

exceed 28 pupils except with a waiver from the State Department of Education. Based on individual pupil needs, there are differences in the Resource Specialist Program services for preschool, elementary, and secondary pupils.

Instructional services are provided on a one-to-one or group basis and are in an appropriate educational setting that may include the general education classroom. The Resource Specialist is a member of the student's IEP team and as such participates in developing appropriate goals and objectives, implements the IEP, and participates in the annual review and the triennial reevaluation of the IEP. Please refer to Policy No. 8030 for information about reevaluations.

The Resource Specialist is also responsible for the following:

- (1) Provides information and assistance to individuals with exceptional needs and their parents.
- (2) Provides consultation, resource information, and material regarding individuals with exceptional needs to their parents and to general education staff members.
- (3) Coordinates special education services with the preschool and general education programs for each individual with exceptional nneeds enrolled in the Resource Specialist Program.
- (4) Monitors pupil progress on a regular basis, participates in the review and revision of IEP's, as appropriate, and refers pupils who do not demonstrate appropriate progress to the IEP team;
- (5) Provides emphasis at the secondary school level on academic achievement, career and vocational development, and preparation for adult life.
- (6) Serves on the Student Study Team as a consultant when necessary or appropriate.
- (7) The role of the Resource Specialist must be interpreted broadly enough so that an individual may function differently at the preschool, elementary and secondary levels. The position is seen as flexible enough to meet individual, school and District needs.

Related Services.

Related services are developmental, corrective, and other supportive services that a student needs to benefit from special education (including the early identification and assessment of disabling conditions), and are determined by a student's IEP team and documented in the IEP. Related

services may be provided to individuals or to small groups throughout the full continuum of educational settings. Related services may include, but are not limited to, the following:

- **Language, speech, and hearing development and remediation.** Services include referral and assessment of students suspected of having a disorder of language, speech, or hearing; specialized instruction and services for students with disorders of language, speech, and hearing, including monitoring of pupil progress on a regular basis, providing information for the review, and when necessary participating in the review and revision of IEPs of pupils; consultative services to pupils, parents, teachers, or other school personnel; coordination of speech and language services with a student's regular and special education program; referral for medical or other professional attention necessary for the habilitation of speech or language impairments; and counseling and guidance of parents, children, and teachers regarding speech and language impairments.
 - The average caseload for language, speech, and hearing specialists shall not exceed 55 cases unless the Tulare County/District SELPA specifies a higher average caseload and the reasons for that higher caseload.
 - Language and speech development and remediation services may be provided by a language, speech, and hearing specialist or by a Speech-Language Pathology Assistant who has been approved by the Speech-Language Pathology and Audiology and Hearing Aid Dispensers Board to provide those services and who is under the supervision of a language, speech, and hearing specialist if provided for in the student's IEP. The caseloads of language, speech, and hearing specialists shall not be increased by the use of assistants.
- **Audiological services.** Services include identification of children with hearing loss; determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing; provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation; creation and administration of programs for prevention of hearing loss; counseling and guidance of children, parents, and teachers regarding hearing loss; determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification; aural rehabilitation (auditory training, speech reading, language habilitation, and speech

conservation) and habilitation with individual pupils or groups and support for the hearing-impaired pupils in the regular classroom; monitoring hearing levels, auditory behavior, and amplification for all pupils requiring personal or group amplification in the instructional setting; planning, organizing, and implementing an audiology program for individuals with auditory dysfunctions, as specified in the IEP; and consultative services regarding test findings, amplification needs and equipment, ontological referrals, home training programs, acoustic treatment of rooms, and coordination of educational services to hearing-impaired individuals.

- **Instruction in the home or in the hospital.** Services are limited to students for whom the IEP team recommends such instruction or services. Instructions may be delivered individually, in small groups or by teleclass. For students with a medical condition such as those related to surgery, accidents, short-term illness or medical treatment for a chronic illness, the IEP team shall review, and revise, if appropriate, the IEP whenever there is a significant change in the student's medical condition.
 - When determining whether home instruction is appropriate for a student, the IEP team shall have in the assessment information a medical report from the attending physician and surgeon or the report of the psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the pupil from attending a less restrictive placement. The report shall include a projected calendar date for the pupil's return to school, and the IEP team shall meet to reconsider the IEP prior to that date.
 - Instruction in the home or hospital shall be provided by a regular class teacher, the special class teacher, or the resource specialist teacher, if the teacher or specialist is competent to provide such instruction and services and if the provision of such instruction and services by the teacher or specialist is feasible. If not, the appropriate related services specialist shall provide such instruction.
 - The teacher providing the home instruction shall contact the student's previous school and teacher to determine: the course work to be covered; the books and materials to be used; and who is responsible for issuing grades and promoting the pupil when appropriate. For pupils in grades 7 to 12, the teacher shall confer with the school guidance counselor to determine the hours the pupil has earned toward semester course credit in each subject included in the IEP and

the grade as of the last day of attendance; who is responsible for issuing credits when the course work is completed; and who will issue the diploma if the pupil is to graduate.

- **Adapted physical education.** Adapted physical education is for students 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. Consultative services may be provided to students, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.
- **Physical and occupational therapy.** Physical therapy services are physical or corrective rehabilitation or treatment of any bodily or mental condition by the use of the physical, chemical, and other properties of heat, light, water, electricity, sound, massage, and active, passive, and resistive exercise, and shall include physical therapy evaluation, treatment planning, instruction and consultative services. Physical therapy includes the promotion and maintenance of physical fitness to enhance bodily movement related health and wellness through the use of physical therapy interventions.
 - Occupational therapy services include improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation; improving ability to perform tasks for independent functioning if functions are impaired or lost; and preventing, through early intervention, initial or further impairment or loss of function. Services may be provided by an occupational therapist or by a Certified Occupational Therapist Assistant who is supervised by the occupational therapist.
 - Districts and the Tulare County/District SELPA shall assure that the physical or occupational therapist has available safe and appropriate equipment.
 - Please refer to Policy No. 9600 for information about physical therapy and occupational therapy services for infants.
- **Specially-designed vocational education and career development.** Services include providing prevocational programs and assessing work-related skills, interests, aptitudes, and attitudes;

coordinating and modifying the regular vocational education program; assisting students in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community; establishing work training programs within the school and community; assisting in job placement; instructing job trainers and employers as to the unique needs of students with disabilities; maintaining regularly scheduled contact with all work stations and job-site trainers; coordinating services with the Department of Rehabilitation and other agencies as designated in the student's IEP.

- **Counseling and guidance services, including rehabilitation counseling.** Counseling services are services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel. Counseling and guidance services may be provided to students who require additional counseling and guidance services to supplement the regular guidance and counseling program.
 - Counseling and guidance services may include educational counseling which assists the student in planning and implementing the immediate and long-range educational program; career counseling which assists the student in assessing aptitudes, abilities, and interests in order to make realistic career decisions; personal counseling which helps the student develop the ability to function with social and personal responsibility; and counseling and consultation with parents and staff members on learning problems and guidance programs for students with disabilities.
 - Rehabilitation counseling services are services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, integration in the workplace and community of a student with a disability, and vocational rehabilitation services.
- **Vision services and vision therapy.** Vision services may include assessment, adaptations in curriculum, media, and the environment; instruction in special skills; consultative services to students, parents, teachers, and other school personnel. Vision therapy may include remedial and/or developmental instruction.
- **Orientation and mobility instruction.** These services are provided to blind or visually impaired children to enable those students to

attain systematic orientation to and safe movement within their environments in school, home, and community, and Includes teaching children the following, as appropriate: spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street); to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision; to understand and use remaining vision and distance low vision aids; and other concepts, techniques, and tools.

- Services may include specialized instruction in orientation and mobility techniques, and consultative services to other educators and parents regarding instructional planning and implementation of the IEP relative to the development of orientation and mobility skills and independent living skills.
- **Psychological services.** Services include administering psychological and educational tests, and other assessment procedures; interpreting assessment results; and obtaining, integrating, and interpreting information about child behavior and conditions relating to learning.
 - *Psychological services other than assessment and development of the IEP.* Services may include counseling; consultative services to parents, pupils, teachers, and other school personnel; planning and implementing a program of psychological counseling for pupils and parents; and assisting in developing positive behavioral intervention strategies.
- **Parent counseling and training.** Services include assisting parents in understanding the special needs of their child; providing parents with information about child development; and helping parents acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.
- **Health and nursing services.** Services include providing services by qualified personnel, including specialized physical health care; managing the student's health problems on the school site; consulting with pupils, parents, teachers, and other personnel; group and individual counseling with parents and pupils regarding health problems; and maintaining communication with health agencies providing care to students with disabilities.

- **Social worker services.** Services include preparing a social or developmental history on students with disabilities; group and individual counseling with the child and family; working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; consultation with pupils, parents, teachers, and other personnel regarding the effects of family and other social factors on the learning and developmental requirements of students with disabilities; mobilizing school and community resources to enable the child to learn as effectively as possible; developing a network of community resources, making appropriate referrals and maintaining liaison relationships among the school, the student, the family, and the various agencies providing social, income maintenance, employment development, mental health, or other developmental services; and assisting in developing positive behavioral intervention strategies.

- **Interpreting services.** Services include the following, when used with respect to children who are deaf or hard of hearing: oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and Type Well; and special interpreting services for children who are deaf-blind.

- **Transcription services.** These services may be provided to visually impaired pupils.

- **Specialized services for low-incidence disabilities.** Services may include specially designed instruction, and specialized services provided by qualified individuals such as interpreters, notetakers, readers, transcribers, and other individuals who provide specialized materials and equipment.
 - An “educational interpreter” provides communication facilitation between students who are deaf or hard of hearing, and others, in the general education classroom and for other school-related activities, including extracurricular activities.
 - Please refer to Policy No. 9010 for more information about low-incidence disabilities.

- **Specialized driver training instruction.** Specialized driver training instruction may include instruction to supplement the regular driver training program. The need to supplement the regular program shall be based on an assessment of the pupil's health, physical, and/or

educational needs which require modifications which cannot be met through a regular driver training program.

- **Recreation services.** Services include assessment of leisure function; therapeutic recreation services; recreation programs in schools and community agencies; and leisure education.
- **Related Services for the Deaf and Hard of Hearing.** Services include speech, speech reading and auditory training; instruction in oral, sign, and written language development; rehabilitative and educational services for hearing impaired students to include monitoring amplification, coordinating information for the annual review, and recommending additional services; adapting curricula, methods, media, and the environment to facilitate the learning process; consultation to pupils, parents, teachers, and other school personnel.
 - A specially trained instructional aide, working with and under the direct supervision of the credentialed teacher of the deaf and hard-of-hearing, may assist in the implementation of the pupil's educational program.
- **Assistive Technology Service.** This is any service that directly assists a student with a disability in the selection or use of an assistive technology device that is educationally necessary, including evaluation; coordinating and using other therapies, interventions, or services with assistive technology devices; training or technical assistance for the student or family; and training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of students with disabilities.
- **Music therapy.** This service is the specialized use of music to develop individualized treatment and supportive interventions.
- **Behavioral intervention.** Services include assessment of students demonstrating significant behavioral challenges, and the design and implementation of positive behavioral interventions and supports, including behavior intervention plans, to address the learning and behavioral needs of those students.
- **Services for students with chronic illnesses or acute health problems.** Services include individual consultation; home or hospital instruction; and other instructional methods using advanced communication technology.

- For pupils whose medical condition is in remission or in a passive state, the IEP team shall specify the frequency for monitoring the pupil's educational progress to assure that the illness does not interfere with the pupil's educational progress.
- When a pupil experiences an acute health problem which results in non-attendance at school for more than five consecutive days, upon notification of the classroom teacher or the parent, the IEP team shall convene to determine the appropriate educational services.
- If there is a pattern of sporadic illness, the IEP team shall convene to consider alternative means for the pupil to demonstrate competencies in the required course of study so that the cumulative number of absences do not prevent educational progress.
- **Transportation.** Services include travel to and from school and between schools; travel in and around school buildings; and specialized equipment (such as special or adapted buses, lifts, and ramps). Please refer to Policy No. 7016 for information about transportation.
- **Early identification and assessment of disabilities.** Service means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
- **For diagnostic and evaluation purposes only, medical services.** Related services do not include a surgically-implanted medical device, including cochlear implants, the optimization of the functioning of a medical device, maintenance of that device, or replacement of that device. However, a student with a surgically-implanted medical device, including cochlear implants, may receive related services that the IEP team determines are necessary to provide the student with a FAPE. The Tulare County/District SELPA school Districts must appropriately monitor and maintain medical devices that are needed to maintain the student's health and safety, including breathing, nutrition, or operation of other bodily functions while the student is transported to and from school or is at school. The Tulare County/District SELPA school Districts must conduct routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

The student's IEP shall document the need for specific related services, specify appropriate goals and objectives, and specify the amount of time scheduled for each service.

Related services shall be available to those preschool pupils whose educational needs require such support.

Special Classes and Centers. Special classes are those that serve students with similar and more intensive educational needs, and are provided by either Districts or the Tulare County Superintendent of Schools. special center is a group of special classes located on a single campus. Special Day Class (SDC) programs are located on general education campuses unless the age of the student or the IEP requires off-campus services. Special classes may enroll students only when the nature or severity of the disability(ies) is such that education in the regular classes with the use of supplementary aids and services, including curriculum modification and behavioral support, cannot be achieved satisfactorily. Students with disabilities shall participate in nonacademic and extracurricular services and activities with nondisabled peers to the maximum extent appropriate. Students with low incidence disabilities may receive all or a portion of their instruction in the regular classroom and also may be enrolled in special classes. Please refer to Policy No. 9010 for more information about low-incidence disabilities.

Placement in a special day class shall not limit or restrict the consideration of other options, including services provided in a vocational education program or any combination of programs and placements as may be required to provide the services specified in a pupil's IEP.

A special class shall be composed of individuals whose needs as specified in the IEPs can be appropriately met within the class.

Pupils in a special class shall be provided with an educational program in accordance with their IEPs for at least the same length of time as the regular school day for that chronological peer group except: when the student can benefit by attending a regular program for part of the day, and the amount of time shall be written in the IEP; or when the IEP team determines that the student cannot function for the period of time of a regular school day, and when it is so specified in the IEP.

The procedure for allocation of aides for special classes shall be specified in the Tulare County/District SELPA local plan. Additional aide time may be provided when the severity of the disabling conditions of the pupils or the age of the pupils justifies it, based on the IEPs.

Special classes shall be located to promote maximum appropriate interaction with regular educational programs.

Nonpublic Schools (NPS). A student shall be placed in an NPS only when the IEP team determines that an NPS is necessary to meet the needs of the student, and that placement in an NPS is the least restrictive environment

appropriate for the student. Review of the student's IEP shall be conducted at least annually by the IEP team. The District shall ensure that review schedules are specified in the IEP and contract with the NPA for the pupil. An elementary school district shall notify a high school district of all students placed in a nonpublic school prior to the annual review of the IEP for each student who may transfer to the high school district

When a student meets District requirements for completion of the prescribed course of study designated in the student's IEP, the District that developed the IEP shall award the diploma.

Please refer to Policy No. 9350 for information about nonpublic schools.

State Special Schools. Placement of a student in a state special student shall be made only as a result of a recommendation by the student's IEP team upon a finding that no appropriate placement is available in the Tulare County/District SELPA.

Itinerant Instruction. Itinerant instruction can take place in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur.

Instruction Using Telecommunication. use of telecommunication to provide special education instruction and/or services shall be determined on a case by case basis with input from the appropriate personnel with expertise in special education and instruction, and assistive technology.

References:

EC 56360-56369

EC 56195.7

EC 56195.8

Title 5 C.C.R. 3030

Title 5 C.C.R. 3051-3053

Title 20 U.S.C. 1412

Title 34 C.F.R. 104.34

Title 34 C.F.R. 104.37

Title 34 C.F.R. 300.34

Title 34 C.F.R. 300.114

Title 34 C.F.R. 300.222

Title 34 C.F.R. 300.223
Title 34 C.F.R. 300.227
Title 34 C.F.R. 300.240