

State Required Policy

Special Education Local Plan

SRP 31

REGIONALIZED SERVICES

The Trinity Special Education Local Plan shall include a description of services.

Legal References

EDUCATION CODE:

56105.7

State Administrative Regulation

Special Education Local Plan

REGIONALIZED SERVICES

SAR 31

Regionalized Services

56205(a)(12)(B) A description of the regionalized operations and services listed in Section 56836.23 and the direct instructional support provided by program specialists in accordance with Section 56368 to be provided through the plan.

The Trinity County SELPA regionalized operations and services include the operations and services as delineated in EC 56836.23 and EC 56368.

Coordination of the SELPA and Administration of the Local Plan

Governance of the SELPA is described in FAP 13 of the Local Plan. The SELPA Administrator is responsible for the local administration of regionalized services. The Community Advisory Committee, the majority of members being parents, advises the SELPA regarding implementation of the Local Plan.

The SELPA Administrator identifies priorities for Regionalized Services funds with input from the Administrative Team, and the CAC. The funds are allocated in view of the SELPA's need to provide the following functions:

1. Assurance of full educational opportunity
2. Coordinated system for identification and assessment
3. Coordinated system of curriculum development and alignment with core curriculum
4. Coordinated system of data collection and management
5. Coordinated system of internal program review, evaluation of effectiveness of the Local Plan and implementation of a Local Plan accountability mechanism
6. Coordinated system of personnel development
7. Coordinated system of procedural safeguards
8. Coordinated system of staff development and parent education
9. Coordination of career and vocational education and transition services
10. Coordination of interagency agreements
11. Coordination of services to licensed children's institutions and foster family homes
12. Coordination of services to medical facilities
13. Coordination of the Special Education Local Plan Area and implementation of the Local Plan
14. Coordination of transportation services for individuals with disabilities
15. Direct instructional program support that may be provided by program specialists pursuant to EC Section 56368
16. Fiscal administration and the allocation of state and federal funds pursuant to EC Section 56836.01
17. Fiscal and logistical support of the Community Advisory Committee
18. Preparation and transmission of required SELPA reports
19. Maintenance of financial effort

Coordinated System of Identification and Assessment

Trinity SELPA Local Plan adopted 6.28.07

The Trinity County SELPA shall consistently implement a coordinated system to identify and assess students suspected of having disabilities.

31(a)

Coordinated System of Procedural Safeguards

The Trinity County SELPA ensures that parents receive written notification of their Procedural Safeguards for Special Education including the right to file a complaint or to request a Due Process Hearing upon:

- Initial referral for evaluation of their child for special education eligibility,
- Each notification of an IEP Meeting,
- Reevaluation of their child, and
- Registration of a complaint or a request for a Due Process Hearing.

Students with disabilities, when appropriate, and their parents/guardians will be provided written notice of their rights, including those related to the student's individualized education program, in a 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. (EC 56506)

Coordinated System of Staff Development and Parent/Guardian Education Rationale

Implementation of the Trinity County Local Plan requires ongoing personnel development to provide appropriate learning experiences which promote understanding, increase skills and expertise, and ensure that federal and state laws will be followed. Regionalized personnel development opportunities will:

1. Provide participants with the necessary information, training and resources to ensure compliance with special education as required by federal and state law.
2. Provide participants with opportunities to engage in activities that enhance personal and professional growth.
3. Meet the needs of personnel, school programs, parents and students as they relate to the development and implementation of Individualized Education Programs for students with disabilities.

Policy Statement

The Trinity County SELPA shall provide regionalized personnel development opportunities to members of the SELPA and others. Trinity County SELPA personnel development offerings will adhere to the following guidelines:

1. Be available to representatives from general education, special education, administrators, support staff, paraprofessionals, parents, CAC representatives, NPS/NPA staff, agency staff and private school staff.
2. The SELPA will ensure collaboration with all member districts and agencies, including the County Office of Education and Juvenile Court Schools, CAC, Region 2 of the Comprehensive System of Personnel Development Advisory Committee (CSPDAC), Head Start, Behavioral Health, Social Services, Probation, Alcohol and Other Drugs, Public Health, California Children Services, Far Northern Regional Center, and the Department of Rehabilitation.
3. LEAs and educational representatives will ensure that staff receive notification of personnel development opportunities and encourage and support attendance.
4. The SELPA will ensure that the annual personnel development plan is in alignment with federal, state and local identified needs so that school personnel are prepared to meet the needs of individuals with disabilities.
5. The SELPA will include training for new staff as well as provide continuing education opportunities for all staff based upon an annual needs assessment.

Administrative Guidelines

1. The CAC and SELPA representatives will work together to gather information, identify needs, and avoid duplication of in-service offerings.
2. SELPA staff will be responsible to individual LEAs for personnel development needs that may arise; and, as possible, will provide assistance and resources.
3. Personnel Development offerings will be evaluated by in-service attendees and CAC representatives to assess effectiveness and to assist in the determination of topics for future offerings.

REGIONALIZED SERVICES (continued)

SAR

31(b)

4. The SELPA and LEAs will ensure that CAC representatives and parents have opportunities for input and will be informed of regionalized personnel development offerings.
5. The Trinity County SELPA recognizes that individual LEAs have responsibilities to provide personnel development opportunities independent of the Trinity County SELPA.

Parent/Guardian Education

The Trinity County SELPA shall develop an annual plan for Parent/Guardian Education based upon input provided through a needs assessment distributed to parents/guardians. The CAC shall serve as the advisory committee to the Administrative Team in developing priorities for parent education activities.

Coordinated System of Curriculum Development and Alignment with the Core Curriculum Rationale

One of the primary goals of the Individuals with Disabilities Education Act and the amendment of 1997 is to ensure that every student has access to the general curriculum. At the same time, it defines special education as “specially designed instruction.” In order to allow students the best opportunity to access a free appropriate public education in the least restrictive environment, the SELPA has a responsibility to facilitate a balance and understanding of the requisite elements.

Policy Statement

The Trinity County SELPA is committed to ensuring that all students, regardless of their disability, have access to the general curriculum to the maximum extent appropriate. Therefore, a focus of personnel development activities and support to all member LEAs will be to facilitate professional growth and student achievement through curricular alternatives to all students, including modifications and accommodations, as appropriate.

Administrative Guidelines

All students with disabilities, including those with low incidence disabilities, will be given the opportunity to participate in the general curriculum and will be provided appropriate curricular accommodations and modifications.

SELPA staff will support statewide and local efforts to pilot and implement curriculum options designed to support students with varying learning needs.

SELPA staff will be available to support students and their teachers whose needs for curricular support are beyond the district’s expertise.

In order to ensure equal access to the LEA's academic curriculum, special education curriculum shall be aligned with the LEA's core curriculum. Special education teachers shall attend general education curriculum workshops and have access to state adopted textbooks and supplementary materials at each school site.

Special education teachers shall provide a research-based remedial and developmental reading program for students. To attain higher standards in reading, special education teachers shall infuse basic reading skills instruction across the curriculum.

Coordinated System of Internal Program Review, Evaluation of the Effectiveness of the Local Plan and Implementation of a Local Plan Accountability Mechanism

Rationale

EC 56600 was written, in part, to ensure that SELPAs participate with all State efforts to provide for "ongoing comprehensive evaluation of special education programs" in order to "refine and improve programs, policies, regulations, guidelines and procedures on a continuing basis and to assess the overall merits of these efforts."

REGIONALIZED SERVICES (continued)

SAR

31(c)

Policy Statement

The Trinity County SELPA shall submit annually all information required by the California Department of Education, Special Education Division, including statistical data, program information, and fiscal information related to the programs and services for students with disabilities in the Trinity County SELPA.

Administrative Guidelines

The SELPA Administrator shall conduct an annual internal program review and evaluation of the effectiveness of the Local Plan. Data is reviewed and input is solicited from parents, CAC, and the Administrative Team.

The SELPA Administrator shall be responsible for collecting all data required by the California Department of Education related to special education budgets and services, and shall report the information to the State annually.

SELPA staff will support all members of the SELPA in the collection of data related to compliance, due process procedures, availability of services, key performance indicators, etc., as needed.

Coordinated System of Data Collection and Management Rationale

The California Department of Education requires of each SELPA the collection of specified data in such a manner as to be communicative with the Management Information System of the State.

Policy Statement

The Trinity County SELPA shall design and implement a data collection and storage system that provides for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State's Management Information System Department to collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.

Trinity SELPA Local Plan adopted 6.28.07

Administrative Guidelines

SELPA staff shall strive to support a system which is responsive to the data needs of the district.

SELPA staff shall implement a continuous improvement model of data collection.

Coordination of Interagency Agreements

The Trinity County SELPA works cooperatively with all appropriate agencies to develop and implement requirements of Memorandums of Understanding (MOUs) to ensure the provision of appropriate services to all students with disabilities in Trinity County.

Coordinating Services with Other Public Agencies

1. The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve individuals with disabilities.
2. Each interagency agreement will be developed by a Committee for consideration by the Administrative Team.
3. The SELPA Administrator has the primary responsibility to negotiate agreements with other public agencies.
4. All agreements negotiated with public agencies shall be reviewed by the SELPA Administrative Team for approval.
5. These agreements include but are not limited to: Trinity County Behavioral Health, California Children Services, Head Start, Far Northern Regional Center, Part C (Early Start) and others as needed.

REGIONALIZED SERVICES (continued)

SAR

31(d)

6. The Trinity County Office of Education shall determine a process to use in determining which special education services the County Office shall provide to the districts it serves.

Coordination of Services to Medical Facilities

Special education services are provided to individuals with disabilities in the hospital located within the SELPA, as needed per the student's IEP.

Coordination of Services to Licensed Children's Facilities and Foster Family Homes

The Trinity County SELPA ensures that coordination of services is accomplished, and students residing in LCIs and foster family homes receive services at schools throughout Trinity County.

Preparation and Transmission of Required Special Education Local Plan Area Reports

Required SELPA reports shall be prepared and transmitted by Trinity County SELPA MIS staff.

Logistical Support of the Community Advisory Committee

The SELPA Administrator provides logistical support to the CAC.

Coordination of Transportation Services for Individuals with Disabilities

The Trinity County Office of Education Transportation Department coordinates and provides transportation services for eligible students with disabilities. The SELPA Administrator meets with the TCOE Transportation Supervisor on a regular basis to ensure that students with disabilities receive appropriate transportation services.

Coordination of Career and Vocational Education and Transition Services

Trinity SELPA Local Plan adopted 6.28.07

The Trinity County SELPA Program Specialist and Workability Coordinator ensure the coordination of career/vocational and transition services. They work together to ensure that IEP/ITP teams are responsible for including career, vocational, and transition services in the IEPs and ITPs for students 14 years of age and older, and younger, when needed. The student's IEP/ITP includes a description of transition activities including Workability as appropriate, and the interagency responsibilities and/or linkages.

Assurance of Full Educational Opportunity

The Trinity County SELPA ensures full educational opportunity through provision of a full range of special education programs and services. Special education programs available through the SELPA include Resource Specialist Programs, Special Classes, and Designated Instruction and Services.

When an appropriate program for an individual with disabilities cannot be provided within the SELPA, placement in an adjacent SELPA, a state special school, or non-public school program may occur, as appropriate.

Special education home-based programs are provided within the SELPA to infants and toddlers with disabilities (ages 0-3) who meet the current eligibility criteria and to other individuals with disabilities between the ages of 3 and 21 years 11 months, as appropriate, per the student's IEP.

Any changes in the service delivery system to individuals with disabilities within the SELPA are based on assessed needs and upon the recommendation of the SELPA Administrator. Proposed changes are provided to the Community Advisory Committee for review and input.

Fiscal Administration and the Allocation of State and Federal Funds pursuant to EC 56836.01

All state and federal special education funds shall be allocated to the SELPA Administrative Unit for distribution to LEAs according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of state and federal special education funds shall be made by the Administrative Team. The SELPA Administrator is responsible for fiscal administration and allocation of state and federal funds pursuant to EC 56836.01 and the SELPA Special Education Funding Allocation Plan. The expenditure of funds shall be outlined in the Annual Budget Plan which shall be approved by the Administrative Team.

Direct Instructional Program Support that may be provided by the Program Specialist in accordance with EC 56368 Rationale

Education Code 56368 requires that each Special Education Local Plan Area have the services of specialized personnel with in-depth knowledge of specific disabilities employed in order to provide regionalized services.

The Trinity County SELPA program specialist may provide, per EC 56368, direct instructional support through activities including, but not limited to, classroom observations, consultations with staff and parents, in-service trainings, modeled lessons, etc.

A Program Specialist is a specialist who holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization and has advanced training and related experience in the education of individuals with disabilities and a specialized in-depth knowledge in preschool disabilities, career vocational development, or one or more areas of major disabling conditions. A Program Specialist may do all the following:

1. Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers.
2. Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with disabilities.
3. Participate in each school's staff development, program development, and innovation of special methods and approaches.
4. Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
5. Be responsible for assuring that students have full educational opportunity regardless of the district of residence.
6. Provide services as directed by the Administrative Team.

Policy Statement

The Superintendent of the Responsible Local Agency may employ a sufficient number of program specialists to meet the needs of the Trinity County Special Education Local Plan Area. Such personnel will be employed in accordance with the personnel and employment practices of the Trinity County Office of Education and for purposes of supervision and evaluation be assigned to the SELPA Administrator. Specific assignments of program specialists are subject to review and approval by the Administrative Team.

31(f)

Administrative Guidelines

1. Whenever possible, the program specialist shall have expertise in the area of learning disabilities and one or more of the following: physical disabilities, communication disabilities, severe disabilities, behavior, infant/preschool, or career vocational development.
3. Districts who have need for the services of a program specialist with an expertise different than the program specialist employed by the SELPA are to direct requests for the needed services to the SELPA Administrator. The Program Administrator will arrange for appropriate program specialist services from a neighboring SELPA.
5. Program specialists are considered pupil services employees.
6. When working within a local education agency, the program specialist shall conform to the protocol of the LEA.
7. Duties of the program specialist include those specified in EC 56368:
 - 7.1. Observe, consult with, and assist Resource Specialists, Designated Instruction and Services Specialists and special class teachers.
 - 7.2. Plan programs, coordinate curricular resources in a manner to make them available and effective for personnel who are in need of the resources.
 - 7.3. In conjunction with the CAC and the SELPA Administrator, assess program effectiveness to improve the program for individuals with disabilities.
 - 7.4. Participate in site-based staff development, research, program development, and innovation of special methods and approaches.
 - 7.5. Provide coordination, consultation, and program development.
 - 7.6. Under the direction of the SELPA Administrator, assure that students have full educational opportunity, regardless of the district of residence in the Special Education Local Plan Area.
 - 7.7. Serve on assessment teams and individualized education program teams as provided for in the Local Plan.
 - 7.8. Assist Local Education Agencies with nonpublic, nonsectarian and state school placements when requested.

The Trinity County Program Specialist shall also provide the following services:

1. Personnel development for staff, parents, members of the CAC, volunteers, and governing boards as appropriate. Such staff development programs will be coordinated with other staff development programs in the SELPA.
2. Evaluation responsibilities for ongoing, comprehensive evaluations of special education programs as per the evaluation plan and requirements of the California Department of Education, Special Education Division (E.C. 56600, et seq.).
3. Data collection and implementation of required Management Information Systems.
4. Curriculum development and support for special education programs and services in the SELPA.
5. Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area.
6. Coordinating services with other agencies.

Legal References

EDUCATION CODE:

56105.7