

## **Program Options Offered Through the Districts of the East San Gabriel Valley SELPA**

The Districts of the East San Gabriel Valley SELPA provide a wide range of special education program options to meet the unique needs of individuals with disabilities. An Individualized Educational Planning (IEP) team determines a student's placement in a special education program. At the IEP meeting, the team first determines a student's eligibility for services based upon one of the disability categories.

Once a student's eligibility for services is established, learning goals and objectives are determined. Then the IEP team will discuss the appropriate level/type of service and the most appropriate placement. The team recommends the least restrictive environment; meaning, the environment which is most close to the general education classroom, however, providing the supports to enable the student to access their academics. Students of any disability may be served in any placement option.

- General education class with accommodations
- Nonpublic, nonsectarian school
- General education class w/specialist services
- Residential program with public school
- Home/Hospital
- General education class
- Residential program with school on-site
- Special class in another district
- Special class on integrated campus
- Special class with mainstreaming
- State special school

### ***Early Education Programs***

Families of young children, ages birth to five years experiencing developmental delays or disability as defined by the Individuals with Disabilities Education Act (IDEA), may access the following specialized services and supports:

#### **For Infants and Toddlers**

The California Early Start program serves infants/toddlers and their families that may exhibit developmental delays or the existence of an established risk factor associated with potential disability under the federal Individuals with Disabilities Education Act (IDEA), Part C. The San Gabriel Pomona Regional Center has primary responsibility for finding and serving children age birth to 36 months eligible under the California Early Start Program. An Individualized Family Service Plan (IFSP) is developed with a focus on supporting the parents/guardians in optimizing their child's development. Under California Early Start, all Local Educational Agencies (LEA) serve infants and toddlers with solely low incidence disabilities who are not eligible for Regional Center services. These low incidence disabilities include hearing, vision, and severe orthopedic impairments, or a combination of these conditions.

Deaf or Hard of Hearing  
Visually Impaired  
Orthopedically Handicapped

Covina Valley Unified School District  
Azusa Unified School District  
Claremont Unified School District

To make a referral of an infant or toddler suspected of developmental delay or disability contact the:

San Gabriel Pomona Regional Center  
75 Rancho Camino Drive  
Pomona, CA 91766  
(909) 620-7722  
<http://www.sgprc.org/>

### **For Children Over Three Years Old**

Glendora Unified School District provides special education services to meet the educational needs children, ages three to five, who demonstrates delays in speech/language development, fine motor skills, or pre-academic readiness skills under federal IDEA, Part B, and State regulations. Special education services focus on both the developmental needs of the child and school readiness. These services are child-centered and are individualized depending on the intensity of the needs. Program options may include special day class, preschool services, and individual or small group therapies, based on an Individualized Educational Program (IEP). All public education services including assessment for eligibility are free. Parents concerned about their child's development should request in writing. For additional information regarding child development milestones, go to the State's Department of Developmental Services at <http://www.dds.ca.gov/earlystart/index.cfm>

For further information contact:

The Office of Special Education  
Glendora Unified School District  
500 N. Loraine Avenue  
Glendora, CA 91741  
(626) 963-1611 Ext. 329



### **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, who 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 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.

***WorkAbility:*** A project offered through some districts and is open to all students 18 years of age and older, who meet the enrollment criteria as established by the WorkAbility staff and state mandated guidelines. It is designed to prepare students with disabilities for competitive or

support employment at the completion of their school program. Students are placed at community based employment training sites and earn wages based on their abilities.

### **Specialized Programs**

***Autism:*** Autism Spectrum Disorder (ASD) classes designed for students with a diagnosis of autism or who are identified with Autistic Spectrum Disorder and require specialized methods in the following areas: communication, structure environments, behavior support, social skills and sensory. Some of ASD classes are within the District; however, are facilitated and monitored by the SELPA, so a recommendation and referral is required.

***Deaf and Hard of Hearing (DHH):*** Classes designed for students who impairments range from hard of hearing to profoundly deaf. These students use total communication strategies and curriculum, which may include sign language. The instructional program is parallel to regular education diploma bound classes.

***Orthopedically Impaired (OI):*** Classes designed for students who are physically challenged and require an adapted curriculum and environment to access the curriculum. Many of the students use assistive devices for communication.

***Emotionally Disturbed (ED):*** These classes are designed for students who demonstrate severe emotional problems which interfere with their learning. Students identified emotionally disturbed need a highly structured class setting with a behavior shaping focus as a priority. Therapy and counseling services are woven into the program. The curriculum may be modified, but closely follows the regular education models with a diploma-bound focus.

***Visually Impaired (VI):*** Classes designed for students who are partially sighted or legally blind and require adapted instructional materials (e.g., large print) and services (e.g., Braille Instruction). Typically, the student's needs cannot be met with VI Itinerant services alone, thus require the VI specialized class.

### **Post-High School Programs**

#### ***Glendora Unified Adult Transition Program:***

***(Glendora Resource and Education for Addult Transition – ***GREAT Center***)***

Glendora Unified School District is excited to announce a new program for young adults with disabilities. The ***GREAT Center*** serves 18-22 year old students with disabilities who have received a Certificate of Completion from high school and have significant needs for support as they transition to adulthood.

Students from the ***GREAT Center*** will develop their skills using community-based instruction in addition to classroom instruction. Some of the components that will be integrated into the program are: vocational training, community integration, travel/mobility training, recreational activities, self-care and daily living skills, functional academic development, self-advocacy and self-determination skill development, technology skills, work experience and social skill development.

The ***GREAT Center*** provides individualized support, which allows students in special education

to transition successfully from their role of high school students to their new role as adults in their community.

### **Community Resources**

**East San Gabriel Valley SELPA** – 1400 Ranger Drive, Covina, CA 91722  
(626) 966-1679; <http://esgvselpa.org/>

**Pomona San Gabriel Regional Center** - 75 Rancho Camino Drive, Pomona, CA 91766  
(909) 620-7722; <http://www.sgprc.org/>

**Department of Rehabilitation** - <http://www.rehab.cahwnet.gov/>