

**Request for Program Transfers and/or Services
 Program Transfer Plan**

Part I – Identification

Date of Request: _____	Effective Date of Program Transfer: _____
Name of Receiving LEA: _____	Name of Sending LEA: _____
Type of Program Transfer (check one): <input type="checkbox"/> Give Back <input type="checkbox"/> Take Back <input type="checkbox"/> Give Back/Take Back Combination <input type="checkbox"/> Program Closure	
Track (check one): <input type="checkbox"/> Regular Track <input type="checkbox"/> Fast Track <input type="checkbox"/> Late Track <i>Note: LEAs shall follow the regular track unless there are exceptional or uncommon and unforeseen factors. For fast track or late track requests, describe the exceptional circumstances justifying the expedited or late request in Part III, Section (f) below.</i>	

Part II – Description of Program(s) and/or Services Being Transferred

Program / Service Description	FTE Staff	# Students
A. Description of program/service being transferred:		
B. If partial transfer, describe program/services remaining with sending LEA:		

Part III – Fully Developed Program Transfer Plan (AR 3208, Items a–g)

Instructions: This plan must address each of the seven required elements (a) through (g) below, as specified in AR 3208. For each section, describe the effect of the proposed transfer on both students being transferred and any students remaining in the current program. This plan is submitted by the receiving LEA by November 1 of the fiscal year following JPA Board approval of the transfer request. Provide specific, detailed responses. Attach additional pages as needed.

(a) Pupil Needs

Describe required services and other descriptive information regarding affected pupils. Include: a list of affected pupils (by initials or disability category to protect confidentiality), the disability of record (DOR) for each, and the impact of the proposed transfer on providing FAPE; plans for assessment and evaluation to determine ongoing IEP needs and continued eligibility; and a plan to address child find obligations.

(b) Availability of the Full Continuum of Services

Describe the proposed means through which affected pupils will be ensured an appropriate program and what physical changes are proposed to occur. Include: the number (FTEs) and qualifications of all certificated and classified staff providing specialized instruction and related services; proposed transfer of personnel, materials, equipment, and assessments; and a description of how the full continuum of placements and services will remain available to affected students.

(c) Proposed Functional Continuation of Current IEPs

Describe the proposed plan for implementing each affected student's current IEP following the transfer. If the transfer involves a change in personnel or service location, explain how current IEP goals, services, and placement will be maintained without interruption. Include a timeline for IEP team meetings, if applicable.

(d) Provision of Services in the Least Restrictive Environment (LRE)

Describe the proposed provision of services in the LRE from which affected pupils can benefit. Include: contingency plans for providing placements or services other than those called for in current IEPs; regional programs or MOU agreements with member LEAs available to serve students who cannot be served by the proposed program configuration; and opportunities for participation in general education classes and curriculum.

(e) Maintenance of All Appropriate Support Services

Describe the proposed maintenance of all appropriate support services. Include: the number (FTEs) and qualifications of support staff (e.g., psychologists, speech/language specialists, program specialists, adapted physical education specialists); availability of indirect support services (financial, administrative); continuation of appropriate transportation services; and continuation of appropriate interagency agreements.

(f) Assurance of Compliance with Federal and State Laws and SELPA Policies

Provide an assurance statement that the transfer will comply with all federal and state laws and regulations, the SELPA JPA, local plan, policies, and procedures (including IDEA, California Education Code, and AR 3208). Describe how compliance was discussed and addressed in the pre-submission conference and consultation process between sending and receiving LEAs. If this is a fast track or late track request, also describe the exceptional or uncommon circumstances that justify the expedited or late timeline.

(g) Means Through Which LEA Staff and Parents Were Represented in the Planning Process

Describe how both sending and receiving LEA staff and parents of students with disabilities were represented in the planning process for this program transfer. Include: the roles and categories of staff involved (e.g., special education teachers, related service providers, administrators, classified staff); the nature and frequency of staff participation in planning meetings; the nature and frequency of parent participation in planning meetings and any documentation such as meeting agendas or sign-in sheets.

Part IV – Materials, Equipment, and Student Records

Equipment and Materials Transfer

Describe the plan for transferring materials and equipment. Per AR 3208: materials and equipment billed out and/or embedded in fees for the regionalized program must be transferred to the receiving LEA and become the property of the receiving LEA. Materials and equipment purchased with low incidence funding are the property of the State of California and remain with the student. Include a specific inventory or plan for the transfer of assistive technology and low incidence equipment.

Facilities

Describe physical changes proposed to occur when the transfer is made, including the availability of appropriately modified facilities (e.g., physical therapy rooms, sensory spaces, accessible classrooms) and the square footage of instructional space per student, if applicable.

Student Records Transfer

Describe the plan for transferring student records from the sending program to the receiving program. Include the timeline, method of transfer (e.g., secure electronic or physical transfer), persons responsible, and assurance that all IEP documents, assessment reports, and cumulative records will be received by the receiving LEA prior to the effective date of the transfer.

Part V – Procedural Safeguards Checklist

This part serves as notification and assurance that the program transfer has been completed with appropriate procedural safeguards. By signing this document, the sending and receiving LEAs affirm that each item below has been completed.

<input type="checkbox"/>	IEP team meetings have been held for each affected student and IEPs have been updated to reflect the new program operator and any change in program configuration.
<input type="checkbox"/>	The receiving LEA has confirmed it will operate the program for at least three (3) years following the transfer, per AR 3208.
<input type="checkbox"/>	Inter-agency agreements have been completed or updated with all appropriate non-educational agencies to ensure services specified in students' IEPs continue without interruption.

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<input type="checkbox"/>	Each LEA has complied with California Education Code Section 44903.7 (certificated employees) and Section 45120.2 (classified employees) regarding the rights of employees affected by the transfer.
<input type="checkbox"/>	All student records have been or will be transferred from the sending program to the receiving program prior to the effective date of the transfer.
<input type="checkbox"/>	The SELPA Executive Director has been notified of the completion of all plan activities and has been provided with confirmation documentation.

Part VI – Resolution of Disputes

If a dispute arises between the sending or receiving agency regarding the proposed transfer, the matter shall be resolved by the alternative dispute resolution process established pursuant to California Education Code Sections 56207(c) and 56205(5)(b). Either party may contact the SELPA Executive Director and request a dispute resolution conference as per SELPA Board Policy and AR 2003.

Part VII – Step 3 Confirmation of Completed Plan Activities (Due February 1)

Per AR 3208, the receiving LEA must confirm by February 1 of the fiscal year following JPA Board approval that all plan activities addressing items (a) through (g) have been completed (e.g., for a transfer approved in February 2026, confirmation is due February 1, 2027).

Confirmation Item	Completed (Y/N)	Date / Initials
(a) Pupil needs addressed		
(b) Full continuum of services ensured		
(c) Functional continuation of IEPs confirmed		
(d) LRE services provided		
(e) All appropriate support services maintained		
(f) Compliance with all laws and SELPA policies assured		
(g) LEA staff and parents represented in the planning process		
Materials, equipment, and student records transferred		
Receiving LEA confirmed 3-year program commitment		

Part VIII – Signatures and Board Certification

Signing this document affirms that the sending and receiving LEAs have met and agreed upon the proposed program transfer; that the needs of all affected pupils with IEPs will be met; and that all procedural safeguards identified in this plan have been or will be completed prior to the effective date of the transfer.

Sending LEA	Receiving LEA
District/LEA Name: _____	District/LEA Name: _____
Superintendent Name (print): _____	Superintendent Name (print): _____
Superintendent Signature: _____	Superintendent Signature: _____
Date: _____	Date: _____

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Date of Board Meeting: _____	Date of Board Meeting: _____
Board Motion Approved (Y/N): _____	Board Motion Approved (Y/N): _____

SELPA Executive Director	
Signature: _____	
Date Received: _____	
JPA Board Approval Date: _____	
Transfer Effective Date: _____	