



## **Intra-SELPA Special Education Student Placement**

**SP:L-10**

It is the intent of member districts of the Antelope Valley 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 annually approved "Regionalized Service Matrix".

Unless otherwise agreed to by the SELPA governance body, districts are expected to serve students in their home district. When a resident district uses the services of a District of Service for its students with severe or low incidence disabilities and when the resident district's pupil count exceeds five students of comparable age and needs, the resident district may establish a program to serve the students. It is understood that the District of Residence is ultimately responsible for ensuring the delivery of a free and appropriate education for its students with disabilities.

Resident districts referring a student with disabilities to a District of Service for placement/services shall be responsible to reimburse the District of Service for all costs in excess of revenue (excess costs). The SELPA Finance Committee shall develop excess costs billing procedures and guidelines, subject to approval by the Superintendents' Council.

This policy applies to students referred and approved for special education services through an IEP Team and does not apply to local policies pertaining to parental requests for inter-district attendance agreements.

**Initial Referral**

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

District of Residence (DOR) shall:

1. Conduct initial assessments to obtain sufficient information for consideration of referral to a Service District of Service (DOS).
2. Within 60 days (of the signed assessment plan), conduct an initial IEP meeting with the parent and representative of the DOS.
3. Upon agreement with the IEP and FAPE, complete Referral for Regional Services form and forward to DOS.
4. Follow up with DOS within 5 business days if acknowledgement of referral is not received.
5. Forward records and verify to the DOS.
6. Submit Bus Service Request to appropriate agency and provide all necessary transportation for student.
7. Attend all subsequent IEP meetings.

District of Service (DOS) shall:

1. Receive and log referrals and monitor timelines. Acknowledge receipt of referral within 5 business days.
2. Attend initial IEP meeting scheduled by DOR.
3. Assist parent with new school enrollment procedures.
4. Ensure DOR is invited to all IEP meetings and provided with progress reports, as necessary.

**Parallel Transfer**

District of Residence (DOR) shall:

1. Notify DOS immediately upon receiving transfer student requiring services from the DOS and submit referral.
2. DOR will follow up with DOS within 5 business days if acknowledgement of referral is not received.
3. After placement is confirmed, complete all necessary referral documents including an Administrative Interim Placement form where appropriate and necessary.
4. Forward all available documentation; including IEP, Administrative Interim Placement form and parent contact information.
5. Provide interim placement, and/or check with other possible service providers within the SELPA if space in DOS is not immediately available.
6. Submit Bus Service Request to appropriate agency and provide all necessary transportation for student.
7. DOR request or establishes a student SEIS record and transfers the SEIS record to DOS
8. Attend 30 day IEP review meeting.
9. Attend all subsequent IEP meetings.

**Parallel Transfer (Yellen Learning Center):**

For a student to be a parallel placement at the Yellen Learning Center, DOR must ensure that they do not currently have a parallel program and consult with the DOS

1. The District of Residence must complete the Yellen Supplemental Referral Checklist and forward all required documents to Yellen, including:
  - Referral for Regionalized Services
  - Administrative Interim Placement form
2. If the following information and reports are available (DOR will document attempts to locate these records):
  - Psycho-education (within one year)
  - Attendance Report
  - Functional Behavioral Assessment (FBA) Report & Accompanying Behavior Intervention Plan (BIP)
  - Discipline records
  - Treatment Summary from Outpatient Agency/Therapist, Psychiatric Support Provider, and/or Residential Treatment Facility
  - Counseling or ERICS
  - Immunizations
  - Release of Information Authorization
3. Parents and student must first participate in a tour and orientation of the Yellen program and facility
4. The District of Residence must participate in an Intake IEP meeting with a representative from the Yellen program

**For All Parallel Referrals, District of Service shall:**

1. Consult with DOR regarding parallel placement at Yellen Learning Center.
2. Receive and log referrals and monitor timelines. Acknowledge receipt of referral within 5 business days.
3. Review documentation and contact DOR and parent immediately.
4. Assist parent with school enrollment procedures.
5. Conduct additional assessments as necessary. DOR may be requested to assist in assessments in cases where assessments are out of compliance, the student is overdue for a triennial re-evaluation, or if the student's triennial re-evaluation is due within 90 days.
6. Schedule 30-day IEP review meeting to revise IEP, as necessary.
7. Ensure DOR is invited to attend all IEP meetings and provided with progress reports as necessary.
8. Submit Bus Service Request to appropriate agency.

**Change from DOR Program to DOS Program**

District of Residence shall:

1. Inform parent that DOS program will be considered at IEP Meeting (Prior Written Notice-PWN).
2. Notify and invite DOS representative to IEP meeting

3. Upon agreement with IEP/FAPE, complete Regionalized Services Referral form and submit supporting documents to include most recent IEP, assessment reports upon concurrence of DOS.
4. Communicate with DOS within 5 business days if acknowledgement of referral is not received.
5. Assure that all necessary assessments and upcoming assessments due within 90 days have been completed and are current.
6. Continue current placement and/or provide interim placement if space in DOS is not immediately available.
7. Submit Bus Service Request to appropriate agency

**Change from DOR Program to DOS Program (Yellen Learning Center):**

For a student to be considered for placement at the Yellen Learning Center:

5. Parents and student must first participate in a tour and orientation of the Yellen program and facility
6. The District of Residence must participate in a collaborative IEP meeting with a representative from the Yellen program
7. The District of Residence must complete the Yellen Supplemental Referral Checklist and forward all required documents to Yellen, including:
  - Referral for Regionalized Services
  - Administrative Interim Placement form
  - Mental Health Services Referral form
  - Psycho-educational Report (Must be within 1 year of referral)
  - Treatment Summary from Outpatient Agency/Therapist, Psychiatric Support Provider, and/or Residential Treatment Facility
  - Documentation of Counseling and/or ERICS
  - Functional Behavioral Assessment Report and accompanying Behavior Intervention Plan
  - Attendance Report
  - Discipline File
  - Immunizations
  - Release of Information Authorization

**For all Change from DOR Programs to DOS Programs, District of Service shall:**

1. Receive and log referrals, and monitor timelines. Acknowledge receipt of referral within 5 business days.
2. Schedule observations, interviews and make preliminary determination of appropriateness of program.
3. Consult with DOR regarding appropriateness of program.
4. If program determined appropriate, attend an IEP meeting at DOR.
5. Assist parent in completing school enrollment procedures.
6. Ensure DOR is invited to all subsequent IEP meetings.
7. Submit Bus Service Request to appropriate agency.

**Change from DOS to Non-Public School (NPS) or More Intensive Program**

It is understood that the responsibility for providing a Free and Appropriate Public Education (FAPE) to students served by DOS remains with the DOR.

District of Residence shall:

1. Review all records and consult with DOS.
2. Notify parent that more intensive setting is being considered.
3. Search available placements if needed.
4. Attend IEP meetings and assume responsibility for placement arrangements, if needed.
5. Coordinate with other agencies and/or NPS throughout placement process.
6. Coordinate with parent visitations.
7. Develop contracts and obtain necessary board approvals.

District of Service shall:

1. Notify DOR that more intensive level of service is being considered.
2. Consult with DOR to ensure parent has been notified of consideration of program change.
3. Ensure that IEP documents and includes specific data supporting the IEP team considering the student moving to a more Intensive program.
4. Review all records to ensure assessment reports are documented to include; psycho-educational, Functional Behavior Assessments and accompanying Behavior Intervention Plan, etc.
5. Update and perform necessary assessments.
6. Complete referrals to appropriate agencies.
7. Schedule IEP meeting to include DOR representative and parent.

**Return to District of Residence**

District of Residence shall:

1. Consult with DOS prior to IEP meeting.
2. Observe student in program.
3. Invite DOS to observe placement options in the DOR, as appropriate.
4. Attend IEP meeting.

District of Service shall:

1. Notify DOR of student's possible return to district, prior to discussing recommendation with parents.
2. Visit placement options in the DOR, as necessary.
3. Ensure that IEP documents include specific data supporting the IEP team considering the student moving to a less restrictive environment (LRE).
4. Update any necessary assessments.
5. Schedule IEP meeting with DOR and parent in attendance.

**Home/Hospital Teaching**

- DOS shall notify the DOR of the change of placement.
- DOS and DOR shall consult to make home teaching arrangements.

- The teacher (from the DOS) 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 IEPs 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 service(s) (as determined by 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.

**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 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 AVSELPA 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.