

S. District Regionalized Programs

District Regionalized Programs are operated and funded by the operating districts and are available, as appropriate to other member LEAs. With the exceptions of DELTA and the Extensive Support Needs programs operated in member districts, as explained below, funding for District Regionalized Programs are based upon a district-to-district Fee-For-Service (FFS) schedule.

The FFS schedule is approved annually by the COS after review and recommendation by the Governance and Finance Committee. Factors include, but are not limited to, personnel costs for the prior fiscal year based upon the agreed upon program personnel, direct and indirect costs, and a billing factor. The FFS schedule identifies two billing periods:

1. the first billing covers the period from July 1 through January 31, with invoices sent by February 28 and
2. the second billing covers the period from February 1 through June 30, with invoices sent by July 5

Invoices are prorated based on actual days of enrollment for a particular student in a particular program. The district providing the service will initiate the invoicing process.

District Regional Programs include:

1. Structured Class for Intensive Learning (SCIL)
2. Transitional Academic Program (TAP)
3. Functional Academics (FA) Program
4. Program for Effective Relations in Learning (PERL)
5. Low Vision Services
6. Orientation & Mobility (O&M)
7. Adaptive Physical Education (APE)
8. Dynamic Education Linked to Achievement (DELTA), located in FSUSD
9. Extensive Support Needs, operated by member districts

In addition to the referral processes described below, a member LEA may submit a referral to the Solano SELPA to assist with placement options.

S1. SCIL, TAP, FA, PERL Programs

SCIL, TAP, FA and PERL are categorical Special Day Class Programs designed to meet the individual needs of student with unique needs typical of specific conditions. Placement is individually determined by the IEP team and is not restricted to any specific disability category.

Referral Guidelines: SCIL, TAP, FA and PERL Programs

To refer a student to a SCIL, TAP, FA or PERL program in another member District, the District of Special Education Accountability (DSEA) contacts the Director of the LEA operating the District Regional Program (hereinafter DOS) where the desired program is located.

A copy of the completed IEP shall be provided to the DOS which is responsible for disseminating the information within the district. IEPs must be redacted unless the parent has consented to the release of the information.

Staff from the DOS may observe the student if the parent has provided consent.

If it is determined that the placement may be appropriate, the DSEA will convene an IEP meeting to include representatives of the DOS.

Transfer Students: SCIL, TAP, FA and PERL Programs

For transfer-in students, with special education services similar to those in a Solano SELPA District Regionalized Program, the DSEA will provide all documentation, prior to the intake appointment, to the DOS. Documents must be redacted unless the parent has consented to the release of the information. The DOS will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made.

Programmatic Responsibility: SCIL, TAP, FA and PERL Programs

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the regional program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in SCIL, TAP, FA, or PERL program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

S2. Low Vision Services, Orientation & Mobility (O&M) and Adaptive Physical Education (APE)

Referrals Guidelines: Low Vision Services, O&M and APE

Referrals for Low Vision, O&M and APE shall be initiated from the DSEA by sending the DOS an email addressed to the Director of Special Education with the assessment plan attached.

Transfer Students: Low Vision Services, O&M and APE

For transfer students with Low Vision, O&M and/or APE as a related service, the DSEA shall send the DOS an email addressed to the Director of Special Education with the most current IEP attached.

Programmatic Responsibility: Low Vision Services, O&M and APE

As a related service provider, Low Vision, O&M and APE Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the Low Vision, O&M and APE provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

S3. Dynamic Education Linked to Achievement (DELTA)

Referrals Guidelines: DELTA

DELTA is a regional program, 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 program, the Special Education Director of the referring member district contacts the FSUSD Director. A copy of the IEP should be sent to the Fairfield-Suisun Unified School District Director.

The FSUSD Special Education Director and staff may observe the student if the parent has provided consent.

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

Transfer Students: DELTA

For transfer-in students to a member district with current placement similar to the DELTA program, the DSEA will provide all documentation, prior to the intake appointment, to the DOS. Documents must be redacted unless the parent has consented to the release of the information.

The DOS will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made.

Programmatic Responsibility: DELTA

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the regional program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in DELTA program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Funding: DELTA

At mid-year, the districts will be charged based on the half of the estimated annual costs of the program as of January 31 divided by the actual accumulated daily enrollment for each student as of January 31. The bill will be sent by February 28.

At year-end, the districts will be charged based on the annual actual costs of the program divided by the accumulated daily enrollment for each student as of June 30. The bill will be sent by July 31.

S4. District Operated Extensive Support Needs Program

Referral Guidelines: Extensive Support Needs Program

To refer a student to a district operated Extensive Support Needs program, the member district contacts the district Program Administrator 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 IEP shall be provided to the DOS which is responsible for disseminating the information within the district. IEPs must be redacted unless the parent has consented to the release of the information.

The district Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that an Extensive Support Needs placement may be appropriate, the District will convene an IEP meeting to include district representatives to consider the placement.

Transfer Students: Extensive Support Needs Program

For transfer-in students, with special education services similar to those in an Extensive Support Needs Program, the DSEA will provide all documentation, prior to the intake appointment, to the district Program Administrator.

The district Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, district operating the program will become the DOS.

Programmatic Responsibility: Extensive Support Needs Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a district operated Extensive Support Needs Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the District Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents' right to request stay-put in due process proceedings, placement in a district operated Extensive Support Needs Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Funding: District Operated Extensive Support Needs

The Council of Superintendents (COS) annually approves funding for districts to operate the Extensive Support Needs program located within its boundaries. In the event a district operated Extensive Support Needs program requires a budget augmentation during the fiscal year, approval will be sought through the COS. The district operating the Extensive Support Needs Program shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year shall be distributed to the member district based upon ADA.