

SPECIAL EDUCATION

BACKGROUND:

During the 2014-2015 school year, no fewer than 6,913 Tulare County public school students were enrolled in Special Education programs. A total of \$98,508,900 in public funds were allocated to support these programs in Tulare County during this timeframe.

Special Education programs are designed to address the concept that all students are capable of learning at some level and special needs students must be provided equal educational opportunities to learn and to become contributing members of society.

Students eligible for services through Special Education programming qualify under a broad range of disabilities/impairments set forth below and such eligibility may exist without concurrent eligibility for special education under the Individuals with Disabilities Education Act (IDEA).

REASON FOR INVESTIGATION:

The 2014-2015 Tulare County Grand Jury received a recommendation from the prior year Grand Jury to inquire into Special Education in Tulare County. In light of the significant level of human and financial resources dedicated to these programs annually, the Tulare County Grand Jury conducted a Jury Initiated Investigation (JII) into these programs.

METHOD OF INVESTIGATION:

The Grand Jury randomly selected various school districts. Members of the Grand Jury visited each school district and were provided information on Special Education Programs. The Grand Jury interviewed a representative of the Tulare County Office of Education and received information from the California Department of Education.

FACTS – BASIC INFORMATION:

1. Special Education Local Plan Area (SELPA) is dedicated to the belief that all students can learn and special needs students must be guaranteed equal opportunity to become contributing members of society.
2. SELPA is coordinated by the Tulare County Office of Education (TCOE).
3. TCOE is responsible for the administration of Special Educations programs in 44 small school districts.

4. Parent concerns regarding special programs are first directed to the school site coordinator. In the event the concern is not addressed to a parent's satisfaction, it is then taken to the appropriate administrator within TCOE for due process adjudication.
5. TCOE curricula and Special Education specialists collaborate in the alignment of Special Education curriculum with Common Core Standards.
6. TCOE provides ongoing staff development and training to all county school districts pertaining to Common Core Standards.
7. Schools the Grand Jury visited received the following special education services:
 - a. Adaptive physical education
 - b. Speech therapy
 - c. Physical therapy
 - d. Deaf and hard of hearing
 - e. Behavior services
 - f. Psychiatrists and Psychologists
 - g. Vision therapy
8. Each school district finds and identifies students through the following methods:
 - a. School literature
 - b. Parent/teacher referral
 - c. Child study teams
 - d. Community outreach
 - e. Preschools
9. Schools visited by the Grand Jury are implementing Common Core Standards for special needs of each individual child.
10. If the educational needs of a special needs child are not met, then a reassessment is conducted and a contract for resources outside TCOE is retained.
11. The following schools had students transported outside the school district for services:
 - a. Exeter
 - b. Lindsay
 - c. Cutler-Orosi

12. School staff receive Passive Restraint Training to address physically disruptive students.
13. Schools review student Individual Educational Plans (IEP) quarterly, bi-annually or annually. These IEP reviews evaluate the success of each student while learning at their own pace.
14. Parent complaints received by some school districts included the following:
 - a. Students not making adequate progress on their IEP
 - b. Evaluation of IEP not conducted in a timely manner
 - c. Initial evaluation process of students having special education needs took too long to complete
15. Explanation of types of disabilities/impairments utilized in the following charts as defined by 34 CFR Part 300 of the U.S. Department of Education:
 - a. Intellectual Disability (MR): Intellectual Disability means significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, which adversely affects a child's educational performance. (34 CFR Part 300).
 - b. Hard of Hearing (HH): Hard of Hearing means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section. (34 CFR Part 300).
 - c. Hearing Impairment (HI): Hearing Impairment is a federal category of disability which includes both hard of hearing and deaf individuals as defined above.
 - d. Speech or Language Impairment (SLI): Speech and Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's educational performance. (34 CFR Part 300).
 - e. Visual Impairment (VI): Visually Impaired means a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children. (34 CFR Part 300).

- f. Emotional Disturbance (ED): Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:
- (1) An inability to learn which cannot be explained by intellectual, sensory, or health factors;
 - (2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
 - (3) Inappropriate types of behavior or feeling under normal circumstances;
 - (4) A general pervasive mood of unhappiness or depressions; or
 - (5) A tendency to develop physical symptoms or fears associated with personal or school problems.
 - (6) The term (ED) includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they exhibit one or more of the characteristics listed above. (34 CFR Part 300).
- g. Orthopedic Impairment (OI): Orthopedic Impairment means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 CFR Part 300).
- h. Other Health Impairment (OHI): Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance. (34 CFR Part 300).
- i. Specific Learning Disability (SLD): Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation of

emotional disturbance or of environmental, cultural, or economic disadvantage. (34 CFR Part 300).

- j. Deaf-Blindness (DB): Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children (34 CFR Part 300).
- k. Multiple Disabilities (MD): Multiple Disabilities means concomitant impairments (such as mental retardation, blindness, mental retardation, orthopedic impairment, etc.) the combination of which causes such severe education problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. (34 CFR Part 300).
- l. Autism (AUT): Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three that adversely affects educational performance. Characteristics of autism include – irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability serious emotional disturbance (SED). If a child manifests characteristics of the disability category “autism” after age three, that child still could be diagnosed as having “autism” if the criteria in the above paragraph are satisfied. (34 CFR Part 300).
- m. Traumatic Brain Injury (TBI): Traumatic Brain Injury means an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition; language memory; attention; reasoning; functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. (34 CFR Part 300).

16. Special Education Enrollment by Age and Disability for Tulare County
published by the California Department of Education Division for the
Reporting Cycle of December 1, 2013.

Traumatic Brain Injury (TBI)	Autism (AUT)	Multiple Disability (MD)	Deaf-Blindness (DB)	Learning Disability (SLD)	Other Health Impairment (OHI)	Orthopedic Impairment (OI)	Emotional Disturbance (ED)	Visual Impairment (VI)	Language Impairment (SLI)	Deaf (DEAF)	Hard of Hearing (HH)	Intellectual Disability (MR)	Age
0	0	*	0	0	*	0	0	0	0	*	*	*	0
0	*	0	0	0	*	*	0	0	*	*	*	*	1
0	*	0	0	0	16	*	0	0	*	*	*	*	2
0	23	*	0	0	*	0	0	0	81	*	0	37	3
0	21	0	0	0	15	*	0	*	102	*	*	26	4
*	33	0	0	*	*	*	0	*	142	*	*	57	5
*	47	*	0	*	23	*	*	*	133	0	*	67	6
*	47	0	0	53	25	*	*	*	139	*	*	65	7
*	55	0	0	115	43	*	*	*	108	*	*	95	8
*	51	0	0	199	39	*	*	*	101	0	13	73	9
*	56	0	0	253	39	*	15	*	74	*	19	94	10
*	34	0	0	240	37	*	*	*	41	*	12	86	11
0	39	*	0	267	59	*	17	*	21	*	*	82	12
*	43	0	0	303	57	*	17	*	20	*	13	93	13
*	23	0	0	265	74	*	17	*	14	*	*	87	14
*	31	*	0	288	84	*	23	*	*	*	*	90	15
*	28	*	0	276	53	*	18	*	*	*	13	81	16
*	18	0	0	274	66	*	18	*	*	*	*	87	17
*	*	0	0	126	17	*	*	*	*	*	*	83	18
*	*	0	0	13	*	*	*	0	0	*	*	53	19
0	*	0	0	0	*	0	*	0	0	*	0	43	20
0	*	0	0	0	*	0	0	0	0	0	0	38	21
0	0	0	0	0	0	0	0	0	0	0	0	*	22
1,704	84,718	6,208	127	281,888	70,954	12,876	24,442	4,012	160,690.00	###	10,395.00	43,570	Total

*Denotes values under 11

17. A California Department of Education report, dated December 1, 2013, details enrollment in Special Education programs for Tulare County.

18. This report contains data which shows that there is a disproportionate number of students identified as being of Hispanic Ethnicity as compared to other ethnicities in the report.

Traumatic Brain Injury	(TBI)	Autism	(AUT)	Multiple Disability	(MD)	Deaf-Blindness	(DB)	Specific Learning Disability	(SLD)	Other Health Impairment	(OHI)	Orthopedic Impairment	(OI)	Emotional Disturbance	(ED)	Visual Impairment	(VI)	Speech or Language Impairment	(SLI)	Deaf	(DEAF)	Hard of Hearing	(HH)	Intellectual Disability	(MR)	Ethnicity
3	*	0	0	0	0	0	0	18	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Native American
0		21	0	0	0	0	0	29	15	*	*	*	*	*	*	*	*	16	*	*	*	*	36	*	Asian	
0		*	0	0	0	0	0	*	0	0	0	0	0	0	0	0	0	*	*	0	0	0	*	*	Pacific Islander	
0		*	*	*	*	0	0	16	*	*	*	*	*	*	*	0	0	*	*	0	0	*	*	*	Multi	
24		326	*	*	*	0	0	2,081	407	44	44	44	44	79	79	26	26	680	680	38	124	124	1,015	1,015	Hispanic	
4		*	0	0	0	0	0	73	33	0	0	0	0	*	*	0	0	19	19	0	*	*	41	41	African-American	
6		215	*	*	*	0	0	465	214	23	23	23	23	63	63	*	*	270	270	*	23	23	244	244	Caucasian	
1,704		84,718	6,208	127	281,888	70,954	12,876	24,442	4,012	160,690	3,695	10,395	43,570	State Total												

*denotes values under 11

FACTS – INTERVIEW WITH TULARE COUNTY OFFICE OF EDUCATION:

19. TCOE is responsible for a total of 44 small school districts (enrollment of under 600 students) which comprises the Tulare County/District Special Education Local Plan Area (SELPA).
20. TCOE operates programs designed to meet the full range of needs for mildly handicapped to profoundly handicapped students. Services provided by these programs can range from Designated Instructional Services (DIS) – which supplement regular classroom instruction – to Special Day Classes (SDC) for students whose needs call for modified curriculum.
21. TCOE also provides home or hospital instruction as well as residential private placement.
22. In addition to those programs/services noted above, TCOE also provides:
 - a. The Bright Start Parent/Infant Program which serves children from birth to age 3 who have, or are at risk of having, disabilities.
 - b. Educational services to at-risk students who attend Court and Community Schools and to incarcerated youth.
 - c. Special education services for developmentally disabled students throughout the County.
23. The graph presented below depicts the allocation of TCOE's Special Education funding for the 2014-2015 school year.

**Tulare County SELPA
2014-2015 AB602 Funding Estimate**

District	Actual 2014 P-2 ADA	Subtotal	Amount per ADA
Connections Academy	273.83	\$109,422	\$400
Capistrano Charter	2,014.19	\$804,868	\$400
Ripon Connections Academy	508.76	\$203,300	\$400
Burton	4,115.28	\$1,715,851	\$417
Cutler-Orosi Unified	3,938.94	\$1,642,327	\$417
Dinuba Unified	6,189.12	\$2,580,531	\$417
Earlimart	1,881.02	\$784,284	\$417
Exeter Unified	2,848.88	\$1,187,830	\$417
Farmerville Unified	2,484.89	\$1,036,066	\$417
Lindsay Unified	4,018.30	\$1,675,416	\$417
Pixley	1,039.16	\$433,274	\$417
Porterville Unified	13,082.82	\$5,454,835	\$417
Richgrove	655.83	\$273,446	\$417
Sundale	786.16	327,787	\$417
Terra Bella	888.67	\$370,528	\$417
Tulare Elementary	9,221.15	\$3,844,725	\$417
Tulare High	5,047.44	\$2,104,512	\$417
Visalia Unified	27,189.32	\$11,336,490	\$417
Woodlake Unified	2,222.46	\$926,647	\$417
Woodville Elementary	469.03	\$195,560	\$417
TCOE	9,633.65	\$23,825,807	
TCOE Program/Reg. Spec.	0	\$931,034	
District Interpreters	0	\$1,525,000	
District Program Specialists	0	\$606,690	
Transportation	0	\$2,800,123	
TOTAL	98,508.90	\$66,696,352	

FINDING:

F1. The 60 day initial evaluation process of students having special education needs may be overly lengthy.

RECOMMENDATION:

R1. The time consumed by the initial evaluation process should be reduced.

REQUIRED RESPONSES:

1. Tulare County Office of Education ✓
2. Lindsay Unified School District ✓
3. Cutler-Orosi Unified School District ✓
4. Tulare City School District ✓
5. Dinuba Unified School District ✓
6. Exeter Unified School District ✓
7. Strathmore Elementary School District ✓
8. Three Rivers Elementary School District ✓

Disclaimer

Grand Jury reports are based on documentary evidence and the testimony of sworn or admonished witnesses, not on conjecture or opinion. However, the Grand Jury is precluded by law from disclosing such evidence except upon specific approval of the Presiding Judge of the Superior Court, or another judge appointed by the Presiding Judge (Penal Code Section 911, 924.1 (a) and 929). Similarly, the Grand Jury is precluded by law from disclosing the identity of witnesses except upon an order of the court for narrowly defined purposes (Penal Code Section 924.2 and 929).

BOARD OF TRUSTEES:
MARY HELEN ESPINO, Board President
SANDRA WILLIAMS, Vice President
LLOYD MCCLARD, Board Clerk
EDUARDO VALERO, Board Member
MARISOL RUBALCABA, Board Member
REBECCA JIMENEZ, Board Member
SARAH HERRERA, Board Member



YOLANDA VALDEZ
Superintendent
CRAIG DRENNAN
Assistant Superintendent
TANYA GOOSEV
Assistant Superintendent

June 25, 2015

The Honorable Judge Bret Hillman
County Civic Center, Room 301
221 South Mooney Blvd
Visalia, CA 93291

Tulare County Grand Jury
5963 South Mooney Blvd
Visalia, CA 93277

Subject: Written Response from Cutler-Orosi Joint Unified School District pursued to
California Penal Code §933 (c)
Report Name: Special Education

Finding: 1. The sixty (60) day initial evaluation process of students having special education needs may be
overly lengthy.

Response: The Cutler-Orosi Joint Unified School and the District Superintendent agree with the finding.

RECOMMENDATION

1. The time consumed by the initial Special Education evaluation process should be reduced.

Response: The Cutler-Orosi Joint Unified School District (COJUSD) and the District Superintendent agree with the findings of the Tulare County Grand Jury that some initial Special Education evaluations may be lengthy and should not exceed the sixty (60) day timeline. The COJUSD Director of Special Education and the District Superintendent will ensure that enough resources will be allocated to each school site so that the Special Education evaluations are completed in a timely matter. The Tulare County Office of Education, Superintended and the Tulare County Special Education Local Planning Area (SELPA) will continue to provide Cutler-Orosi Joint Unified School District program oversight, guidance and monitoring to ensure Tulare County SELPA Policies and Procedures are followed and that COJUSD remain in compliance with state and federal laws that pertain to the evaluation, services, documentation and the education of students with disabilities.

Gary H. Sanchez
Director of Special Education (Print Name)

Gary H. Sanchez
Signature

Yolanda Valdez
District Superintendent (Print Name)

Yolanda Valdez
Signature

RECEIVED
7-31-2015



Administration Office
1327 East El Monte Way
Dinuba, CA 93618
Tel. (559)595-7200
Fax (559) 591-3334
<http://dusd.dinuba.k12.ca.us>

Our Schools:

Grand View Elementary
Jefferson Elementary
Kennedy Elementary
Lincoln Elementary
Roosevelt Elementary
Wilson Elementary
Washington Intermediate
Dinuba High School
Sierra Vista High School
Ronald Reagan Academy

Administrative Staff:

Jose A. Hernandez, Ed.D.
Superintendent

Marti Kochevar
Assistant Superintendent
Instruction & Personnel

Peggy Garispe, Director
Business Services

Michael Akins, Director
Educational Technology

Victoria Armstrong, Director
Curriculum

Joe Martinez, Director
Special Student Services

Barbara Thiesen, Director
Instructional Services

June 15, 2015

The Honorable Judge Bret Hillman
County Civic Center, Room 303
221 S. Mooney Blvd
Visalia, California 93291

Tulare County Grand Jury
5963 S. Mooney Blvd
Visalia, California 93277

Subject: Written Response of Dinuba Unified School District pursuant to California Penal Code §933 (c)
Report Name: **Special Education**

FINDING:

1. The (60) day initial evaluation process of students having special education needs may be overly lengthy.

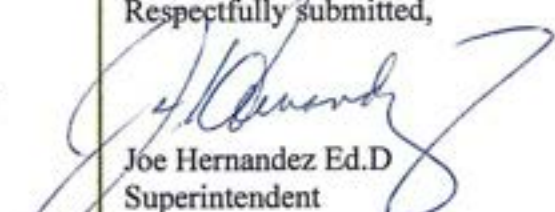
Response: *Dinuba Unified School District agrees with this finding.*

RECOMMENDATION:

1. The time consumed by the initial evaluation process should be reduced.

Response: *Dinuba Unified School District agrees with the finding that some initial evaluations may be lengthy and should not exceed the (60) day timeline. Dinuba Unified School District and the Director of Special Student Services does and will continue to provide all schools in Dinuba Unified oversight, guidance and monitoring to ensure that Dinuba Unified's and Tulare County SELPA Policies and Procedures are followed and that all entities remain in compliance with state and federal laws that pertain to the education of students with disabilities.*

Respectfully submitted,


Joe Hernandez Ed.D
Superintendent

RECEIVED
JUN 22 2015



June 18, 2015

The Honorable Judge Bret Hillman
County Civic Center, Room 303
221 S. Mooney Blvd
Visalia, California 93291

Tulare County Grand Jury
5963 S. Mooney Blvd
Visalia, California 93277

Tulare County Board of Supervisors
2800 W. Burrell Avenue
Visalia, California 93291

Subject: Grand Jury Response - Special Education

FINDING:

1. The 60 day initial evaluation process of students having special education needs may be overly lengthy.

Response: The Exeter Unified School District agrees with this finding.

RECOMMENDATION:

1. The time consumed by the initial evaluation process should be reduced.

Response: The Exeter Unified School District agrees with the finding that some initial evaluations may be lengthy and should not exceed the sixty (60) day timeline. We will continue to complete the initial evaluation process within the sixty (60) day time limit at the same time efficiently and effectively evaluate the needs of our students.

RECEIVED
6-29-2015

Board Members:

Vahnn Blue
Jean Miller
Perla Soria
Alex Flores
Albert Hurtado

Superintendent:
Thomas L. Rooney



LINDSAY UNIFIED
SCHOOL DISTRICT

"Empowering and Motivating for Today and Tomorrow"
A National Race to the Top District

August 11, 2015

The Honorable Judge Bret Hilman
County Civic Center, Room 301
221 S. Mooney Blvd.
Visalia, California 93291

Tulare County Grand Jury
5963 S. Mooney Blvd.
Visalia, California 93277

Tulare County Board of Supervisors
2800 W. Burrel Avenue
Visalia, California 93291

Subject: Written Response of the Lindsay Unified School District pursuant to California Penal Code 933 (c)
Report Name: Special Education

FINDING:

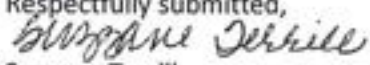
1. The (60) day initial evaluation process of students having special education needs may be overly lengthy.

Response: *The Lindsay Unified School District and Superintendent agree with this finding.*

RECOMMENDATION:

1. The time consumed by the initial evaluation process should be reduced.

Response: *The Lindsay Unified School District and Superintendent agree with the finding that some initial evaluations may be lengthy and should not exceed the (60) day timeline. The Lindsay Unified School District, Superintendent, and Director of Special Education does and will continue to provide all schools in Lindsay Unified School District oversight, guidance and monitoring to ensure that Tulare County SELPA and Lindsay Unified School District Policies and Procedures are followed and that all entities remain in compliance with state and federal laws that pertain to the education of students with disabilities.*

Respectfully submitted,

Suzzane Terrill,
Director of Special Education
Lindsay Unified School District
371 E. Hermosa St.
Lindsay, Ca. 93247

RECEIVED
8-17-2015

Strathmore Union Elementary

School District

Shelly Long
Superintendent

Steve Beecher
Business Manager

Board of Trustees
Michael Noell
Patty Crocker
Cheryl Ervin-Sisk
Jim Shropshire
Adele Sanchez

August 10, 2015

The Honorable Judge Bret Hillman
County Civic Center, Room 303
221 S. Mooney Blvd
Visalia, California 93291

Tulare County Grand Jury
5963 S. Mooney Blvd
Visalia, California 93277

Tulare County Board of Supervisors
2800 W. Burrel Avenue
Visalia, California 93291

Subject: Written Response of the **Strathmore Union Elementary School District** pursuant to California Penal Code §933 (c)
Report Name: **Special Education**

FINDING: The (60) day initial evaluation process of students having special education needs may be overly lengthy.

RESPONSE: The Strathmore Union Elementary School District Board of Trustees agrees with the finding.

RECOMMENDATION: The time consumed by the initial evaluation process should be reduced.

RESPONSE: The Strathmore Union Elementary School District Board of Trustees agrees that some initial evaluations may be overly lengthy and that the time consumed by this process should be reduced. The Strathmore Union Elementary School District, as part of the Tulare County SELPA, will continue to implement this recommendation to the extent possible as guided by the Tulare County Office of Education, County Superintendent, the Tulare County SELPA Director and the personnel they assign to our school district. This guidance will include program oversight and monitoring to ensure that we remain in compliance with state and federal laws that pertain to the education of students with disabilities.

Sincerely,



Jim Shropshire
Board President

RECEIVED
8-14-2015

TEVISTON COMMUNITY SERVICES
DISTRICT

12934 Avenue 80 • P.O. Box T • Pixley, CA 93256 • Phone: 559 - 757- 3539
tevistoncommunitysd@gmail.com

FINDINGS

- I (we) agree with the findings, numbered: F1 - F3.
- I (we) disagree wholly or partially with the findings, numbered: _____.
(Describe here or attach a statement specifying any portions of the findings that are disputed or not applicable; include an explanation of the reasons therefore.)

RECOMMENDATIONS

- Recommendations numbered _____ have been implemented.
(Describe here or attach a summary statement regarding the implemented actions.)
- Recommendations numbered R1 - R2 have not yet been implemented, but will be implemented in the future.
(Per Penal Code 933.05(b)(2), a time frame for implementation must be included. Describe here or in an attachment.)
- Recommendations numbered _____ require further analysis.
(Describe here or attach an explanation and the scope and parameters of an analysis or study, and a timeframe for the matter to be prepared for discussion by the officer or director of the agency or department being investigated or reviewed, including the governing body of the public agency when applicable. This timeframe shall not exceed six (6) months from the date of publication of the grand jury report.)
- Recommendations numbered _____ will not be implemented because they are not warranted or are not reasonable.
(Describe here or attach an explanation.)

Date: 8/10/2015

Signed: [Signature]

Number of pages attached _____

RECEIVED
8-25-2015

Three Rivers Union School District

P.O. Box 99 41932 Sierra Drive

Three Rivers, California 93271

559-561-4466 Fax: 559-561-4468

July 3, 2015

The Honorable Judge Bret Hillman
County Civic Center, Room 301
221 S. Mooney Blvd
Visalia, California 93291

Tulare County Grand Jury
5963 S. Mooney Blvd
Visalia, California 93277

Tulare County Board of Supervisors
2800 W. Burrel Avenue
Visalia, California 93291

Subject: Written Response of the **Three Rivers Union School District** pursued to
California Penal Code §933 (c)
Report Name: **Special Education**

FINDING:

1. The (60) day initial evaluation process of students having special education needs may be overly lengthy.

Response: *The Three Rivers School District Board of Trustees agrees with this finding.*

RECOMMENDATION

1. The time consumed by the initial evaluation process should be reduced if possible.

Response: *The Three Rivers School Board of Trustees in conjunction with the Tulare County Office of Education, County Superintendent of Schools agree with the finding that some initial evaluations may be lengthy and should not exceed the (60) day timeline. As a Direct Service District of The Tulare County SELPA, the Three Rivers District Board of Trustees, District Superintendent, and assigned Tulare County Office of Education staff rely on The Tulare County Office of Education, County Superintendent and the Tulare County SELPA Director to provide our school with oversight, guidance and monitoring to ensure that Tulare County SELPA Policies and Procedures are followed and that we remain in compliance with state and federal laws that pertain to the education of students with disabilities.*

The Three Rivers School Board of Trustees and Superintendent thank the Grand Jury Members for the visit to our school.

Respectfully,

Susan P. Sherwood

Susan P. Sherwood / Superintendent
Three Rivers School District Board of Trustees

RECEIVED
7-9-2015



TULARE CITY

School District

600 N. Cherry • Tulare, CA 93274
559.685.7200/559.685.7248 FAX
www.tcsdk8.org

Board of Trustees

President
Phil Plascencia

Vice President
Willard Epps

Clerk
Teresa Garcia

Members
Irene Henderson
Melissa Janes

May 22, 2015

The Honorable Judge Bret Hillman
County Civic Center, Room 303
221 S. Mooney Blvd
Visalia, California 93291

Tulare County Grand Jury
5963 S. Mooney Blvd
Visalia, California 93277

Administration

Superintendent
Clare Gist, Ed.D.

Ass't. Supt., Personnel
Philip Pierschbacher

Tulare County Board of Supervisors
2800 W. Burrel Avenue
Visalia, California 93291

Subject: Written Response of the Tulare City School District pursuant to
California Penal Code §933 (c)
Report Name: **Special Education**

FINDING:

1. The (60) day initial evaluation process of students having special education needs may be overly lengthy.

Response: The Tulare City School District agrees with this finding.

RECOMMENDATION

1. The time consumed by the initial evaluation process should be reduced.

Response: The Tulare City School District agrees with the finding that some initial evaluations may be lengthy and should not exceed the (60) day timeline. The Tulare City School District, the Director of Special Education and the Coordinator of Psychological Services will continue to provide all special educators in the Tulare City School District guidance and monitoring to ensure that Tulare County SELPA Policies and Procedures are followed and that all school sites remain in compliance with state and federal laws that pertain to the education of students with disabilities.

Respectfully,

Clare Gist, Ed.D.
Superintendent

RECEIVED
6-29-2015

Tulare County Office of Education

Committed to Students, Support and Service

June 25, 2015

Jim Vidak
County
Superintendent
of Schools

2637 W. Burrel Ave.
P.O. Box 5091
Visalia, California
93278-5091

(559) 733-6300
www.tcoe.org

Administration
(559) 733-6301
fax (559) 627-5219

Business Services
(733-6312
fax (559) 737-4378

Human Resources
(559) 733-6306
fax (559) 627-4670

**Instructional
Services**
(559) 733-6328
fax (559) 737-4378

Special Services
(559) 730-2910
fax (559) 730-2511

The Honorable Judge Hillman
County Civic Center, Room 303
221 South Mooney Boulevard
Visalia CA 93291

Tulare County Board of Supervisors
2800 W. Burrel Avenue
Visalia CA 93291

Tulare County Grand Jury
5963 South Mooney Boulevard
Visalia CA 93277

RESPONSES TO 2015 TULARE COUNTY GRAND JURY REPORTS

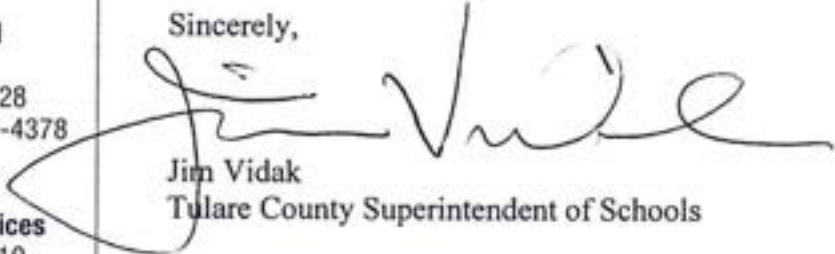
Enclosed is the following:

1. **Special Education**

We extend our gratitude to the Tulare County Grand Jury for their diligent efforts in compiling these reports. Our responses to your recommendations include information gained through extensive research.

If I can be of further assistance, please feel free to contact me.

Sincerely,



Jim Vidak
Tulare County Superintendent of Schools

JV:mm

Enclosure

June 26, 2015

The Honorable Judge Hillman
County Civic Center, Room 303
221 S. Mooney Boulevard
Visalia CA 93291

Tulare County Grand Jury
5963 S. Mooney Boulevard
Visalia CA 93277

Tulare County Board of Supervisors
2800 W. Burrel Ave
Visalia CA 93291

Subject: Written Response of the **Tulare County Office of Education** pursuant to
California Penal Code § 933(c)
Report Name: **Special Education**

FINDINGS

F1. The (60) day initial evaluation process of students having special education needs may be overly lengthy.

Response: The Tulare County Office of Education and County Superintendent of Schools agree with this finding.

RECOMMENDATIONS

R1. The time consumed by the initial evaluation process should be reduced.

Response: The Tulare County Office of Education, County Superintendent of Schools agree with the finding that some initial evaluations may be lengthy and should not exceed the (60) day timeline. The Tulare County Office of Education, County Superintendent and the Tulare County SELPA Director does and will continue to provide all school districts in Tulare County SELPA and all TCOE operated programs oversight, guidance and monitoring to ensure that Tulare County SELPA Policies and Procedures are followed and that all entities remain in compliance with state and federal laws that pertain to the education of students with disabilities.

We will make note of your recommendation suggested. Once again, we extend our gratitude to the Tulare County Grand Jury for their diligent efforts in compiling these findings and recommendations.

RECEIVED
7-15-2015