Educational Information Technician. For students with a suspected hearing loss, a combined DHH and Audiology referral should be made to the Educational Information Technician. For referral, a referral form should be completed with the student's audiogram, or at minimum documentation that students have been unable to pass at least two school hearing screenings.

VI Referrals: For students being referred for VI services, a complete VI referral packet should be submitted. This packet would include a completed referral form, a copy of the student's eye report that includes a visual acuity and a visual diagnosis, and a copy of the student's IEP or IFSP if applicable. Any supporting documentation, such as a psych report should be included if available. Please note: There cannot be a direct referral for O&M services. The TVI will make the referral for O&M services.

DHH Referrals: For students who are suspected of having hearing loss, a dual referral for DHH and Audiology should be made. The referral packet should include the referral form, a copy of the student's audiogram, and a copy of the IEP or IFSP if applicable. If the student has had a speech assessment, that report should be included as well.

CAPD Referrals: Please complete the CAPD referral form. The entire form must be completed, and all requested supporting documentation should be included in the CAPD referral packet. Please refer to the CAPD referral form for directions, a questionnaire, and documents needed to process a referral. For more DHH and CAPD referral information, please contact Dena Slocum at dslocum@rcoe.us or 951.249.8744.

Responsibilities for Itinerant Programs

The appropriate RCOE personnel will review the records received with a referral and conduct the necessary assessment. The LEA special education administrator or designee is responsible for working with the specialist, parent/guardian, and school site personnel to coordinate an initial IEP at a time that is mutually convenient for all parties. The LEA is responsible for sending the Notice of Meeting to all participants in a timely manner.

Although RCOE personnel provide direct and/or consultative services in these related service areas, the LEA is responsible for management information system (MIS) input, pupil count data, and maintaining compliance of IEP annual review and three-year reevaluation dates. Although the county specialists provide recommendations for low incidence materials needed, the LEA is responsible for purchasing such supplies per the SELPA Low Incidence Funding Guidelines for students who receive DHH or OI services. For students with VI services, RCOE is responsible for purchasing all low-incidence materials and equipment.

Annual Review: As noted above, the LEA is responsible for scheduling annual reviews of students receiving RCOE DIS-only services. RCOE personnel is responsible for scheduling annual reviews of students served in RCOE SH-SDC programs. An LEA representative should attend. Please note: It is the District of Residence's responsibility to provide the offer of FAPE and complete the Prior Written Notice (PWN).

Three-Year Reevaluations: The RCOE school psychologists are responsible for arranging for all RCOE multidisciplinary assessments for three-year reevaluations. The assessment should include information from the parent/guardian, SH-SDC teacher, and DIS personnel, when appropriate, and individualized testing by the school psychologist. Any third-party reports (e.g., Regional Center, physician, etc.) should also be considered. The LEA should be notified of the three-year reevaluation IEP team meeting and attend. A copy of the three-year reevaluation report should be maintained in the RCOE pupil record.

Transition Planning: Many students served in RCOE SH-SDC programs spend part of their day in general education settings. Typically, arrangements are made between the site principal and the RCOE Principal regarding opportunities for inclusion of students served within the RCOE program. RCOE students have the opportunity to participate in school-wide assemblies, lunch, and recess activities as appropriate. Whenever a student receives services from both RCOE and LEA personnel, it is important that representatives from each agency participate in the IEP team meeting. It is also required that the student receive services in accordance with his/her IEP. Therefore, the IEP must reflect how the student spends his/her time and what activities are received in general and special education settings.



Division of Student Programs and Services

Request for Administrative Placement

(To Be Completed by Referring District)

Referring District: _____ Date: _____

Int'l Sp. Ed. Referral Date: _____ Contact: _____
(District of Residence)

Name of Student Referred: _____ Ethnicity: _____

Living with: Parent Foster LCI Sex: Male Female Nonbinary

Parent/Guardian: _____ D.O.B.: _____

Address: _____ Apt.# _____ Chron. Age: _____

Mailing Address: _____ Home Phone: _____
(if different)

Primary Home Language: English Other: _____ Work Phone: _____

Language Proficiency: Novice EL Intermediate EL IFEP Determined by: _____

Date Student 1st Enrolled in U.S. School: _____ Message Phone: _____

Parent's Education Level: Mother: _____ Father: _____ Cell Phone: _____

Does Student Require a Wheelchair for Transportation: Yes No

* List Responsible Agency: _____ Caseworker: _____

Previous Placement

Most Recent IEP Date: _____ Most Recent Report: _____

Program/Disability: _____ District: _____

School: _____ Address: _____

Phone: _____ Registrar: _____

Date Records Requested: _____ By: _____

Request DIS/Itinerant Services ONLY: Yes Specific: _____

County Audiological Evaluation Requested: Yes Specific: _____

Note: _____

Signed: _____
Administrator/Designee Title Phone