

VENTURA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

- SELPA -

GUIDELINES & PROCEDURES FOR THE LOCAL PLAN FOR SPECIAL EDUCATION



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SECTION 2 – SELPA-WIDE SERVICE DELIVERY

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SECTION 10 – PARENT INVOLVEMENT

SECTION 11 – TRANSITION TO ADULT LIFE

This is one section of an eleven-part document. Visit our website below or call the SELPA to request copies of other sections. **Highlighted Sections are Local Plan Policy.**

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I. Special Education Interdistrict Referral

- A. To meet the crucial need for assistance to the school districts within the Plan for assessment and case management, the SELPA has devised a system of Interdistrict referral.
- B. Interdistrict charts have been designed to indicate a plan for service delivery to meet the needs of all individuals with exceptional needs residing in the SELPA and to facilitate effective, efficient delivery of services regardless of the district of residence. Proposed changes to the current educational delivery system within the local SELPA shall be submitted in writing by the Director of Special Education of the Local Education agency (LEA), including the Ventura County Superintendent of Schools Office, to Operations Cabinet. Upon receipt of the reform proposal, Operations Cabinet will study it, consider the effects of the proposed modifications to its delivery service plan, and make recommendations to the SELPA Executive Director and the SELPA Executive committee for the approval or disapproval of the change. The Executive Committee shall make a recommendation to the Superintendents' Policy Council. Final authorization shall be made by all the Board of Trustees of the LEAs involved.
- C. Pupils residing in any district participating in this Local Plan shall have the same access to programs as pupils who reside in the district that operates the program. Sending or district of residence Program Specialists and Special Education Administrators have the responsibility to assure equal access to all programs. The agency providing the program is responsible for all instructional aspects of the pupil's IEP, except for 1:1 aides, which are provided by special agreement between serving and sending districts.
- D. Those programs involving interdistrict attendance will not be terminated without consideration by the Operations Cabinet. Establishing expanded or new programs or services will be on the recommendation of the Operations Cabinet to the SELPA Executive Director, the SELPA Executive Committee and Superintendents' Policy Council, with final authorization by the Board of Trustees where the program is to be located.
- E. Cooperation between participating agencies, active parent education programs, interagency agreements, and coordination of program options all support the efficient, effective delivery of special education services to all individuals Ventura County SELPA, regardless of district of residence.

II. Pupil Transfers and Interim Placement in Interdistrict Programs

If a student moves in from out of district, and the district of residence does not have an appropriate program, the district of residence will:

- A. Complete the "**Interdistrict Referral**" form (**Appendix 2-B**) and **confirm** most recent special education placement, existence of current IEP and type of previous program placement. Send the "Interdistrict Referral" form to the Interdistrict Program Administrator. If you have the IEP, send it also.
- B. Obtain parent signatures on "**Release of Information**" form, as appropriate.



- C. Request all appropriate psychological, medical and educational (IEP) records. Records should be forwarded to the Interdistrict Program Administrator immediately upon receipt.
- D. Contact (telephone) the Interdistrict Program Administrator to arrange interim placement. Share all known information at this time. If there are unusual circumstances, be sure to discuss them. After determining the interim placement, an orientation conference **may be** appropriate prior to the child attending school in order to share information pertaining to behavior, medical or other issues. Under unusual circumstances, an IEP meeting may need to be held within a few days of the interim placement.
- E. Participate in the IEP review within 30 days following the interim placement, if one is necessary.

III. New Referrals for Special Education or Pupils Presently Enrolled in Special Education Being Referred for Possible Placement Change.

The district of residence or the district presently serving the pupil will:

- A. Initiate assessment and IEP process.
- B. Collect any and all previous records and review.
- C. Develop Assessment Plan and complete assessment. "Interdistrict Program" staff may be asked to assist in the assessment planning and assessment when necessary and appropriate. (See next step.)
- D. Fill out an "**Interdistrict Referral**" form; send it with all relevant records to the Interdistrict Program Administrator and contact the Interdistrict Program Administrator by telephone when it seems likely that an Interdistrict Program referral will occur. At this point, the assessment conference may need to occur so that both districts involved can discuss the preliminary results of assessment; and determine what, if any, additional assessment needs to take place.
- E. **Mutually** establish with other districts the preliminary IEP meeting date and place when the assessment conference is held. If an assessment conference is **not** held, establish the IEP date and place, to adhere to the 50-day timeline. If sending and receiving district are unable to complete all steps necessary in order to have a mutual IEP meeting within 50 days, sending district should hold an IEP within the timeline, review assessment reports and establish an interim plan for services until receiving district is ready to participate in the IEP.

If **Districts** are unable to agree on eligibility and services, the **SELPA Superintendents Executive Committee** would meet to assist in resolving the issue. A Director or Coordinator of Special Education must contact the SELPA Director to begin this process.

IV. Other Responsibilities



- A. Initiating districts are responsible for all IEP related arrangements such as the place, time, and location of the meeting and notification of all persons involved. Notification must be timely and the IEP time and place must be mutually agreed upon.
- B. Initiating districts are responsible for chairing the IEP Meeting. In subsequent reviews, serving district will schedule and chair the IEP meetings.
- C. The district presently educating the pupil is responsible for all requested assessments. An exception to this is for students in the Phoenix Program, in which the district of residence is responsible for assessment.
- D. The district serving a pupil will inform the district of residence of annual review so that the district of residence may continue to monitor pupils by participating in the annual IEP process.
- E. Both sending and receiving districts must mutually agree in decisions about provision of additional aide time for a particular student.
- F. See SELPA policy for informing districts about a student who has moved to a new district. **(Appendix 2-C)**

V. Promotional Transfer

Program transfers to another district due to student's age (e.g., middle school to high school, secondary to post-secondary), should usually happen at semester breaks.

The district of residence or the district presently serving the pupil will:

- A. Prior to IEP Meeting, determine student's readiness for promotion to next program.
- B. Invite receiving district representative to annual review IEP Meeting, giving timely notification.
- C. Hold IEP Meeting, indicating change of program, write annual goals and short-term objectives to last a year from date of IEP.
- D. Send all records to receiving district administrator at the time of transfer.
- E. If the receiving district does not participate in the Individualized Education Program development prior to the transfer from the sending program, the school district shall notify the receiving school district of those individuals who require special education and related services. The receiving district shall implement the IEP or convene a review if necessary.