

SECTION 24-R

SELPA REFERRAL GUIDELINES

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FOR DELTA AND PHOENIX PROGRAMS

REFERRALS OF CURRENT STUDENTS

DELTA and Phoenix are regional programs (located in FSUSD) for the Solano County SELPA. Member districts may refer their students to access these programs.

To refer a student to the DELTA or Phoenix programs, the Special Education Director of the referring member district contacts the FSUSD Director and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library). A copy of the completed form should be sent to the Fairfield-Suisun Unified School District Director. A complete packet also needs to be sent to the DELTA/Phoenix Principal.

The FSUSD Special Education Director or their designee may observe the student.

If it is determined that a DELTA or Phoenix placement may be appropriate, the District will convene an expanded IEP meeting to include DELTA/Phoenix representatives to consider the placement.

INTERIM PLACEMENTS

For transfer-in Students to a member district with:

- a current SDC/NPS placement and;
- who are performing at a developmental level consistent with DELTA or Phoenix students, the District will complete and submit a the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library) and a copy of the last IEP to the FSUSD District Director. FSUSD representatives will review the IEP within 48 hours and give recommendations to the District of Residence. The District of Residence will invite DELTA/Phoenix representative(s) to an Intake meeting and develop an Interim Placement for DELTA or Phoenix if that placement is appropriate.

The DELTA or Phoenix staff will conduct a 30-day Review IEP meeting, which can also be an Annual Review if changes in goals and the BIP are made and/or the Annual Review date is near.

SELPA REFERRAL SUPPORT

SELPA 1.3 consultation is always available to support placement decisions upon request of any member LEA involved.

SELPA REFERRAL GUIDELINES FOR
SCOE SDC/SH PROGRAM

REFERRALS OF CURRENT STUDENTS

To refer a student to a SCOE SDC/SH program, the member district contacts the SCOE principal for the desired program and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library). A copy of the completed form should be sent to the SCOE Director. A complete packet needs to be sent to the Principal.

The SCOE principal may observe the student.

If it is determined that a SCOE placement may be appropriate, the District will convene an expanded IEP meeting to include SCOE representatives to consider the placement.

INTERIM PLACEMENTS

For transfer-in students to member district with SDC/SH placement on the IEP, the District will send all documentation, prior to the intake appointment, to the SCOE principal. The SCOE principal will be invited to the intake appointment. At the intake appointment, with input from the parent, a 30-day Interim Placement will be made.

For transfer-in students to a member district with NPS placement on the IEP will be reviewed and considered for placement in SCIL, TAP, FA or PERL for a 30-day interim Placement.

The SCOE SDC/SH staff will conduct a 30-day Review IEP meeting, which can also be an Annual Review if changes in goals and the BIP are made and/or the AR date is near.

SELPA REFERRAL SUPPORT

SELPA 1.3 consultation is always available to support placement decisions upon request of any member LEA involved.

SELPA REFERRAL GUIDELINES FOR SCIL, TAP, FA and PERL PROGRAMS

REFERRALS OF CURRENT STUDENTS

Structured Class for Intensive Learning (SCIL), Transitional Academic Program (TAP), Functional Academic (FA) and Program for Emotional Regulation and Learning (PERL) are regional programs within the Solano County SELPA. Member districts may refer their students to access these programs.

To refer a student to a SCIL, TAP, FA or PERL program in another member District, the referring member District Director contacts the Director of the LEA where the desired program is located and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library). A copy of the completed form should be sent to the Director of the program under consideration. A complete packet needs to be sent to the Principal.

The principal of the program under consideration may observe the student.

If it is determined that the considered placement may be appropriate, the District will convene an expanded IEP meeting to include representatives of the potential district to consider the placement.

INTERIM PLACEMENTS

For transfer-in students to a member district with services similar to those in a Solano SELPA regionalized program included in the IEP, the requesting District will send all documentation, prior to the intake appointment, to the Director of the District where the program under consideration is located. The principal of the program under consideration will be invited to the intake appointment. At the intake appointment, with input from the parent, a 30-day Interim Placement will be made.

Transfer-in Students to member district with NPS placement on the IEP will be reviewed and considered for placement in SCIL, TAP or FA for a 30-day interim Placement.

The staff of the 30-day placement program will conduct a 30-day Review IEP meeting, which can also be an Annual Review if changes in goals and the BIP are made and/or the AR date is near.

SELPA REFERRAL SUPPORT

SELPA 1.3 consultation is always available to support placement decisions upon request of any member LEA involved.

REGIONAL/SCOE PROGRAM OPERATIONS

1. As a matter of law, the DOR maintains legal responsibility for their students wherever they are served. Therefore, once a student from a member district is enrolled in SCIL, TAP, FA or PERL, Phoenix, DELTA, across district lines or a SCOE program, the District of Residence will be invited and expected to attend all IEP meetings.
2. SCIL, TAP, FA and PERL, Phoenix, DELTA, across district lines or a SCOE program teachers are Case Managers (CM) and have the CM responsibilities per the District's Sp. Ed Manual.
3. SCIL, TAP, FA and PERL, Phoenix, DELTA, across district lines or a SCOE program Staff are expected to attend the SELPA Network meetings as appropriate. SELPA reimburses the district for Sub costs, based on annual, adopted SELPA budget authority.
4. SCIL, TAP, FA. and PERL, Phoenix, DELTA, teaching staff are evaluated by the Site Administrator, with input from the appropriate Program Coordinator, who is responsible for the day-to- day operation of the program. The Site Administrator is to be invited to all IEP meetings.
5. District Special Ed Administrators attend complex IEP meetings, set up SCIL, TAP, FA and PERL, Phoenix, DELTA, SCOE team meetings, and facilitate more restrictive placements.
6. Each PERL class is allocated .4FTE DIS Psychological services.
7. Each regionalized class has a structured daily behavior management system and social skills curriculum. Ongoing support/training to assist implementation will be provided by the SELPA upon request.
8. Typically, PERL or Phoenix students will already have updated Behavior Intervention Plans and most will have educationally related mental health related services to be implemented pursuant to state and federal law. These plans may subsequently be revised in PERL or Phoenix, as necessary.
9. Regionalized teaching staff are evaluated by the Site Administrator who is responsible for the day-to- day operation of the program. The Site Administrator is to be invited to all IEP meetings, regardless of whether or not an administrative designee for the meeting has been identified. The District of Residence is always to be invited and expected to attend.
10. District Special Ed Administrators attend complex IEP meetings, set up PERL or Phoenix team meetings, and facilitate more restrictive placements. SELPA staff is also available as resources, based on a 1.3 referral from either the District of Residence or District of Service.

RESIDENTIAL AND DAY-TREATMENT PLACEMENTS

Students being referred, either as a transfer in, or a new referral, shall be referred to SELPA for co-case management via the 1.3 referral process.