

**SAN MATEO COUNTY  
OFFICE OF EDUCATION  
Special Education Services  
Roles and Responsibilities**

County	District	Coordinated* Responsibilities
	<b>X</b>	
	<b>X</b>	
	<b>X</b>	
	<b>X</b>	
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	<b>X</b>	<b>X</b>
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	<b>X</b>	

**I. DISTRICT REFERRAL PROCESS TO SMCOE**

- A. District is responsible for conducting an initial assessment or reassessment prior to referral to COE program.
- B. District contacts appropriate COE program director by day #30 of 60-day timeline about a potential placement.
- C. If a potential COE placement exists, district communicates with family regarding a prospective COE placement.
- D. District provides Referral Packet to include written parental consent for Release of Information to COE.
- E. COE program logs referral.
- F. COE program shares referral information with necessary staff.
- G. COE program identifies specific prospective placement and communicates this information with District.
- H. District facilitates parent visits to potential placement(s), which may include a COE classroom.
- I. District coordinates and conducts IEP team meeting to offer FAPE. SMCOE staff will attend and participate as needed in this IEP team meeting. (60 days).
- J. District and COE complete gathering information necessary to enroll student in the COE classroom (Bus Service Request, Emergency Form, Parent Packet, Transfer of SEIS Record, etc.)
- K. COE program confirms student’s start date with District and Family.
- L. COE requests transfer of SEIS record from District, including IEP.
- M. District will affirm and attest IEP within 5 days of IEP and prior to actual transfer of SEIS record.

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**II. DISTRICT INTERIM PLACEMENT INTO SMCOE PROGRAM**

- A. District contacts appropriate COE program director.
- B. If an appropriate COE placement exists:
  - 1. District provides Referral Packet to include written parental consent for Release of Information to COE.
  - 2. COE program logs Interim Placement.
  - 3. COE program shares Interim Placement documents and information with necessary COE staff.
  - 4. District communicates with family and facilitates visitation to COE program.
  - 5. District and COE complete gathering information necessary to enroll student in the COE classroom (BSR, Emergency Form, Parent Packet, etc.)
  - 6. District obtains parent signature on Interim Placement document offering FAPE.
  - 7. District provides COE with copy of signed Interim Placement.
  - 8. COE requests transfer of SEIS record, including IEP.
- C. District and COE conduct observations and any necessary assessments required for Interim Placement IEP review.
- D. Working with COE staff, District coordinates and schedules Interim Placement (30-day) IEP review.

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**III. STUDENT SERVICES**

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<b>X</b>		
		<b>X</b>
<b>X</b>		
<b>X</b>		
<b>X</b>		
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- A. Assessment (after placement)
- B. Re-evaluation (after placement) for additional information and services
- C. Triennial Evaluation
- D. Case Management
  - 1. **Notice to Districts regarding possible COE service change.**  
COE program director/manager would notify district of recommended changes in service prior to meeting.
  - 2. **Scheduling IEPs (annual/triennial/other)**  
Responsibility to contact appropriate team members and coordinate mutually agreeable dates, times, locations.
  - 3. **Notices of IEPs**  
Responsibility to mail notices of meetings to parents and IEP team members.
  - 4. **Determining an LEA (District) designee, the IEP Chair and the Key Contact with Parents**  
At the start of the school year, COE program director/manager will contact district's director to develop a list for each student that will determine the LEA (District) designee, the IEP Chair, and the key contact with parents.
  - 5. **Coordinating Team Meetings**  
Staffing meetings to discuss progress/brainstorm strategies.
  - 6. **Adherence to Timelines**  
Case manager will track the following timelines:  
Evaluation dates, Annual IEP, Triennial assessment, notice of meetings, assessment plans.

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- 7. **Service Coordination**  
Case manager will coordinate scheduling of DIS services.
- 8. **Assurance of Service Delivery**  
Case manager will monitor delivery of services specified on the IEP. Monitoring progress towards goals.
- 9. **Behavioral observations**  
Observations of individual students in a variety of settings by a qualified practitioner.
- 10. **Behavior Support Plan**
  - a. Identifying the specific behaviors to address.
  - b. Establishing the goal for change and the steps required to achieve it.
  - c. Procedures for recognizing and monitoring changed behavior.
  - d. Choosing the appropriate behavioral strategies that will be most effective.
- 11. **Monitoring Adequate Progress Towards Goals**
- 12. **SEIS Data Entry and Management**  
Case manager enters data, CASEMIS clerk checks for errors. Requests for district providers to be added to SEIS record will be submitted in writing to COE Senior Administrator, with copy to COE program manager.
- 13. **Discipline**
  - a. Suspension  
An LEA may suspend a student with a disability for up to 10 consecutive school days without causing a change in placement.
  - b. Manifestation Determination
  - c. Expulsion

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Within 10 school days of any decision to change the placement of a child with a disability, because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the IEP Team (as determined by the parent and the LEA) shall review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- (2) if the conduct in question was the direct result of the LEA's failure to implement the IEP.

If the LEA, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

- 14. **Response to CDE compliance complaints**  
Named party(s) will respond.
- 15. **Response to Record Request**  
Entity that currently hold records will respond.
- 16. **Written translations, per IDEA requirements**  
(e.g., assessment, IEP, etc.)

**E. DIS/Other Services**

- 1. **Speech Services**  
Specialized instruction and services for students with disorders of language, speech and/or hearing, including monitoring of student progress on a regular basis, providing information for the review, and when necessary participating in the review and revision of IEPs of students.

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**2. Audiology Services**

Consultative services regarding test findings, amplification needs and equipment, ontological referrals, home training programs, acoustic treatment of rooms, and educational management of the hearing-impaired individuals.

**3. Hearing Impaired Services**

Aural rehabilitation (auditory training, speech reading, language habilitation and speech conservation) and habilitation with individual students or groups and support for the hearing-impaired students in the regular classroom. Monitoring hearing levels, auditory behavior, and amplification for all students requiring personal or group amplification in the instructional setting.

**4. Augmentative Communication**

(AAC) refers “to an area of research, clinical, and educational practice. AAC involves attempts to study and when necessary compensate for temporary or permanent impairments, activity limitations, and participation restrictions of individuals with severe disorders of speech-language production and/or comprehension, including spoken and written modes of communication.”

**5. Vision Services**

Adaptations in curriculum, media, and the environment, as well as instruction in special skills. Consultative services to students, parents, teachers, and other school personnel.

**6. Occupational and Physical Therapy**

Evaluating students’ motor problems, implementing intervention based on individualized student goals, assessing progress in achieving goals and objectives, helping parents understand, prevent, and remediate motor problems, working with school staff and other professionals to meet the motor needs of children relevant to the educational setting.

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**7. Adapted Physical Education**

Adapted physical education is designed for students with disabilities who require developmental or corrective instruction and which preclude the individual’s participation in the activities of the general physical education program, modified regular 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.

**8. Behavioral Services**

Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior. Functional assessment describes a behavior; identifies the contexts (events, times, and situation) that predict when behavior will and will not occur, and identifies consequences that maintain the behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation, and monitoring.

**9. Applied behavior analysis (ABA)**

ABA is the science of applying experimentally derived principles of behavior to improve socially significant behavior. ABA takes what we know about behavior and uses it to bring about positive change (Applied). Behaviors are defined in observable and measurable terms in order to assess change over time (Behavior). The behavior is analyzed within the environment to determine what factors are influencing the behavior (Analysis).

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**10. Orientation and Mobility**

Specialized instruction for individuals in orientation and mobility techniques. Consultative services to other educators and parents regarding instructional planning and implementation of the IEP. Counseling services to parents of individuals with disabilities relative to the development of orientation and mobility skills and independent living skills of their children.

**11. Nursing Services**

Related health and nursing services are designed to assist those individuals with disabilities who have health problems. Qualified personnel will provide services. Services may include the following:

- a) Managing the individual's health problems on the school site;
- b) Consulting with staff members regarding management of the individual's health problems;
- c) Providing group and individual counseling with the individuals and parents regarding health problems; and
- d) Making appropriate referrals and maintaining communication with health agencies providing care to individuals.

**12. Counseling Services**

Counseling and guidance services may be provided to an individual with a disability that requires additional counseling and guidance services to supplement the regular guidance and counseling program. The IEP team shall determine the need for additional guidance and counseling services.

**13. Medical Administration**

Administration of medicines and/or medical procedures to students during the school day.

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- 14. Workability**  
 Providing prevocational programs and assessing work-related skills, interest aptitudes, and attitudes; coordinating and modifying the regular vocational education program; assisting individuals 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 the individuals; maintaining regularly scheduled contact with all workstations and job-site trainers; and coordinating services with the Department of Rehabilitation, the Department of Employment Development and other agencies as designated in the IEP.
  
- 15. Special Circumstances Instructional Assistance**  
 Provided for students when additional support is necessary for the student to meet his or her goals and objectives. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally a student requires individual support for a designated period of time to address a unique need.
  
- 16. Home-to-School Transportation**  
 Transportation will be provided by COE unless other arrangements are made between the County and District, or a notation is made on the IEP.
  
- 17. Extended Year Services (ESY) services**  
 ESY services are designed to support a student with a disability as documented under the Individuals with Disabilities Education Act (IDEA) to maintain the academic, social/behavioral, communication, or other skills that they have learned as part of their Individualized Education Program (IEP). The focus of the services provided to the student as part of an ESY program are not upon learning new skills or "catching up" to grade level, but rather

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to provide practice to maintain previously acquired or learned skills, and to avoid substantial regression that cannot be recouped within a reasonable period of time in the next academic year. If a student has received ESY services in previous years, the student may not be eligible in future years as determinations for eligibility of ESY services are made annually.

**IV. INTRA-COUNTY TRANSFERS OF COE STUDENTS**

- A. In the event that any County Office of Education (“COE”) staff member learns of facts indicating that a student enrolled in a COE special education classroom has moved to a new residence (e.g., through conversation with parents, change in bus pickup location, etc.), the COE shall, within five (5) days, provide the LEA that placed the student in the COE classroom (the “Placing LEA”) with written notice of these facts. The Placing LEA will then determine whether the student has, in fact, moved to a new residence. The Placing LEA will also determine whether the new residence lies within the geographic boundaries of a different school district (the “Gaining LEA”). If so, the Placing LEA will inform the Gaining LEA of the student’s placement in the COE classroom. The Placing LEA shall also notify the parents of the affected student of their obligation to enroll the student in the Gaining LEA. Upon notification by the Placing LEA, the Gaining LEA shall assume financial responsibility for the student’s placement in the COE classroom and related special education services, retroactive to the date upon which the new residence was established.
  
- B. If a dispute arises between LEAs regarding the residency of a parent or parents of a special education student who is placed in a COE classroom, either LEA may refer the matter for dispute resolution pursuant to the San Mateo County SELPA Dispute Resolution Policy. In order to ensure the continuity of special education services pending resolution of any dispute regarding fiscal responsibility for a special education student, the LEA with fiscal responsibility for the student’s special education services prior to the dispute having arisen (i.e., the Placing LEA) shall continue to pay for such services until the dispute resolution

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process has been completed pursuant to the San Mateo County SELPA Administrative Regulations for Fiscal Responsibility Policy. The Placing LEA will also retain responsibility for procedural compliance with federal and state special education laws and regulations (such as by, for example, noticing and presiding at required IEP team meetings). If the Placing LEA is required to continue paying for special education services pending dispute resolution, it may recover such expenses from the Gaining LEA if it is determined, in the course of the dispute resolution process, that that the Placing LEA was not responsible for such expenses.

**V. COE STUDENT RESIDENCY RELOCATION OUT OF COUNTY**

A. In the event that any County Office of Education (“COE”) staff member learns of facts indicating that a student enrolled in a COE special education classroom has moved to a new residence located outside of the County of San Mateo, (e.g., through conversation with parents, change in bus pickup location, etc.), the COE shall, within five (5) days, provide the LEA that placed the student in the COE classroom (the “Placing LEA”) with written notice of these facts. The Placing LEA will then determine whether the student has, in fact, moved to a new residence. If the new residence is outside the geographic boundaries of San Mateo County, the Placing LEA will notify the new district of residence and will notify the parents of the affected student. Arrangements will need to be made to immediately transition the student to the new district of residence. Pending transition of the student to the new district of residence, the Placing District will retain responsibility for procedural compliance with federal and state special education law, and will continue paying for special education services until the student is placed in the new district of residence.

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	X	

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