

Riverside County Special Education Local Plan Area (SELPA)

Program Options Offered Through Riverside County Office of Education

Table of Contents

Infant Circle Program.....	2
Concern for Infants in Riverside County Learning Enrichment (CIRCLE).....	2
Preschool GRASP Program	2
Giving Real Advantage to Special Preschoolers (GRASP).....	2
Related Services (RS)	2
Adapted Physical Education (APE)	2
Audiological Services.....	2
Deaf and Hard of Hearing (DHH) Itinerant	2
Braille Transcriber	2
Interpretation.....	2
Nursing Services	2
Orientation and Mobility.....	3
Psychological Services.....	3
Speech/Language Services.....	3
Visually Impaired (VI) Itinerant	3
Transition Partnership Program (TPP).....	3
Special Day Class (SDC).....	3
Auditory Oral Program:.....	3
Visually Impaired:	4
Autism (REACH):	4
ID Severe (MOVE):	4
ID Moderate (ALIVE):	4
ED (ABLE):.....	4
Initial Referral Process	4
Referral for Related Services Only	5
Audiological Referrals.....	5
Referrals for VI Itinerant Services:.....	6
Responsibilities for Itinerant Programs	6
Annual Review	6
Three Year Reevaluations	6
Transition Planning	6
RCOE Request for Administrative Placement Form.....	8

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, which may include assessment, individualized instruction in the home, consultation with parents, parent-child sessions in a classroom environment, and/or interagency linkage.

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, or pre-academic readiness skills. These classes meet one time a week for 3 hours.

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/or 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.

Deaf and Hard of Hearing (DHH) Itinerant: Itinerant teacher services provided to students who exhibit mild to severe hearing loss. Services may include assessment, direct instruction, monitoring of specialized instructional materials and adaptive equipment, consultation with regular and special education personnel and parents.

Braille Transcriber: Transcription of regular education curriculum, individualized curriculum and instructional materials into Braille for students who are legally blind.

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

Orientation and Mobility: Individualized instruction in basic travel techniques which may include pre-cane skills and use of the long cane for students who are visually impaired. These services are provided in a variety of environments, including the classroom, school site, 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; consultation with regular and special education teachers and/or mental health professionals.

Speech/Language Services: Part-time instruction and services provided to students with disabilities to enhance development of speech and/or language skills. Services may include assessment, direct individual and/or small group instruction, monitoring of and instruction on the use of assistive communication devices, consultation and collaboration with special education personnel, and communication with parents.

Visually Impaired (VI) Itinerant: Itinerant teaching services which may include direct instruction to students who are visually impaired, adaptations to regular and/or individualized curriculum materials into large print or Braille, monitoring of low incidence materials and equipment, consultation and collaboration with regular and special education personnel.

Transition Partnership Program (TPP): The TPP 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 whatever assistance as necessary toward this 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 on TPP call (951) 681-4533.

Special Day Class (SDC)

Auditory Oral Program: The Auditory Oral Program offers options throughout RCOE for students who are pre-school through 6th grade where students are taught using 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 pre-school through 12th grade. The TC approach aims to make use of a number of modes of communication such as sign, oral, auditory, written and visual aide depending on the particular needs and abilities of the student.

Visually Impaired: Students with a visual impairment require extensive adaptation to the learning environment, specifically to print medium. The VI class provides students specific planning and support in the areas of instruction in Braille and Orientation & Mobility, including the 9 Expanded Core Curriculum (such as independent, living, social, career education or technology skills). Typically, the students' needs cannot be met with VI Itinerant Services and necessitate small class setting for most of the day.

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 preschool through high school with autism spectrum disorders. The Reach team includes speech/language pathologist, ABA specialist and an occupational therapist. Services are provided in a collaborative manner within the classroom setting.

ID Severe (MOVE): The RCOE programs for students having severe intellectual disabilities offer a standards-based education to students with a focus on every students' individual needs which support health needs and specialized services based on students' individual needs.

ID Moderate (ALIVE): The RCOE classes for student whose intellectual and adaptive levels/skills are in the moderate range. The curriculum is functional academics, adaptive living skills and self-care.

ED (ABLE): 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 and emotional skills. Curriculum is aligned with California common core and may be accommodated and/or modified based on individual student need. Educationally Related Mental Health Services (ERMS) are provided to students with identified needs by the District of Residence.

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 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, 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 and medical reports)

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 a RCOE program. The RCOE case carrier will assist in implementation of the IEP, 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, and Visually Impaired (VI) Itinerant Services, Orthopedically Impaired Services (OI) and Adaptive Physical Education Services (APE) for LEAs within the Riverside County SELPA.

Audiological Referrals: Referrals should be submitted on the attached Audiological Referral Form and forwarded directly to the DHH Clerk at David Long Regional Learning Center (JET mail). Referrals for DHH itinerant services should be sent to the DHH Principal, Division of

Student Programs and Services, RCOE, and must include the RCOE Referral Form, signed Assessment Plan (sample enclosed), recent audiological evaluation, and Authorization to Request/Release Information.

Referrals for VI Itinerant Services: Referrals should be sent to the RCOE VI Principal, Division of Student Programs and Services, RCOE, and must include the RCOE Referral Form, complete eye report or letter from a doctor indicating visual impairment, and Authorization for Request/Release of Information.

Responsibilities for Itinerant Programs

The appropriate RCOE personnel will review the records received with a referral and conduct the necessary assessment or observation. 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 are responsible for scheduling annual reviews of students served in RCOE SH-SDC programs. A LEA representative should attend. A copy of the Notice of Meeting and IEP should be sent to the LEA for their pupil file whether or not a LEA representative attends the meeting. 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, 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.



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