

PROCEDURAL HANDBOOK

SECTION

4

Implementation

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THE LAW AND IMPLEMENTATION

56360. Each Special Education Local Plan Area shall ensure that a continuum of program options is available to meet the needs of individuals with exceptional needs for special education and related services as required by the Individuals with Disabilities Education Act and federal regulations.

PROGRAM OPTIONS

The continuum of program options in this Special Education Local Plan Area contains all of the following:

1. ***A Resource Specialist Program*** which provides, but is not limited to:
 - a. Instruction and services for pupils who have been found eligible for special education by an IEP Team, but whose needs can be met while they are assigned to a regular classroom for the majority of the school day.
 - b. Information and assistance to individuals with exceptional needs and their parents.
 - c. Consultation, resource information, and materials regarding special education pupils, for parents and other staff members.
 - d. Coordination of special education services with the regular school program for each Resource Specialist Program enrollee.
 - e. Monitoring of pupil progress; participation in review and revision of IEPs for students in the Resource Specialist Program; and referral of students not making progress to the IEP Team.
 - f. Emphasis at the secondary level on academic achievement, career and vocational development, and preparation for adult life.

2. ***Related Services*** which include, but are not limited to:
 - a. Language and Speech Development and Remediation
 - b. Audiological Services
 - c. Orientation and Mobility Instruction
 - d. Instruction in the Home or Hospital
 - e. Adapted Physical Education
 - f. Physical and Occupational Therapy
 - g. Vision Services and Therapy
 - h. Specialized Driver Training Instruction

- i. Counseling and Guidance, including Rehabilitation Counseling
- j. Psychological Services (other than assessment and development of the Individualized Education Program)
- k. Parent Counseling and Training
- l. Health-Nursing Services
- m. Social Worker Services
- n. Specially designed Vocational Education and Career Development
- o. Recreation Services
- p. Specialized Services for Low Incidence Disabilities, such as readers, transcribers, and vision and hearing services
- q. Interpreting Services

The term “related services” is defined in the federal Individuals with Disabilities Education Act. The term “related services” means transportation, and such developmental, corrective, and other supportive services as may be required to assist an individual with exceptional needs to benefit from special education.

The term “related services” does not include a medical device that is surgically implanted or the replacement of that device.

3. ***Special Day Classes:***

- a. Enroll pupils with similar and more intensive educational needs.
- b. Enroll pupils when the nature and/or severity of their disability is such that education in regular classes with the use of supplementary aids and services including curriculum modification and behavioral support cannot be achieved satisfactorily.
- c. Provide, or arrange for the provision of, non-academic and extra-curricular services and activities, including meals and recess periods, that include, to the maximum extent appropriate, participation with nondisabled pupils.

A student shall be considered enrolled in a special day class for funding purposes under the following circumstances:

- The student is on the caseload of an SDC teacher and/or receives his/her special education instruction (excluding related services specified in the IEP) outside the regular education setting for a majority* of the school day.

- The student receives special education instruction outside the regular education setting for less than a majority of the school day but is included on the caseload of a low incidence special day class teacher.
- The student receives instruction outside the regular education setting for less than a majority* of the school day but is included on the caseload of an itinerant special day class teacher and receives specialized instruction from special education staff for a majority* of the school day.

*more than 50%

4. ***Nonpublic, Nonsectarian School Services:***

Are provided under contract with the Special Education Local Plan Area when no appropriate public education program is available.

5. ***State Special Schools:***

Are considered for referral for further assessment or placement of individuals with exceptional needs upon recommendation by the IEP Team. This recommendation will be made only as a result of a finding that no appropriate placement is available in the Local Plan Area.

6. ***Instruction in settings other than classrooms where specially designed instruction may occur:***

Including instruction in such settings as the community and vocational work sites.

7. ***Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur as required by law.***

Itinerant instruction may be provided by special education staff, including those with specialized knowledge and training in serving students with low incidence disabilities, when recommended by the IEP team.

8. ***Instruction using telecommunication and instruction in the home, in hospitals and in other institutions as required by law.***

When recommending placement for home instruction, the IEP Team shall have in the assessment information a medical report from the attending physician or report of a psychologist, as appropriate, stating the diagnosed condition and certifying that the severity of the condition prevents the pupil from attending a less restrictive placement.

Other placement options that individual districts may make available include the following:

1. ***Special Day Class with Maximum Mainstreaming***

A Special Day Class may maintain pupils within the SDC caseload who are mainstreamed in general education for more than 50% of the instructional day. The IEP shall indicate the amount of time the pupil shall be served in the general education setting and the activities of the SDC teacher to support successful mainstreaming.

2. ***SDC/Inclusion Support***

An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in general education classrooms for 100% of the instructional day, with the SDC inclusion teacher and/or special education staff providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

3. ***Embedded Special Day Class***

A district may create embedded Special Day Classes by merging a complete SDC with a general education classroom. Team teaching shall be provided as long as the district assures that all IEP goals/objectives and services are addressed and that general education pupils' families have been fully informed regarding the program.

4. ***Learning Center Special Education Delivery Options***

A district may elect to provide special education services via a Learning Center model provided the district assures that all IEP goals/objectives and services are met. The Learning Center concept assigns all pupils to age appropriate general education classrooms for appropriate activities such as the opening of school, appropriate instructional and non-instructional activities, special events, lunch, recess, field trips, and other activities as appropriate per each IEP. The Learning Center may include services previously provided via SDC, RSP and/or Related Services based on each district's defined Learning Center. Learning Centers may also include other categorical services, i.e., ELL/ELD, Title 1, GATE, general education services, and other district/school services.

5. ***Departmentalized Special Education Services***

A district may provide departmentalized services, blending services between SDC teachers and RSP teachers, with the IEP specifying the total amount of special education services to be provided. Pupils may receive services from both SDC and RSP staff per the IEP. A case carrier for each student shall be assigned.

6. ***Small Group Instruction (SGI)***

Provides the option for districts to provide services to special education pupils in small group settings utilizing appropriately credentialed special education staff.

LEAST RESTRICTIVE ENVIRONMENT

Special education is an integral part of the total public education system and should promote maximum interaction between disabled and nondisabled pupils in a manner which is appropriate to the needs of both.

OVERVIEW OF REGIONAL PROGRAMS

Students who are supported in Regional Programs:

- Students who are referred to the TLP/ GROW program;
- Students who are DHH;
- Students determined to be CAPA Level 1;
- By exception only: Students determined to be CAPA Level 2-4 with significant challenging behavior that cannot be successfully addressed with district resources (attempts must be well documented)

How Students are placed in District or Regional Programs:

Condition 1. A student is moving into Santa Barbara County from an out of county program with an IEP.

- a. The call from the parent is directed to the special education operator of the District of Residence.
- b. The District of Residence requests a copy of the IEP and current Psych report from the sending LEA or the parent.
- c. The District of Residence reviews the paperwork and if the student is a student as described above and being supported by a Regional Program, the district of residence refers the student to the Regional Operator, the Regional Operator conducts a 30-day interim placement IEP and the IEP team determines if the Regional program is the appropriate placement.

OR

The District of Residence reviews the paperwork and if the student is not a student as described above and was being supported in a non-Regional program, the District of Residence operator conducts a 30-day interim placement IEP and enrolls the student in a non-Regional program.

- d. If the student is placed in a non-regional program, then The District of Residence implements the IEP, conducts assessment during the 30 days and reconvenes the IEP within the 30 days.
 - i. If the student is determined to need more specialized support than can be provided within the non-Regional program, the District of Residence may refer the student to the Regional Program Operator for consideration for enrollment in a Regional class (follow process outlined below).
 - ii. If the student's IEP can be implemented with appropriate supports and services provided by the District of Residence, new goals are written, services recommended, and placement maintained by the District of Residence.

Condition 2. A student has been in a non-Regional class through elementary, middle school and high school. The student is now transitioning to an adult transition program.

- a. The District of Residence is to continue to support the student through the non-Regional District transition program unless recommended for a move to a more restrictive placement due to a change in student needs.

Condition 3. A student is in a non-Regional class with specialized needs that can no longer be met by the District of Residence.

- a. The District of Residence may refer the student to the Regional Program Operator for consideration for enrollment in a Regional class (follow process outlined in SELPA form, *Regional Program Referral Process* (SELPA21)).

Condition 4. A student is moving into an LCI in Santa Barbara County

- a. A call or letter from the placing agency to the SBCSELPA will be forwarded to the special education director in the prospective District of Residence.
- b. The District of Residence reviews the referral for appropriateness for placement in a district program. If the student falls into one of the categories of appropriateness for Regional classes listed above, the Regional Program Operator will be the recommended service provider. For all others the District of Residence will be responsible for implementing a 30-day interim placement.

Condition 5. A student has been in a Regional Special Day Class as a preschooler and is recommended by the IEP team and the District of Residence for continued support in a school aged Regional program.

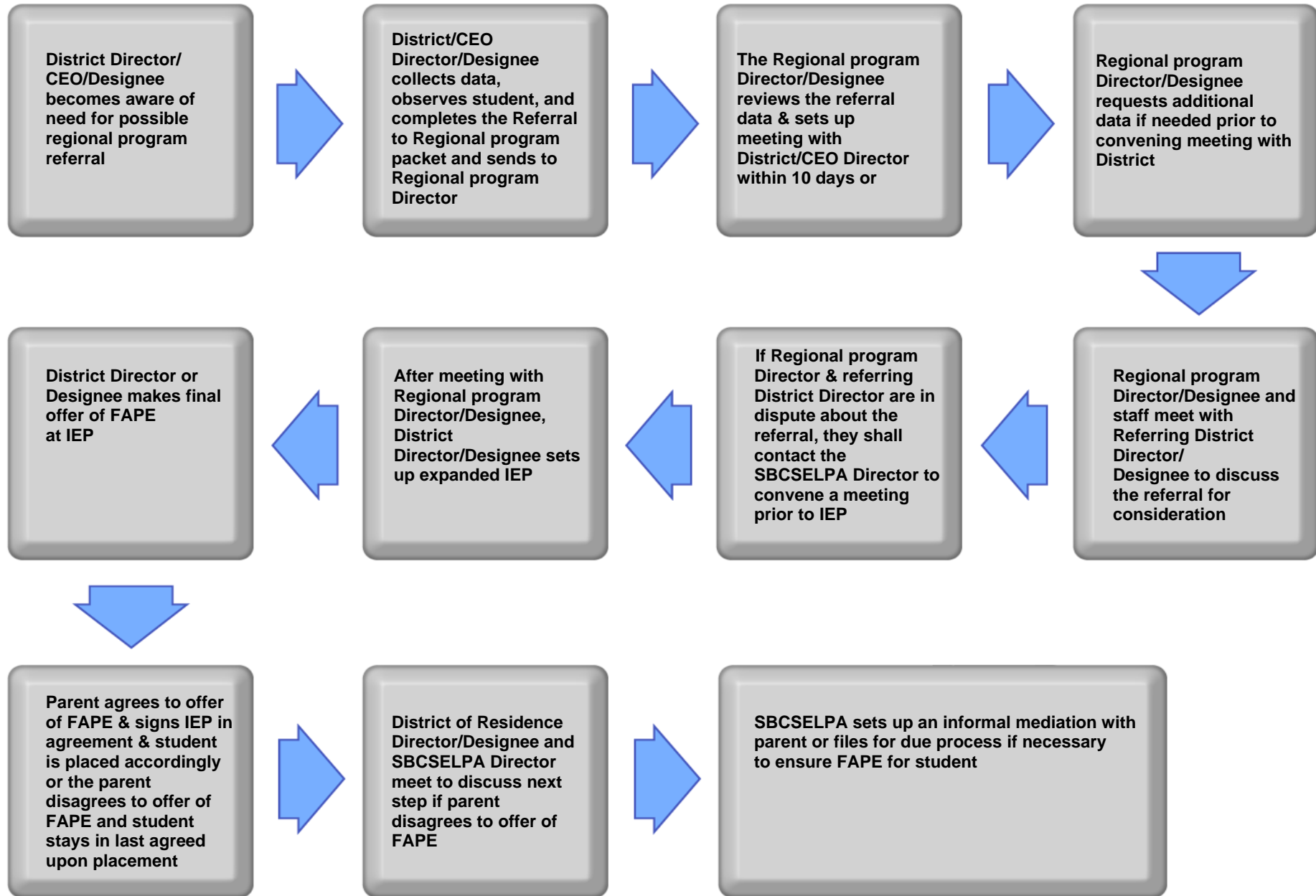
Condition 6. In the case of an anticipated enrollment of a preschool student into a district that runs preschool programs, but the district believes their current programs do not meet the student's individual needs.

- a. The district may refer the student to the Regional Program Operator for consideration for enrollment in a Regional class (follow process outlined in SELPA form, *Regional Program Referral Process* (SELPA21)).

Conditions that may not be included as reason for referral to a more restrictive placement:

- Class size
 - Funding issues
 - Strength of teacher
 - Parent choice
 - Student doesn't "fit" into existing model of support
- English Language learner creating need for bilingual supports.

Santa Barbara County SELPA Regional Special Class Program Referral Process Chart



NOTIFICATION PROCEDURE FOR A REGIONAL PROGRAM STUDENT CHANGING DISTRICT OF RESIDENCE

1. When the case manager of a regional student becomes aware that their regional student is moving out of their current district, they shall inform their special education administrator within 3 school days.
2. Within 3 school days, the current regional program administrator or designee shall inform the parent that they must contact the special education administrator of the new district of residence for placement of the student.
3. The current Regional program operator will also notify the special education administrator of the new district of residence regarding the student move.
4. The special education administrator or designee of the new district of residence shall make the needed arrangements for placement of the student in the appropriate program including continuation of transportation, if needed.



Santa Barbara County
Special Education Local Plan Area
A Joint Powers Agency

TLP PROGRAM COMPONENTS
 (Updated 2020)

(SBCSELPA regional Therapeutic Learning Program (TLP) programs utilizing the Growth Mindset, Resilience, Other Centered, Work Ethic (GROW) Model to include the following components)

<p style="text-align: center;">Environment</p> <ul style="list-style-type: none"> ▪ Explicitly posted schedules ▪ Explicitly posted GROW visuals ▪ Educational environment conducive to learning that is separate from counseling space, if possible ▪ Private space for counseling, if possible ▪ “Honors room” for students that meet goals/levels ▪ Class size of no more than 12 for TLP Level 1 and 8-10 for TLP Level 2 (day treatment) 	<p style="text-align: center;">Instruction</p> <ul style="list-style-type: none"> ▪ Core instruction aligned to the <i>common core</i> ▪ Evidence-based remediation/intervention programs in reading, writing, or math as required to meet individual needs ▪ Credit recovery opportunity for secondary students (online) ▪ Core curriculum available online ▪ Individualized instruction as needed ▪ Alternatives for PE and elective credits ▪ GROW Evidence Based Social Emotional (SEL) curricular materials
<p style="text-align: center;">Professional Development</p> <ul style="list-style-type: none"> ▪ Beginning of the year GROW group staff trainings ▪ All staff must be trained in CPI ▪ On-going professional development opportunities ▪ Ongoing collaboration through regularly weekly scheduled staff team meetings ▪ Parent training ▪ End of year GROW Summit 	<p style="text-align: center;">Staffing</p> <ul style="list-style-type: none"> ▪ Mental Health support available (50% FTE in TLP Level 1 and 100% FTE in Level 2) ▪ BCBA/Behaviorist support as needed ▪ Limit staff rotations (teachers & aides) ▪ Substitute coverage for teachers & aides ▪ Staff collaboration time ▪ One teacher, two aides (behavior certified aides in TLP Level 2 and preferred in Level 1), maximum 12 students (per class) ▪ School psychologist: .20 FTE
<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> ▪ Technology: minimum 6 computers, smart board or other projection technology, and internet access (per class) ▪ iPad or other notebook access for students as deemed needed ▪ Assistive Technology (AT) as needed for individual students 	<p style="text-align: center;">Classroom Management / Behavioral Support</p> <ul style="list-style-type: none"> ▪ Positive behavior support ▪ Applied Behavior Analysis principles implemented ▪ High motivation/reinforcement opportunities available (ex. art, music, cooking, auto mechanics, gardening, etc.)
<p style="text-align: center;">Mental Health Services</p> <ul style="list-style-type: none"> ▪ Individual counseling available for all students ▪ Group counseling available for all students ▪ Family counseling and/or intensive home services available as deemed needed for FAPE 	<p style="text-align: center;">Family</p> <ul style="list-style-type: none"> ▪ Parent training component (behavioral, SEL etc.) ▪ Group parent trainings at least 2x annually ▪ Daily/Weekly written or oral communication with families ▪ Periodic team meetings for students as needed
<p style="text-align: center;">Community</p> <ul style="list-style-type: none"> ▪ Access to community-based learning / instruction ▪ Access to public transportation (bus pass, etc.) ▪ Access to TLP regional program van for community outings ▪ Interagency collaboration (community mental health, Department of Rehabilitation, or Tri Counties Regional Center, as appropriate) 	<p style="text-align: center;">Transition/Exit from TLP</p> <ul style="list-style-type: none"> ▪ Gradual transition to LRE determined by IEP Team meeting ▪ Teach skills needed for reintegration back to home school and provide supports in general education, as needed

ADMINISTRATIVE PLACEMENT OF STUDENTS WITH NPS IEP DESIGNATIONS TO REGIONAL PROGRAMS

The following steps shall take place by the LEA District of Residence (DOR) Special Education Administrator/Designee prior to making an interim 30 day placement in a regional program for a student with an NPS placement designated on their IEP that has been placed in an LCI/foster placement by an outside agency:

- 1) Check to see if the placing agency notified the SBCSELPA prior to making the placement as per §EC 56156(a) if no, then refer placing agency to SBCSELPA prior to making a 30 day interim placement decision.
- 2) The DOR SPED Administrator/Designee determines if there is a comparable placement available within the district. If not, then an interim placement not to exceed 30 calendar days is made in a regional program as per §EC 56325 (a) (1). Upon placement, the following steps shall occur:
- 3) The regional program operator arranges for comprehensive assessment to take place prior to the end of the 30 calendar days to help inform the IEP team regarding FAPE for the student.
- 4) The regional program operator schedules an IEP by the 30th calendar day and invites all applicable members including the DOR SPED Administrator/Designee.

At the IEP meeting to take place by the 30th calendar day after placement, the following questions shall be addressed by the IEP team:

- 1) Does the LEA (District of Residence) have the ability to absorb, expand, or to open new programs to meet the needs of the pupil population given the limitations of instructional personnel service units, available school facilities, funds, and staff? If no, then proceed to 2 below:
- 2) If the LEA DOR does not have the ability to serve the student, then does the SBCSELPA continuum of options available have the ability to serve the student? If no, then proceed to 3 below:
- 3) If the DOR deems there is no continuum of options available or appropriate to serve the student within the DOR, then the IEP team shall review and make an offer of FAPE.

APPROVED: March 02, 2009

REVISED: March 15, 2013

**REGULATIONS RELATIVE TO THE PLACEMENT OF LCI/FOSTER
YOUTH WITH IEPS**

§EC 56325 (a) (1) As required by subclause (I) of clause (i) of subparagraph (C) of paragraph (2) of subsection (d) of Section 1414 of Title 20 of the United States Code, the following shall apply to special education programs for individuals with exceptional needs who transfer from district to district within the state. In the case of an individual with exceptional needs who has an individualized education program and transfers into a district from a district not operating programs under the same local plan in which he or she was last enrolled in a special education program within the same academic year, the local educational agency shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved individualized education program, in consultation with the parents, for a period not to exceed 30 days, by which time the local educational agency shall adopt the previously approved individualized education program or shall develop, adopt, and implement a new individualized education program that is consistent with federal and state law.

§ EC 60505. Community Care Facilities.

(e) The SELPA director and the administrator of the LEA in which a group home or small family home is located shall provide the facility licensee the following information:

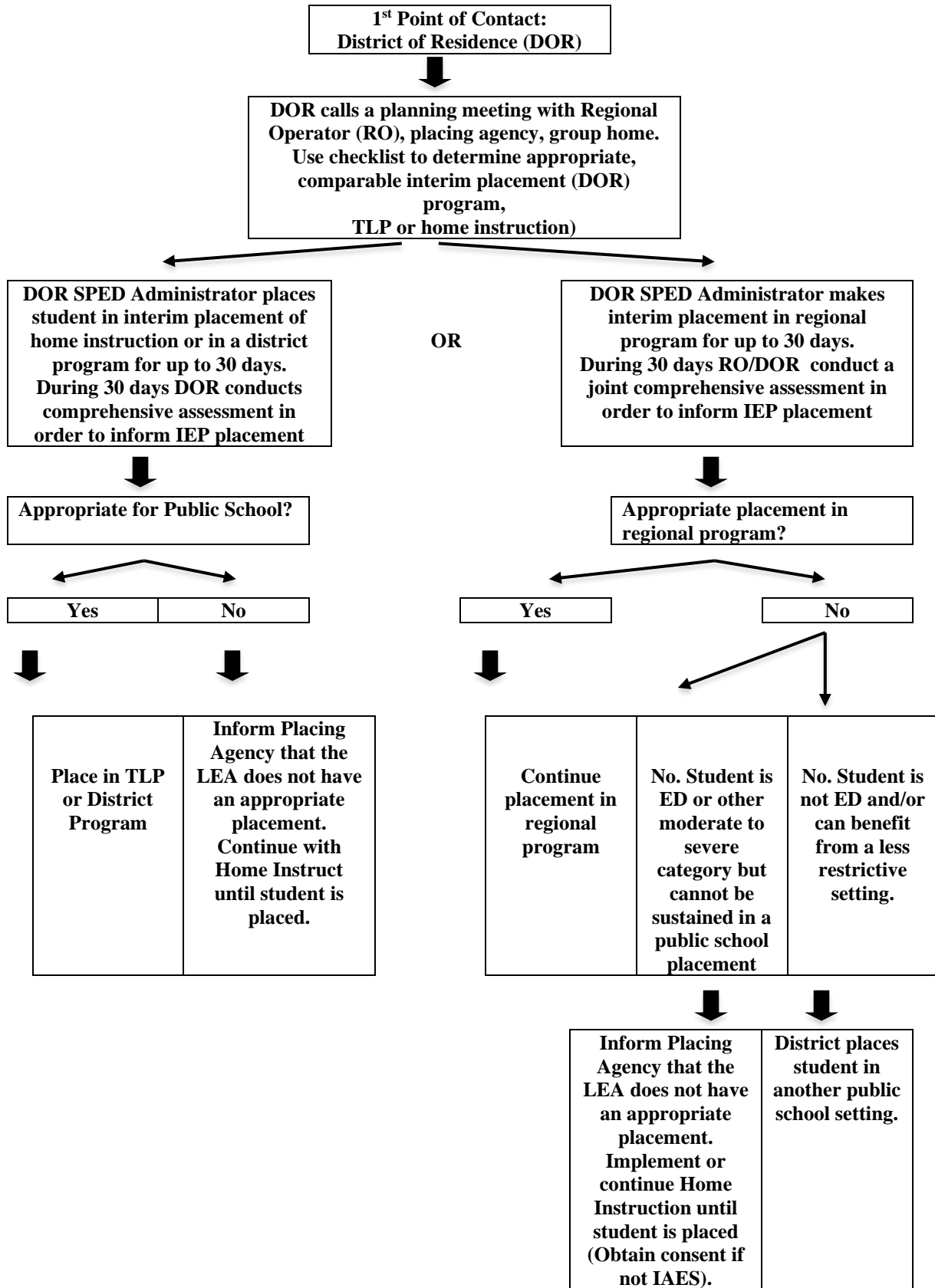
- (1) The types and locations of public and state certified nonpublic, nonsectarian special education programs available within the SELPA; and
- (2) The ability of the LEAs within the SELPA to absorb, expand, or to open new programs to meet the needs of the pupil population given the limitations of instructional personnel service units, available school facilities, funds, and staff.

§ EC 56156 – Report of Referral or Admission of Potentially Eligible Children; Identification of Individual Representing the Child; Notice of Potentially Eligible Children; List and Notice of Institutions.

§ EC 56156(a) Each court, regional center for the developmentally disabled, or public agency that engages in referring children to, or placing children in, licensed children's institutions shall report to the special education administrator of the special education local plan area in which the licensed children's institution is located any referral or admission of a child who is potentially eligible for special education.

DATE APPROVED: March 02, 2009

ADMINISTRATIVE PLACEMENT OF STUDENTS WITH NPS IEP DESIGNATIONS (placed by outside agencies) TO REGIONAL PROGRAMS



DATE APPROVED: March 02, 2009

SBCSELPA FUNDED NONPUBLIC SCHOOL PLACEMENT PROCEDURES (RTC and Non-Residential)

Task	Agency/Person(s) Responsible	Timeline	Comments
Send Referral Packet to Potential NPS	SBCSELPA MH Clinician and SELPA Director	After IEP team designates a referral for consideration of a NPS referral (A district may designate a referral for consideration to SBCSELPA prior to an IEP as well)	LEA is to seek two-way parent release of information between SBCSELPA and the District and forward with referral packet to SBCSELPA
Draft Master Contract and Individual Service Agreement (ISA)	SBCSELPA Office Manager	Once the SBCSELPA approves placement as meeting the criteria for SBCSELPA funding and prior to student placement in NPS	ISA and master contract will be drafted by SBCSELPA according to the services indicated in IEP
General Oversight of the NPS Student Case	SBCSELPA Director and Mental Health Specialist	The SBCSELPA Mental Health Specialist (SBCSELPA Director in some cases) shall visit the student a minimum of 2 times annually until student transitions back to the District	SBCSELPA Director and Mental Health Specialist provide general oversight but are not the IEP case manager in SIRAS– a LEA/district staff member must be the designated case manager in SIRAS
Mental Health Case Management and Oversight	SBCSELPA Mental Health Specialist and District School Psychologist	Two times annually for NPS visits; one to two times monthly for treatment team meetings as designated by the NPS	SBCSELPA Mental Health Specialist and District School Psychologist participate in MH treatment team meetings
Schedule IEPs and Mail out IEP Notice of Meeting	SBCSELPA MH Clerical Assistant	Every six months or two times annually, unless otherwise specified in IEP or requested	SBCSELPA MH Clerk will contact SBCSELPA Director, MH Specialist, District Administrator, NPS staff, and Parent(s) to schedule the IEP and will send out Notice of Meeting 10 days prior to scheduled meeting when feasible. The required District staff that must attend NPS/RTC IEP: <ul style="list-style-type: none"> ○ SPED Administrator ○ School Psychologist (mandatory) ○ Other Related Service Staff (if applicable) ○ Student Case Manager ○ School Guidance Counselor (if student is in 9th-12th+ grade) or IEPs where it is expected the student will be transitioning back to a comprehensive school campus soon, a special education and general education teacher must attend
Completion of IEP Paperwork	District in collaboration with NPS	Prior to each IEP District is to collaborate with the NPS staff to get IEP goal updates and develop a <i>draft of the IEP</i> (not to include services / offer of FAPE)	District may opt to provide NPS staff SIRAS access to student in order to complete IEP; LEA is responsible for contacting NPS for necessary IEP documents to ensure all paperwork is complete (transition plans, BIP, proposed goals; goal updates, etc.) for presentation at IEP meeting; IEP paperwork presented at meeting should have only “draft goals” and basic student information with services left blank; LEA to send SBCSELPA copy of completed IEP
Make IEP Room Arrangements	District designated SPED Administrator	At least 4 weeks prior to IEP	District designated Administrator is to contact SBCSELPA MH Clerk with location of IEP for the <i>Notice of IEP Meeting</i> ; LEA must ensure there are appropriate conference phone lines available for IEP
Conduct / Chair IEP	SBCSELPA Director and District SPED Administrator shall collaborate	Ongoing until student transitions back to District	SBCSELPA Director shall ensure that transition and other NPS IEP requirements are compliant since SBCSELPA has potential liability in case

**NONPUBLIC SCHOOL (NPS)/RESIDENTIAL TREATMENT CENTER (RTC)
PLACEMENT FUNDING GUIDELINES**

It is the goal of the SBCSELPA for students be served in the Least Restrictive Environment (LRE) to the extent possible. Students shall only be placed in nonpublic schools and out of home residential treatment center (RTC) placements in cases where the local continuum of options has been exhausted to the extent possible. Further, SBCSELPA does not believe it is best practice based on the literature, for students to be served in out-of-home placements for longer than 6 - 12 months in most circumstances.

As per Local Plan Policy 3204 Section XII, “Approval for funding of NPS out of SELPA shared funding will not be granted if the LEA has not practiced due diligence in searching and serving students and has exhausted the continuum of least restrictive environment (LRE) placements available within the LEA or SBCSELPA prior to the IEP team recommending a NPS placement as FAPE”.

Students referred by LEAs/districts to SBCSELPA for consideration of placement in a NPS/RTC through shared funding must meet the following criteria:

- LEA must have engaged in compliant IEP procedures and offered the student FAPE prior to the referral.
- LEA must have exhausted the “continuum of placement options” within the SELPA to include most if not all of the following: RSP, SDC, and SDC Therapeutic ED programs (if the student is identified as ED and is being recommended for a NPS / RTC due to mental health related reasons).
- LEA must have attempted and ruled out (data taken over time) intensive home mental health “Wrap Around like” social work services to prior to recommending out-of-home placements.
- Staff perception that the home environment is inadequate to meet the student’s needs shall not be the sole reason for a referral to SBCSELPA to fund a NPS out-of-home placements unless factors in the home environment have a direct, documented impact on the student being able to access their education.
- NPS / RTC placement referrals to SBCSELPA shall not be made in cases where the placement is the result of a “settlement agreement” as per Local Plan Policy 3204.
- NPS / RTC referrals shall not be made for unilateral parent placements in NPS / RTC unless the district has assessed, an IEP team has met and determined that the NPS RTC placement is needed for FAPE. The placement shall not be made due to LEA/district’s failure to search and serve or provide a *free and appropriate education (FAPE)*.
- There may be exceptions to the requirement to rule out local options and engage in the recommended steps above if a student manifests an extreme, immediate danger to themselves or others in the school environment or outside of school and it results in a negative impact on the student being able to access their education. The IEP team must document that it would be unsafe for the student or others if the student were to be served within the LEA or SBCSELPA regional continuum of program options even with intensive local level supports and services or a change of placement.
- The LEA/district must have conducted current social-emotional or other applicable assessment, convened an IEP meeting and concur that a referral for placement in a NPS (with or without a RTS) is appropriate (*SELPA28D*).

It is not mandatory that SBCSELPA have oversight for, or be required to be involved in the decision making or placement process of mental health related NPS student placements that exceed the above stipulated caps (see Local Plan 3204 Section XII) and are funded 100% by the LEA; however, the LEA/district may request SBCSELPA assistance with the process.

The mental health funding balance designated for costs associated with member NPS / RTC placements will be reviewed annually concurrent with the Second Interim Report to determine if there is a potential shortfall of funding.

All other LEA NPS placements that are non-mental health related made via an IEP decision shall be funded at 70% by SELPA shared costs as per Local Plan Policy 3204 guidelines.

All nonpublic school and agency placements require the involvement of the SBCSELPA Director and Mental Health Specialist in the IEP process, as well as final approval from the JPA Board, in order to be funded out of SELPA shared funding.

NPS VISITATION AND ASSESSMENT GUIDELINES

AGENCY RESPONSIBILITIES

I. SBCSELPA Responsibility

Visits to NPS

- SBCSELPA Mental Health Specialist or SELPA Director makes visit to NPS two times annually
- SBCSELPA Mental Health Specialist notifies LEA/district and parent in writing (email or letter) no less than five business days prior to each visit being made
- SBCSELPA Mental Health Specialist makes prior arrangements with Non Public School (NPS) to be visited at least five business days prior to visit
- SBCSELPA Mental Health Specialist observes student, meets with treating therapist, reviews educational records to include grades, progress towards IEP goals, etc.
- SBCSELPA Mental Health Specialist completes any pertinent rating scales to inform need for out of home placement to meet educational needs of student
- SBCSELPA Mental Health Specialist meets with a NPS administrator to introduce self and discuss any concerns relative to the student or students case(s)

Follow-Up Summary and Assessment Report

- SBCSELPA Mental Health Specialist completes a brief written assessment report within 5 business days of returning from a NPS student visit
- The brief *NPS Visitation & Assessment Report* includes a compilation and summary of the student's current levels of mental health functioning, academic progress, any documented progress towards IEP goals and other pertinent information deemed needed
- SBCSELPA Mental Health Specialist disseminates the *NPS Visitation & Assessment Report* to the parent, district administrator, and district school psychologist that oversees the NPS placement for the district

II. LEA/District Responsibility

- District documents in each NPS review IEP that the SBCSELPA Mental Health Specialist will be visiting the student twice annually to assess progress and ongoing need for out of home placement in a nonpublic school (NPS) with or without a residential treatment center (RTC) and that parent will be notified in writing (email or letter) no less than five business days prior to each visit being made.

III. Non Public School (NPS) Responsibility

- Provide LEA/district, SELPA (Director and MH Specialist), and parent copies of any behavior incident or emergency report requiring a restraint or hold within 24 hours of the incident (BER)
- Arrange for SBCSELPA Mental Health Specialist to meet with treating therapist, administrator and conduct observation
- Complete rating scales or provide any requested assessment data
- Provide SBCSELPA Mental Health Specialist access to student report cards, academic work samples, etc.
- Provide updates on social emotional functioning and progress towards IEP goals

**PARENT/GUARDIAN TRAVEL REIMBURSEMENT GUIDELINES FOR OUT OF COUNTY
RESIDENTIAL NONPUBLIC SCHOOL STUDENT PLACEMENTS**

Your child with special needs will soon be enrolled in a residential school outside of Santa Barbara County. You or your child's travel associated with the child's initial placement, subsequent therapeutic visits by you to meet your child and his/her therapist at the Residential Nonpublic School or your child's therapeutic visits home may be reimbursable by the Santa Barbara County SELPA (SBCSELPA). The SBCSELPA will fund a total of four round-trip nonpublic school visits per school year (i.e. parent/guardian trip to visit student, student travel to visit home, etc.). For students placed within the state of California in a location that can be accessed within two hours or less the SBCSELPA will fund one day trip per week to and from the placement. Any visits above and beyond this limit shall be an IEP team decision and are the fiscal responsibility of the district of residence (DOR). All student travel for a home visit must be recommended by the IEP team as part of the transition process for the student to return to a less restrictive environment (LRE) in their home community. SBCSELPA will fund the costs associated with required supervision or transport to bring the student home.

Please use *Parent/Guardian Travel Reimbursement Claim Form for Nonpublic School Placements (SELPA58)*. All travel must be approved by the SELPA Director for initial placements, family therapy/counseling, and therapeutic home visits.

GUIDELINES FOR REIMBURSEMENT

- **Parent or guardian must be a resident of Santa Barbara County to be eligible for travel reimbursement.**
- Parent must notify the SELPA Director at least one week prior in advance of the intent to make trip to the NPS.
- Nonpublic school must provide the SELPA Director with written documentation of the EXACT date(s) of therapy session(s) (if applicable as per therapeutic mental health placements) before travel approval is granted. Note: If more than one day of family therapy is requested, sessions must be on consecutive calendar days only (**two days maximum**).
- SELPA will contact parent and confirm that trip is approved and eligible for reimbursement.
- PARENT and/or NPS SCHOOL is responsible for making all travel arrangements.
- Parent is responsible for submitting **ORIGINAL** itemized receipts for ALLOWABLE EXPENDITURES. **Make a copy of the itemized receipts and documents you submit to the SELPA. Keep copies for your files.**
- All claims must be submitted within 30 days of the completion of the trip.
- Absolutely no reimbursements will be made for travel outside of the fiscal year in which it took place.
- Claim form (attached) and documentation are to be submitted to Santa Barbara County SELPA, 5385 Hollister Avenue, Box 107, Santa Barbara, CA 93111.

ALLOWABLE EXPENDITURES

- **Airfare** – Coach class – submit passenger ticket receipts for student and/or parent(s) indicating date, passenger name, destination and cost. If a trip is postponed, reservations should be cancelled immediately. **Maximum reimbursable cost for airline tickets or travel by auto per trip is \$500.**
- **Automobile mileage** – allowance for transportation by private automobile to and from the residence of the student and the nonpublic school at the SELPA approved rate up to a maximum of \$500.00.
- **Hotel** – itemized original payment documentation. The SELPA may reimburse a standard Hotel accommodation at the rate determined by the US Government Service Administration for the area or \$100.00 total per night, **exclusive of state and occupancy taxes** (whichever is higher). Contact school for recommendations re: suggested hotels. **Maximum reimbursable 2 night's hotel accommodation per adult trip.**
- **Rental car agreement and fuel receipts** – not to exceed mid-size car – itemized original payment documentation. Maximum reimbursable 2 days of rental car at \$40 per day, exclusive of service charges/taxes. Collision Damage Waiver (CDW) charges are not reimbursable.
- **Meals** – reimbursement shall not exceed a maximum of **\$56** per day of travel, - per adult, per day – with **itemized** original payment documentation indicating the date, name and location of the restaurant.
- **Airport parking** – receipt, not to exceed \$12 per day.
- **Shuttle, fly-a-way** – to and from airport – receipt not to exceed \$25.00 one-way per trip.

NON-ALLOWABLE EXPENDITURES

Including, but not limited to:

- First Class/Business Class Airfare
- Travel expenses for family members (i.e. siblings, etc.)
- Luxury hotels/accommodations
- Luxury vehicle rentals
- Student meals
- Meals in Santa Barbara County
- Entertainment related expenses (i.e. amusement parks, sporting events, movies, etc.)
- Alcoholic beverages
- Snacks
- Tips, etc.

EVALUATING PROGRESS

WHEN MUST EVALUATION TAKE PLACE?

The progress of all special education students **MUST** be evaluated at least annually. A regular, periodic check of pupil progress toward the successful completion of goals and, where appropriate, objectives specified in the IEP is also required. Annual goals should be reviewed, and /or revised if the student is not making satisfactory progress.

IMPORTANT

The parents of all special education students must be informed at least as often as parents of regular education students of progress toward the IEP goals and the extent to which that progress is sufficient for the student to achieve the goals by the projected annual achievement date.

NOTE

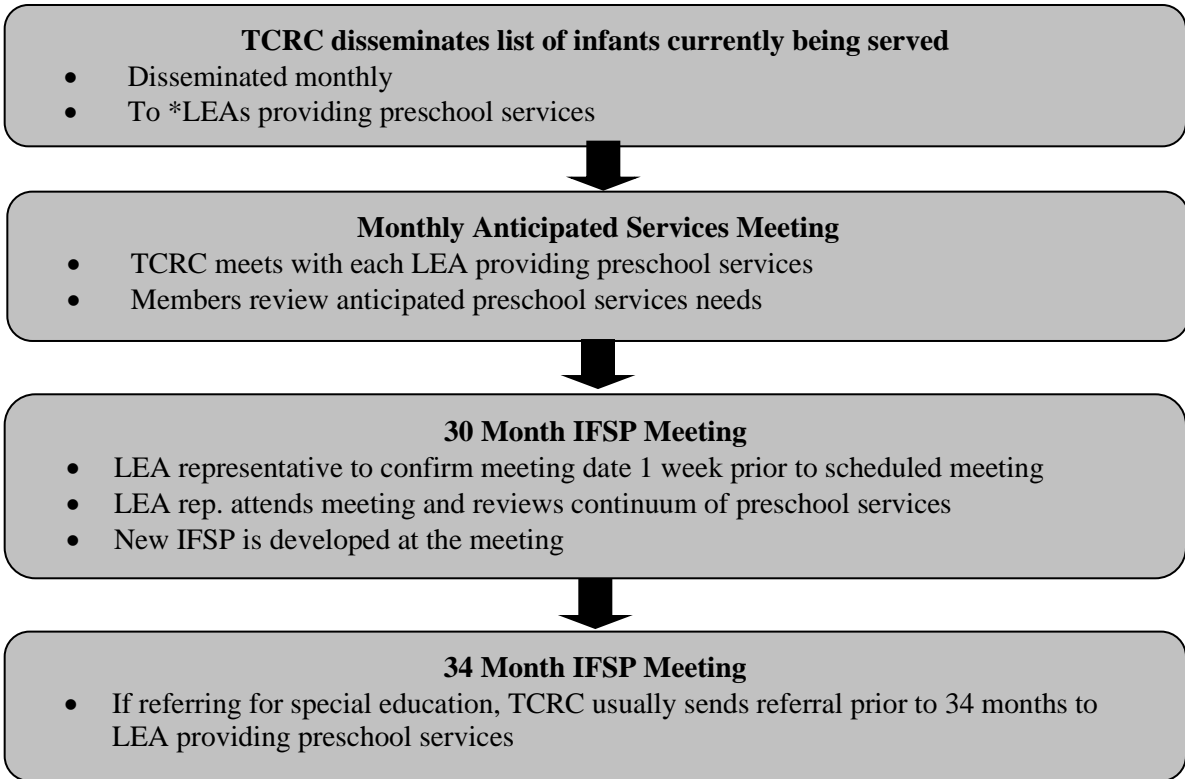
Each time a student's program is evaluated, whether it be a periodic teacher evaluation, requested review or annual review, the IEP should serve as the focal point of that evaluation.

WHAT IF THE STUDENT'S PROGRAM HAS TO CHANGE?

You must involve the parents and the IEP Team if you need to make changes on the IEP.

STUDENTS THAT ARE UNDER 3 YEARS OLD

INFANT TO PRESCHOOL TRANSITION PROCEDURES
UNDER 3 YEARS OLD



→ LEA conducts the assessment and holds the IEP meeting prior to the child's 3rd birthday.

STUDENTS THAT ARE OVER 3 YEARS OLD

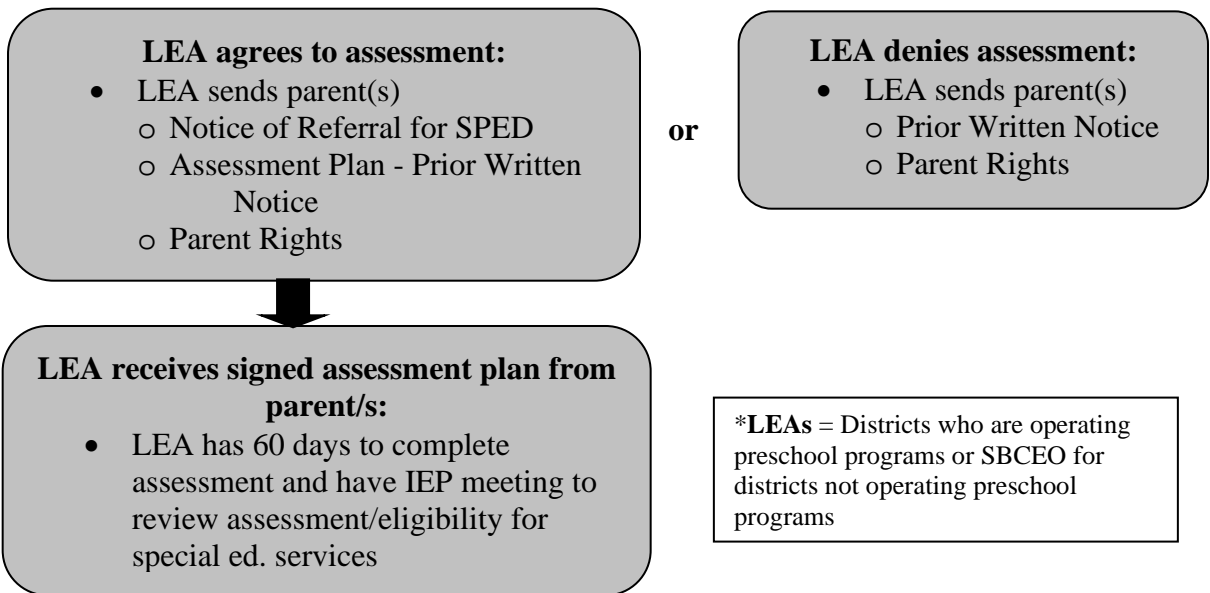
PRESCHOOL REFERRAL PROCEDURES
OVER 3 YEARS OLD

The LEA providing preschool services receives a referral for an assessment of eligibility for special education (SPED) and related services by ...



→ If the child is less than 3 years old, refer to TCRC.

Within 15 days of LEA receiving referral for assessment for SPED.



SBCSELPA PRESCHOOL TO TRANSITIONAL KINDERGARTEN (TK) OR KINDERGARTEN TRANSITION GUIDELINES

Introduction

The process and guidelines outlined below are to clarify the roles and responsibilities during transition time from preschool to TK or kindergarten. It is understood that parents are an important part of the transition process at every transition; however, this document is not meant to explain the entire process but simply clarify the roles mentioned above. These guidelines are to make the process, roles and responsibilities clear for education personnel for both the regional program operator and the district of residence and therefore parents' role is not included in this information. TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. Pursuant to law, EC 48000(c), a child is eligible for TK if a child will have his or her fifth birthday between September 2 and December 2 (inclusive).

Preschool to TK or Kindergarten Transition Assessment

Prior to transitioning an individual with exceptional needs from a preschool program to kindergarten, or first grade as the case may be, an appropriate reassessment of the individual shall be conducted by the regional program operator in collaboration with the district of residence pursuant to Article 2 (commencing with Section 56320) of Chapter 4 to determine if the individual is still in need of special education and services (Section 56445).

The exact breadth of this required reassessment, and tools that may be utilized, must be determined on a case-by-case basis. If the regional program operator is considering NOT giving cognitive abilities test to an incoming kindergartner who will be recommended for continuing service, the regional program operator staff member (psychologist and Special Education Administrator will contact the receiving district to discuss assessment prior to the transition meeting. Each special day class and special consideration student who will transition to kindergarten will be discussed by district and regional program operator specified staff to determine assessment needs prior to the transition. If, after reviewing the existing data, and receiving input from the parent, it is determined that no additional data is needed, the regional program operator must provide the parent with prior written notice of its determination. The prior written notice letter must also notify the parent of his/her right to request an assessment to either determine continuing eligibility, or educational need. If the parent requests a reassessment, the regional program operator must conduct the requested assessment (34 CFR§300.305(a) (2)).

Preschool students transitioning to transitional kindergarten (TK) or kindergarten (K) who are referred for initial assessment at year-end will be assessed by the regional program operator if they are referred before April 15th. If referral is received after April 15th then the regional operator will contact the district of residence that will serve that particular child in the fall as a kindergartner to determine a collaborative process to complete assessment.

Collaborative Transition Process from Preschool Special Day Class and Preschool Plus Services to Special Education Services in Kindergarten

1. The transition process is discussed at the IEP meeting the year before the child is age eligible to attend kindergarten. The district of residence will be invited to attend this meeting. At this meeting, needed assessment is reviewed and documented in the notes page of the IEP. If there is any discussion of the possibility of the child spending an extra year in preschool, the district of residence shall be notified in order to get their input.

2. A joint staffing meeting with both the regional program operator and district of residence will be held by December 1. The regional program operator special education administrator will send the SBCEO Preschool Transition to Kindergarten Summary to district of residence by December 1. The summary includes the name of the student, DOB, address, telephone, parents' names, preschool SDC teacher, primary language, disability, services, frequency and duration, instructional support, and other agency involvement. It also includes a short summary of the child's progress, needs and parent concerns. As new IEPs or assessment are completed, copies will be forwarded to the district of residence. The district of residence is to receive assessment reports two weeks prior to transition IEP meeting.
3. At the December 1 meeting, proposed assessment is reviewed and agreed upon and a transition meeting is scheduled. The regional program operator will be responsible for sending home the assessment plan and prior written notice 60 days prior to the scheduled meeting.
4. For a student who may need an instructional support assistant, the district of residence may request the regional program operator to complete and send to the district of residence a "SPED Preschool to Kindergarten Instructional Aide Needs Observation/Screening Report pgs. 1-3" prior to the transitional IEP meeting.
5. It will be the responsibility of the district of residence representative and regional program operator Special Education teacher to connect by February 1 to arrange observations.
6. By March 15, the elementary district of residence staff will have observed preschool students.
7. The district of residence may request teacher recommendation and/or parent input in making a preliminary determination of kindergarten program options.
8. Prior to the IEP Meeting:
 - a. Regional program operator will prepare Notice of Meeting and email it to district of residence.
 - b. Regional program operator will send Notice of Meeting to the parent.
 - c. District of residence will distribute the meeting notice to the required site team members, including the site principal, the District Special Education teacher, and a kindergarten teacher.
 - d. Regional program operator will be responsible for arranging for an interpreter to attend the IEP meeting, if one is needed.
 - e. Regional program operator will bring the IEP paperwork to the meeting.
9. During the IEP Meeting:
 - a. Regional program operator staff chairs the meeting.
 - b. After team discussion as to needs, goals, services and placement, district of residence staff makes the official offer of FAPE for kindergarten.
 - c. Regional program operator (Special Education teacher) takes the meeting notes, including the offer of FAPE.
10. After the IEP Meeting:
 - a. Regional program operator makes a copy of the IEP and distributes it to the parent and the district of residence staff (if possible) at the end of the meeting and keeps a copy for reference.

- b. Regional program operator Special Education teacher or IEP chair takes the IEP paperwork with them and makes updates in SIRAS, as discussed during the IEP meeting.
 - c. Regional program operator finalizes the IEP.
11. If the Triennial/Annual Review is due between March 1 – June 30, the transition meeting and Triennial/Annual review meeting will be held as one meeting, if possible, as schedule permits, and the district of residence will attend.
If the Triennial or an Annual Review is due between July 1-September 30 of the next school year, the district of residence representative and the Regional Program Operator Special Education Administrator will determine if meetings are to be combined or not between July 1 – September 30
 12. After the Transition IEP meeting, the district of residence receiving staff keeps a copy of the IEP and the file is returned to the regional program operator office for transfer of file paperwork.
 13. The student’s Cumulative File is sent to the district of residence or school site prior to the beginning of the district of residence’s school year.
 14. For children attending preschool summer school programs, progress reports will be forwarded to the district of residence.

Transition Process from Preschool Specialist Services to Special Education Services in Kindergarten

1. A preliminary list of students receiving preschool specialist services who will be age eligible to transition to elementary programs in the fall is to be sent to each district of residence Special Education Administrator by January 15. The list will include name of student, DOB, address, telephone, parent’s names, preschool specialist provider, language, disability, services, frequency and duration, other agency involvement and elementary school of residence.
2. A current list of district speech therapists will be given to the Regional program operator preschool Special Education Administrator by January 15.
3. By March 15, the regional program operator will initiate a meeting between the elementary school therapist and preschool specialists for the purpose of sharing information, determining assessment, collaborating on goals and setting dates for the transition IEP’s. The regional program operator is responsible for sending the assessment plan and prior written notice. These meetings will be determined by agreement between each district and the preschool specialist office. The district administrator or designee is encouraged to attend the meeting in order to approve the offer of FAPE. The Regional Program Operator SIRAS Coordinator will add the district speech therapists (SLPs) to the students’ SIRAS files for students’ transition to the district elementary programs.
4. Prior to the IEP Meeting:
 - a. Regional Program Operator SLP will prepare Notice of Meeting and email it to district of residence SLP at receiving school.
 - b. Regional Program Operator SLP will send Notice of Meeting to the parent.
 - c. District of Residence SLP will distribute the meeting notice to the required site team members, including the site principal, the District of Residence SLP, and a kindergarten teacher.
 - d. Regional Program Operator SLP will be responsible for arranging for an interpreter to attend the IEP meeting, if one is needed.

e. Regional Program Operator SLP will bring the IEP paperwork to the meeting.

5. During the IEP Meeting:

- a. Regional Program Operator staff chairs the meeting.
- b. After team discussion as to needs, goals, services and placement, district of residence staff makes the official offer of FAPE for kindergarten.
- c. Regional Program Operator takes the meeting notes, including the offer of FAPE.

6. After the IEP Meeting:

- a. Regional Program Operator SLP makes copies of the IEP and distributes it to the parent and the district staff (if possible) at the end of the meeting and keeps a copy for reference.
- b. Regional Program Operator SLP takes the IEP paperwork with them and makes updates in SIRAS.
- c. Regional Program Operator SLP makes any necessary updates to the student's SIRAS file, as discussed during the IEP meeting.
- d. Regional Program Operator SLP finalizes the IEP.

After March 1, parents of students who are not registered in Kindergarten will be contacted by a district of residence member to remind them to register their children for Kindergarten.

DATE APPROVED: April 6, 2009

DATE REVISED: May 3, 2010

DATE REVISED: February 22, 2013

DATE REVISED: May 12, 2015

DATE REVISED: March 20, 2020

NEW HIGH SCHOOL GRADUATION REQUIREMENTS
(Adopted from the Southwest SELPA)

Per action by the Governor, pupils with IEPs who have met all other graduation requirements shall be eligible to receive a valid high school diploma as of July 1, 2009. This decision shall remain in effect until the State Board of Education approves an alternative assessment process for these pupils (anticipated later this school year).

For pupils who exited high school or a transition program in June, 2009 or at the end of ESY, and who have met all other graduation requirements, the following procedure is recommended:

1. Require the pupil to re-enroll in the district and enroll the pupil into either the local high school or other district program, i.e. Adult Ed.; ROP; Workability; specific class related to area of need. Note: To collect ADA, you may need to enroll the pupil for at least the minimum day (4 hours per day).
2. Reactivate their records, transcripts and file, making sure they appear in your district's database, the same system that does credit and graduation checks/transcripts.
3. Hold an IEP (amendment or full IEP as appropriate based on previous IEP), to re-establish special education services. Utilizing existing data to the maximum extent possible.
4. Develop a program for the pupil to address transition needs:
 - Pupil does not have to attend school daily unless you plan to collect ADA.

- Select a remedial class, alternative Ed class with special education consultation, independent study with special education consultation, SCROC, work experience, etc.
 - All school rules regarding attendance and discipline apply and failure to adhere to rules may impact placement, services and completion of IEP requirements.
5. Hold a second IEP amendment during this fall semester.
 - This is an “exit IEP”.
 - Complete credit check/graduation check.
 - Notify family and pupil of anticipated exit date.
 - Document that pupil is eligible for a diploma based on the current CDE guidance if IEP requirements are met during this semester (along with all other graduation requirements). Note: for Independent study: If you district allows a student to complete the class mid-semester for other students, then this applies to the student with an IEP as well.
 - Obtain signatures.
 - Assure that SIRAS and MIS in SIRAS are completed.
 6. Exit the pupil at the end of the semester or as specified on the IEP once the items above have been met.
 7. Assure that the district’s database via the school database is current and reflects graduation requirements as having been met.
 8. Issue the diploma and allow pupil to participate in graduation ceremonies per district policies.

Other considerations:

Since this pupil has “re-enrolled”, they may have missed other graduation related activities such as photos, events, etc. You may wish to document it on the IEP indicating that the pupil is informed of any exceptions.

Procedures may change, so stay informed. Contact the Santa Barbara County SELPA for updates.

DATE REVISED: February 18, 2020

WHAT FORMS SHOULD BE USED

The following forms should be used during the implementation phase:

- IEP: Individualized Education Program (E & S)
These forms are used to develop the pupil's Individualized Education Program. All components must be completed in order to meet all legal IEP requirements.
- NC 2A: Notice of Referral
- NC 3: PWN-Assessment Plan
- NC 1: Notice of Rights and Safeguards (E&S)
- SELPA18: NPA Placement Request – Non-mental Health
- SELPA21: Non TLP Regional Program Referral Process/Pre-Referral Checklist
- SELPA28A: IMH/Related Services Provided by an NPA Request Process/Checklist
- SELPA28B: TLP Program Process/Checklist
- SELPA28C: MH Day Treatment Program Process/Checklist
- SELPA28D NPS Placement Request – Mental Health
- SELPA28E: Documentation of MH Services
- SELPA40: Special Education Preschool to Kindergarten Instructional Aide Needs Observation/Screening Report
- SELPA58: Parent/Guardian Travel Reimbursement Guidelines For Out of County Residential Nonpublic School Student Placements

NOTE

E = ENGLISH and S = SPANISH

Appendix A references the forms highlighted throughout this handbook. SELPA and Supplemental IEP forms can be found on our county's on-line *SIRAS Systems*, www.sirassystems.org.