

Southwest SELPA



Regional Program Guidelines

It is the intent of member districts of the Southwest Special Education Local Plan Area (SELPA) to provide special education services for students with disabilities in their neighborhood school or in a setting as close to the neighborhood school as possible.

Students with disabilities shall be educated in their District of Residence (DOR) unless the District of Residence does not provide a placement/service option to address the student's needs, as determined by the IEP Team. Whenever a district does not have an appropriate placement/service option for a student with disabilities, it may refer the student, through the IEP Team, to a District of Service (DOS) in the SELPA, as identified in the SELPA's procedural manual.

IEP TEAM PLACEMENT IN A REGIONAL PROGRAM

It is the intent of the Southwest SELPA's to coordinate the provision of a full continuum of special education service options, and as a means of ensuring that students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), member districts may enter into agreements whereby students may be placed in a regional special education program when deemed appropriate by the District of Residence IEP Team (DOR).

When students require special education placement in programs other than those operated by their DOR, placement shall be made in an appropriate program through a coordinated IEP team meeting involving the DOR and the District running the Regional Program (DOS). While the procedure outlined below emphasizes the importance of cooperation and collaboration, it is incumbent upon the DOS to execute its responsibility as if it were the DOR, the ultimate responsibility for placement, program, and any due process issues are the responsibility of the DOR.

When exploring the possible placement of a student in a Regional Program, it is the DOS, in consultation with the DOR, who makes the determination of whether the DOS can offer FAPE within their program.

Should the parents/guardians decline an offer of placement in a Regional Program, the DOS shall not be a party to any future dispute between the DOR and the parents/guardians on the issue of appropriate placement. However, it is understood that the DOS may be called as a witness in any such dispute.

The DOR is fiscally responsible for all costs associated with the education of the student with a disability placed in a Regional Program.

If the IEP team makes a decision to place the student in a nonpublic school or alternative placement during the school year, the agreement with the DOS will be terminated and IEP responsibility will revert to the DOR at the time of transfer to the new placement.

Regionalized Program Guidelines

Initial Referral

This section only applies to preschool-age children, children with a recent onset of a severe disability, or children, who are new to school attendance.

District of Residence (DOR) shall:

1. Conduct initial assessments to obtain sufficient information for consideration of referral to regionalized program services at the District of Service (DOS).
2. If possible consideration of services, complete Referral for Regional Program Request for Services form.
3. Email completed referral packet (referral request form and required documentation) to programreferrals@swselpa.org. Incomplete will be returned to DOR for completion.
4. If acknowledgment of referral is not received after 5 days, email programreferrals@swselpa.org and type FOLLOW UP as Subject.
5. If space in SELPA's regional program is not immediately available, provide an interim placement and/or check other possible service options.
6. Inform parent that DOS program is a possible consideration at the IEP meeting.
7. In accordance with SELPA and DOS classroom visitation guidelines, coordinate the opportunity for parents to visit the school of regional program services with DOS and DOR representatives.
8. Schedule and have an initial IEP meeting with the parent and the DOS representative.
9. Submit Bus Service Request to appropriate agency and provide all necessary transportation for students.
10. Attend all subsequent IEP meetings.
11. Transfers the SEIS record to the DOS.

SELPA shall:

1. Confirm receipt of referral form and documentation within 5 business days and availability of regional program services. Incomplete referral packets will be returned to DOR.
2. Accept or decline referral based on appropriateness of program services and availability.
3. Send referral pack to DOS.
4. Oversee the student/s regionalized program service data for billing.

District of Service (DOS) shall:

1. Review referral to confirm appropriateness and to provide necessary supports.
2. In accordance with SELPA and DOS classroom visitation guidelines, coordinate the opportunity for parents to visit the school of regional program services with DOS and DOR representatives following
3. Attend initial IEP meeting with DOR.
4. Assist parent with the new school enrollment procedures.
5. Schedule and have 30 Day Review meeting.
6. Invite DOR to all IEP meetings.
7. Provide DOR copies of progress reports, IEP's, and report cards.

Change from District of Residence(DOR) Program to District of Service (DOS) Program

District of Resident (DOR) shall:

1. If possible consideration of services, complete Referral for Regional Program Request for Services form.
2. Email completed referral packet (referral request form and required documentation) to ProgramReferrals@swselpa.org
Incomplete referrals will be returned to DOR for completion.
3. If acknowledgement of referral is not received after 5 days, email ProgramReferrals@swselpa.org and type FOLLOW UP as Subject.
4. If space in SELPA's regional program is not immediately available, provide an interim placement and/or check other possible service providers.
5. Inform parent that DOS program is a possible consideration at IEP meeting.
6. In accordance with SELPA and DOS classroom visitation guidelines, coordinate the opportunity for parents to visit the school of regional program services with DOS and DOR representatives.
7. Assure that all necessary assessments and upcoming assessment due within 90 days have are current and completed.
8. Schedule and have an IEP with parent and DOS representative.
9. Submit Bus Service Request to appropriate agency and provide all necessary transportation for students.
10. Attend all subsequent IEP meetings.
11. Transfers the SEIS record to the DOS.

SELPA shall:

1. Confirm receipt of referral form and documentation within 5 business days and availability of regional program services. Incomplete referral packets will be returned to DOR.
2. Accept or decline referral based on appropriateness of program services and availability.

3. Send referral pack to DOS.
4. Oversee the student's regional program service data for billing.

District of Service (DOS) shall:

1. Review referral to confirm appropriateness and to provide necessary supports.
2. In accordance with SELPA and DOS classroom visitation guidelines, coordinate the opportunity for parents to visit the school of regional program services with DOS and DOR representatives following.
3. Attend the IEP meeting with DOR.
4. Assist parent with the new school enrollment procedures.
5. Schedule and have 30 Day Review meeting.
6. Invite DOR to all IEP meetings.
7. Provide DOR copies of progress reports, IEP's, and report cards.

Parallel Transfer

District of Residence (DOR) shall:

1. Email completed referral packet (referral request form and required documentation) to ProgramReferrals@swselpa.org Incomplete referrals will be returned to DOR for completion.
2. If acknowledgement of referral is not received after 5 days, email programreferrals@swselpa.org and type FOLLOW UP as Subject.
3. If space in SELPA's regional program is not immediately available, provide an interim placement and/or check other possible service providers
4. After possible consideration of services is confirmed, complete an Administrative Interim Placement.
5. Complete psychoeducational/triennial evaluation if student enrollment is within 60 days of due date. The DOR and DOS may work collaboratively to determine if it might be appropriate for the DOS to complete some portions of the evaluation.
6. Submit Bus Service Request to appropriate agency and provide all necessary transportation for students.
7. Requests or establishes a student SEIS record and transfers the SEIS record to the DOS.
8. Attend 30 Day IEP Review meeting and attend all subsequent IEP meetings.

SELPA shall:

1. Confirm receipt of referral form and documentation within 5 business days and availability of regionalized program services.
2. Incomplete referral packets will be returned to DOR.
3. Accept or decline referral based on appropriateness of program services and availability.
4. Send referral pack to DOS.
5. Oversee student regionalized program service data for billing.

District of Service (DOS) shall:

1. Review referral to confirm appropriateness and to provide necessary supports.
2. Assist parent with the new school enrollment procedures.
3. Schedule and have 30 Day Review meeting with parent and DOR.
4. Invite DOR to all IEP meetings.
5. Provide DOR copies of progress reports, IEP's, and report cards.

PUPIL TRANSFER/INTERIM PLACEMENT IN A REGIONAL PROGRAM

Outside SELPA

1. If a student moves into a district with a current IEP indicating placement in a program commensurate to a SELPA Regional Program, the DOR shall:
2. Notify the administrator or designee of the Regional Program of the parallel transfer.
3. Complete the Interim Placement form.
4. Enter demographics, CASEMIS A and CASEMIS B information into SEIS. The student's Eligibility Status should be marked as "eligible."
5. Complete the WSGV SELPA Regional Referral Packet within 24 hours of enrollment.
6. If updated testing needs to be completed (e.g. the student is from another State, or triennial is due within 60 days), it is the responsibility of the DOR to complete this testing. The DOR and the DOS may choose to collaboratively complete the assessment, particularly when the DOS has expertise in testing a specific population (e.g. DHH, VI).
7. The Regional Program staff shall place the student in the program within five days and follow SELPA guidelines for a 30-day review of placement. In this scenario, the first IEP meeting will be the 30- Day Review held jointly by the DOR and DOS. While the DOS will likely communicate with the parents regarding start date and registration, it is the responsibility of the DOR to make sure this communication occurs.
8. Once these steps are completed, procedures described in this document regarding enrollment and arranging transportation will be followed.

PUPIL TRANSFER/INTERIM PLACEMENT IN A REGIONAL PROGRAM

Within SELPA

1. If a student moves into a district from a partner district within the West San Gabriel Valley SELPA with a current IEP and the child is currently placed in a SELPA Regional Program, the DOR shall:
2. Notify the administrator or designee of the Regional Program (DOS) of the parallel transfer.
3. Complete the Interim Placement form.
4. Once these steps are completed, procedures described in this document regarding enrollment and arranging bussing will be followed.

CHILDREN SUSPECTED WITH LOW INCIDENCE DISABILITIES FROM OUTSIDE OF THE USA

A child who has never attended school in the USA, and is suspected of having a low incidence disability, and has not turned 19 years of age, based on an Audiogram or Functional Vision Assessment/Vision Report, may be placed in a Regional Program. In this scenario the DOR and DOS may collaboratively agree to pursue a Diagnostic Placement in a Regionalized Program.

Return to District of Residence (DOR)

District of Residence shall:

1. Consult with DOS prior to IEP.
2. Observe student in current program.
3. As appropriate, invite DOS to observe options in the DOR.
4. Attend IEP meeting.

District of Service shall:

1. Consult with DOR prior to discussing possible recommendation with parent.
2. As necessary, visit the options in the DOR.
3. Inform parent that DOS program is a possible consideration at the IEP meeting.
4. In accordance with SELPA and DOS classroom visitation guidelines, coordinate the opportunity for parents to visit the school of regional program services with DOS and DOR representatives.
5. Ensure IEP documents include supporting data considered by IEP team in the recommend of less restrictive environment (LRE).
6. Schedule and have IEP with parent and DOR.
7. Notify SELPA with the program drop date and any additional pertinent information.

Home/Hospital Teaching

- DOS shall notify the DOR of the change of placement.
- DOS and DOR shall consult to make home teaching arrangements.
- The DOR teacher or teacher in the program or related program of the student shall be asked to provide the home teaching.
- DOS shall make an effort to obtain an appropriate home teacher for the student.
- If the DOS is unable to obtain an appropriate home teacher, or due to excessive travel distance to the student's residence, it is the responsibility of the DOR to provide the home teaching.

Student Records

- DOR maintains special education file.
- DOR provides DOS the student's cumulative file and copies of the special education file.

- DOS provides DOR with copies of subsequent IEP's and other pertinent documents for inclusion in the student's special education file.
- The issue of whether the DOR or DOS shall enter appropriate student data into CASEMIS will be determined by the districts which provide the most intense services(s) (as determined by the SELPA policy).

Transportation

- DOR is responsible for transportation for students attending a DOS program.

Discipline

- Manifestation determination meetings shall be scheduled and conducted by the DOS with participation by the DOR.
- In cases resulting in an expulsion hearing, the hearing shall be conducted by the DOS. Prior to a decision of the DOS school board, the special education directors of the DOS and DOR shall consult and make student placement recommendations.
- All disciplinary actions needed for students enrolled in Regionalized classes will be the responsibility of the District of Service administrator. District of Service will complete disciplinary report to District of Residence for any student receiving a disciplinary action requiring student's removal from special education services identified on his/her IEP (Participation Agreement, 6.1.1.7).

Disputes

- Disputes between the DOS and the DOR or between the parent and school district(s), regarding placement/services shall be brought to the attention of the respective special education directors of the DOS and the DOR. The directors shall employ alternative dispute resolution (ADR) strategies to resolve the dispute when possible.
- Unsatisfactory resolution of disputes at the directors' level shall be resolved using the "Dispute Resolution Process" outline in the SWSELPA Excess Cost Guidelines.
- It is understood that the responsibility for providing a Free and Appropriate Public Education (FAPE) to students served by DOS remains with the DOR. Any legal costs of school districts (DOR, DOS) named in due processes or compliance complaints are the responsibility of the DOR, except to the extent caused by actions of the DOS, unless agreed to otherwise by the districts. Costs associated with settlements or other agreements shall also be the responsibility of the DOR, unless agreed to otherwise by the districts.

PROCEDURES FOR WHEN A REGIONAL PROGRAM DOES NOT ACCEPT A REFERRAL

- A Regional Program operator may decline a referral from a SELPA member district for several reasons. A class being full is a reason that a referral would be declined. However, SELPA classes are considered full only when their numbers reach the

SELPA determined class maximums (unless agreed upon by DOS, DOR, and SELPA). A class shall not be considered full at a lower number of students due to the unique composition of that class. A DOS may elect to continue accepting students into their program if the SELPA maximum is reached or exceeded.

- Another reason for a referral to be declined is that the student in question has significantly disparate cognitive, language, intellectual, or other type of skills in relation to the existing class composition. If this scenario occurs, the Regional Program operator must alert the referring district of their decision, and list the specific reasons that the decision was made, within 5 school days.

REFERRALS MADE DURING SUMMER BREAK

- All parties potentially involved in making a referral are aware that the SELPA member districts have vastly different academic year schedules. The Regional Program Specialist/Administrator will respond to any referrals during the summer no later than **five (5) school days** after the start of the DOS's new school year.
- Extended School Year (ESY) is an extension of the previous school year. Typically, the student will continue in the program in which he/she was attending during the traditional academic year. The student may attend a different program for ESY if both the DOS and DOR agree.

REFERRALS TO MULTIPLE PROGRAMS

- There may be scenarios in which the DOR will make multiple referrals at the same time (e.g. referrals to two Regional Programs simultaneously or a referral to both a Regional Program and a NPS). This usually occurs when the need for placement is urgent or the DOR has concerns that the student may be difficult to place. If this occurs, the DOR must notify the Regional Program(s) that they are making multiple referrals. In this scenario, the student's spot in a Regional Program shall not be considered "held."

FISCAL SERVICES

- Billing shall be based upon estimates calculated four times per year, with a final billing to take place after year end closing.
- By October 15, December 15, April 15, and June 30, SELPA shall submit to each DOR and DOS an updated report of student enrollment, including Student Name, SSID, Grade, and Site/Location for each student enrolled as of the DOS's Census Day, P-1, P-2, and Annual attendance certification dates. Each DOR and DOS shall verify the

accuracy of the report and work with SELPA to resolve any discrepancies within five (5) working days of receipt.

- In revising the costs at each billing estimate, student counts shall be based on time increments to date.
 - In October, each student enrolled shall be counted as if s/he will be in attendance in the program for one full year.
 - In January, a student who was enrolled in October but who is not enrolled in January will be counted as a 25% enrollment; a student who was not enrolled in October but who is enrolled in January will be counted as a 75% enrollment; a student enrolled in both October and January will be counted as a 100% enrollment.
 - In April, a student who was enrolled in October but who is not enrolled in January, or who was enrolled in January but not in April, will be counted as a 25% enrollment; a student who was enrolled in October and January but not in April will be counted as a 50% enrollment; a student who was not enrolled in October or January but who is enrolled in April will be counted as a 50% enrollment; a student enrolled in January and April will be counted as a 75% enrollment; and a student enrolled continuously on all three dates will be counted as a 100% enrollment
 - In June, a student who was enrolled at one enrollment count but no others will be counted as a 25% enrollment, a student who was enrolled at two enrollment counts but no others will be counted as a 50% enrollment, a student who was enrolled at three enrollment counts but not the fourth will be counted as a 75% enrollment, and a student enrolled continuously throughout the year will be counted as a 100% enrollment.

NOTES THAT EACH DISTRICT SHOULD CONSIDER

1. Director of Special Education should notify the Fiscal Department of any staff changes to the Regional Program throughout the year as they occur.
2. District of Service will determine how many instructional aides employed per class, however the total hours those aides work must not exceed maximum allowed.
3. The administrator salary charged to the Regional Program may be a Principal, Assistant Principal, or Program Specialist. The intention is that the administrator actually supports the program for which it is billed back.