

**REFERRAL PROCEDURES FOR
SANTA CRUZ COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

10.1 COUNTY PROGRAM REFERRAL ROLES AND RESPONSIBILITIES10-1

10.2 COUNTY PROGRAM REFFERAL CHECKLIST10-12

10.3 COUNTY PROGRAM PLACEMENT CONSIDERATION ALERT10-13

10.4 ALTERNATIVE EDUCATION REFERRAL AND TRANSFER 10-14

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

County	District	Coordinated* Responsibilities
	X	
	X	
	X	
	X	
X		
X		
X		
	X	X
	X	X
		X
X		
X		
	X	

12.1 DISTRICT REFERRAL PROCESS TO SCCOE

I.

- A. District is responsible for conducting an initial assessment or reassessment prior to referral to COE program.
- B. District contacts appropriate COE program director by day 30 of 60-day timeline about a potential placement.
- C. If a potential COE placement exists, district communicates with family regarding a prospective COE placement.
- D. District provides Referral Packet to include written parental consent for Release of Information to COE.
- E. COE program logs referral.
- F. COE program shares referral information with necessary staff.
- G. COE program identifies specific prospective placement and communicates this information with District.
- H. District facilitates parent visits to potential placement(s), which may include a COE classroom.
- I. District coordinates and conducts IEP team meeting to offer FAPE. SCCOE staff will attend and participate as needed in this IEP team meeting. (60 days).
- J. District and COE complete gathering information necessary to enroll student in the COE classroom (Bus Service Request, Emergency Form, Parent Packet, Transfer of SEIS Record, etc.)
- K. COE program confirms student’s start date with District and Family.
- L. COE requests transfer of SEIS record from District, including IEP.
- M. District will affirm and attest IEP within 5 days of IEP and prior to actual transfer of SEIS record.

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION
Special Education Services
Roles and Responsibilities**

II. DISTRICT INTERIM PLACEMENT INTO SCCOE PROGRAM

- A. District contacts appropriate COE program director.
- B. If an appropriate COE placement exists:
 - 1. District provides Referral Packet to include written parental consent for Release of Information to COE.
 - 2. COE program logs Interim Placement.
 - 3. COE program shares Interim Placement documents and information with necessary COE staff.
 - 4. District communicates with family and facilitates visitation to COE program.
 - 5. District and COE complete gathering information necessary to enroll student in the COE classroom (BSR, Emergency Form, Parent Packet, etc.)
 - 6. District provides COE with copy of signed Interim Placement.
 - 7. COE requests transfer of SEIS record, including IEP.
- C. District and COE conduct observations and any necessary assessments required for Interim Placement IEP review.
- D. Working with COE staff, District coordinates and schedules Interim Placement (30-day) IEP review.

County	District	Coordinated* Responsibilities
	X	
	X	
X		
X		
	X	X
		X
	X	
X		
		X
	X	X

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION
Special Education Services
Roles and Responsibilities**

III. STUDENT SERVICES

- A. Assessment (after placement)
- B. Re-evaluation (after placement) for additional information and services
- C. Triennial Evaluation
- D. Case Management
 - 1. **Notice to Districts regarding possible COE service change.**
COE program director/manager would notify district of recommended changes in service prior to meeting.
 - 2. **Scheduling IEPs (annual/triennial/other)**
Responsibility to contact appropriate team members and coordinate mutually agreeable dates, times, locations.
 - 3. **Notices of IEPs**
Responsibility to mail notices of meetings to parents and IEP team members.
 - 4. **Determining an LEA (District) designee, the IEP Chair and the Key Contact with Parents**
At the start of the school year, COE program director/manager will contact district's director to develop a list for each student that will determine the LEA (District) designee, the IEP Chair, and the key contact with parents.
 - 5. **Coordinating Team Meetings**
Staffing meetings to discuss progress/brainstorm strategies.
 - 6. **Adherence to Timelines**
Case manager will track the following timelines:
Evaluation dates, Annual IEP, Triennial assessment, notice of meetings, assessment plans.
 - 7. **Service Coordination**
Case manager will coordinate scheduling of DIS services.

County	District	Coordinated* Responsibilities
X		
		X
X		
X		
X		
		X
X		
X		
X		

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

- 8. **Assurance of Service Delivery**
Case manager will monitor delivery of services specified on the IEP. Monitoring progress towards goals.
- 9. **Behavioral observations**
Observations of individual students in a variety of settings by a qualified practitioner.
- 10. **Behavior Support Plan**
 - a. Identifying the specific behaviors to address.
 - b. Establishing the goal for change and the steps required to achieve it.
 - c. Procedures for recognizing and monitoring changed behavior.
 - d. Choosing the appropriate behavioral strategies that will be most effective.
- 11. **Monitoring Adequate Progress Towards Goals**
- 12. **SEIS Data Entry and Management**
Case manager enters data, CASEMIS clerk checks for errors. Requests for district providers to be added to SEIS record will be submitted in writing to COE Senior Administrator, with copy to COE program manager.
- 13. **Discipline**
 - a. Suspension
An LEA may suspend a student with a disability for up to 10 consecutive school days without causing a change in placement.
 - b. Manifestation Determination
 - c. Expulsion

County	District	Coordinated* Responsibilities
X		
X		
X		
X		
X		
X		
	X	X

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

Within 10 school days of any decision to change the placement of a child with a disability, because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the IEP Team (as determined by the parent and the LEA) shall review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (1) if the conduct in question was caused by, or had a direct and substantial relationship to the child’s disability; or
- (2) if the conduct in question was the direct result of the LEA’s failure to implement the IEP.

If the LEA, the parent, and relevant members of the IEP Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

- 14. **Response to CDE compliance complaints**
Named party(s) will respond.
- 15. **Response to Record Request**
Entity that currently holds records will respond.
- 16. **Written translations, per IDEA requirements**
(e.g., assessment, IEP, etc.)

E. DIS/Other Services

- 1. **Speech Services**
Specialized instruction and services for students with disorders of language, speech and/or hearing, including monitoring of student progress on a regular basis, providing information for the review, and when necessary participating in the review and revision of IEPs of students.

County	District	Coordinated* Responsibilities
		X
		X
		X
X		

*Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

2. **Audiology Services**
Consultative services regarding test findings, amplification needs and equipment, ontological referrals, home training programs, acoustic treatment of rooms, and educational management of the hearing-impaired individuals.
3. **Hearing Impaired Services**
Aural rehabilitation (auditory training, speech reading, language habilitation and speech conservation) and habilitation with individual students or groups and support for the hearing-impaired students in the regular classroom. Monitoring hearing levels, auditory behavior, and amplification for all students requiring personal or group amplification in the instructional setting.
4. **Augmentative Communication**
(AAC) refers “to an area of research, clinical, and educational practice. AAC involves attempts to study and when necessary compensate for temporary or permanent impairments, activity limitations, and participation restrictions of individuals with severe disorders of speech-language production and/or comprehension, including spoken and written modes of communication.”
5. **Vision Services**
Adaptations in curriculum, media, and the environment, as well as instruction in special skills. Consultative services to students, parents, teachers, and other school personnel.
6. **Occupational and Physical Therapy**
Evaluating students’ motor problems, implementing intervention based on individualized student goals, assessing progress in achieving goals and objectives, helping parents understand, prevent, and remediate motor problems, working with school staff and other professionals to meet the motor needs of children relevant to the educational setting.

County	District	Coordinated* Responsibilities
X		
X		
X		
X		
X		X

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

7. Adapted Physical Education

Adapted physical education is designed for students with disabilities who require developmental or corrective instruction and which preclude the individual’s participation in the activities of the general physical education program, modified regular physical education program, or in a specially designed physical education program in a special class. Consultative services may be provided to students, parents, teachers, or other school personnel for the purpose of identifying supplementary aids and services or modifications necessary for successful participation in the regular physical education program or specially designed physical education programs.

8. Behavioral Services

Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior. Functional assessment describes a behavior; identifies the contexts (events, times, and situation) that predict when behavior will and will not occur, and identifies consequences that maintain the behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation, and monitoring.

9. Applied behavior analysis (ABA)

ABA is the science of applying experimentally derived principles of behavior to improve socially significant behavior. ABA takes what we know about behavior and uses it to bring about positive change (Applied). Behaviors are defined in observable and measurable terms in order to assess change over time (Behavior). The behavior is analyzed within the environment to determine what factors are influencing the behavior (Analysis).

County	District	Coordinated* Responsibilities
X		
	X	
X		X

*Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

- 10. Orientation and Mobility**
Specialized instruction for individuals in orientation and mobility techniques. Consultative services to other educators and parents regarding instructional planning and implementation of the IEP. Counseling services to parents of individuals with disabilities relative to the development of orientation and mobility skills and independent living skills of their children.

- 11. Nursing Services**
Related health and nursing services are designed to assist those individuals with disabilities who have health problems. Qualified personnel will provide services. Services may include the following:
 - a) Managing the individual’s health problems on the school site;
 - b) Consulting with staff members regarding management of the individual’s health problems;
 - c) Providing group and individual counseling with the individuals and parents regarding health problems; and
 - d) Making appropriate referrals and maintaining communication with health agencies providing care to individuals.

- 12. Counseling Services**
Counseling and guidance services may be provided to an individual with a disability that requires additional counseling and guidance services to supplement the regular guidance and counseling program. The IEP team shall determine the need for additional guidance and counseling services.

- 13. Medical Administration**
Administration of medicines and/or medical procedures to students during the school day.

County	District	Coordinated* Responsibilities
X		
	X	
X		
		X

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

- 14. Workability**
Providing prevocational programs and assessing work-related skills, interest aptitudes, and attitudes; coordinating and modifying the regular vocational education program; assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community; Establishing work training programs within the school and community; assisting in job placement; instructing job trainers and employers as to the unique needs of the individuals; maintaining regularly scheduled contact with all workstations and job-site trainers; and coordinating services with the Department of Rehabilitation, the Department of Employment Development and other agencies as designated in the IEP.
- 15. Special Circumstances Instructional Assistance**
Provided for students when additional support is necessary for the student to meet his or her goals and objectives. Whenever possible, additional assistance is assigned to a school environment, class, or case manager. Occasionally a student requires individual support for a designated period of time to address a unique need.
- 16. Home-to-School Transportation**
Transportation will be provided by District unless other arrangements are made between the County and District, or a notation is made on the IEP.
- 17. Extended Year Services (ESY) services**
ESY services are designed to support a student with a disability as documented under the Individuals with Disabilities Education Act (IDEA) to maintain the academic, social/behavioral, communication, or other skills that they have learned as part of their Individualized Education Program (IEP). The focus of the services provided to the student as part of an ESY program are not upon learning new skills or "catching up" to grade level, but rather

County	District	Coordinated* Responsibilities
X		
	X	
	X	
X		

*Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**

Special Education Services

Roles and Responsibilities

to provide practice to maintain previously acquired or learned skills, and to avoid substantial regression that cannot be recouped within a reasonable period of time in the next academic year. If a student has received ESY services in previous years, the student may not be eligible in future years as determinations for eligibility of ESY services are made annually.

IV. INTRA-COUNTY TRANSFERS OF COE STUDENTS

- A. In the event that any County Office of Education (“COE”) staff member learns of facts indicating that a student enrolled in a COE special education classroom has moved to a new residence (e.g., through conversation with parents, change in bus pickup location, etc.), the COE shall, within five (5) days, provide the LEA that placed the student in the COE classroom (the “Placing LEA”) with written notice of these facts. The Placing LEA will then determine whether the student has, in fact, moved to a new residence. The Placing LEA will also determine whether the new residence lies within the geographic boundaries of a different school district (the “Gaining LEA”). If so, the Placing LEA will inform the Gaining LEA of the student’s placement in the COE classroom. The Placing LEA shall also notify the parents of the affected student of their obligation to enroll the student in the Gaining LEA. Upon notification by the Placing LEA, the Gaining LEA shall assume financial responsibility for the student’s placement in the COE classroom and related special education services, retroactive to the date upon which the new residence was established.

- B. If a dispute arises between LEAs regarding the residency of a parent or parents of a special education student who is placed in a COE classroom, either LEA may refer the matter for dispute resolution pursuant to the Santa Cruz County SELPA Dispute Resolution Policy. In order to ensure the continuity of special education services pending resolution of any dispute regarding fiscal responsibility for a special education student, the LEA with fiscal responsibility for the student’s special education services prior to the dispute having arisen (i.e., the Placing LEA) shall continue to pay for such services until the dispute resolution

County	District	Coordinated* Responsibilities
		X
	X	

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

**SANTA CRUZ COUNTY
OFFICE OF EDUCATION**
Special Education Services
Roles and Responsibilities

process has been completed pursuant to the North Santa Cruz County SELPA Administrative Regulations for Fiscal Responsibility Policy. The Placing LEA will also retain responsibility for procedural compliance with federal and state special education laws and regulations (such as by, for example, noticing and presiding at required IEP team meetings). If the Placing LEA is required to continue paying for special education services pending dispute resolution, it may recover such expenses from the Gaining LEA if it is determined, in the course of the dispute resolution process, that that the Placing LEA was not responsible for such expenses.

V. COE STUDENT RESIDENCY RELOCATION OUT OF COUNTY

A. In the event that any County Office of Education (“COE”) staff member learns of facts indicating that a student enrolled in a COE special education classroom has moved to a new residence located outside of the County of Santa Cruz, (e.g., through conversation with parents, change in bus pickup location, etc.), the COE shall, within five (5) days, provide the LEA that placed the student in the COE classroom (the “Placing LEA”) with written notice of these facts. The Placing LEA will then determine whether the student has, in fact, moved to a new residence. If the new residence is outside the geographic boundaries of Santa Cruz County, the Placing LEA will notify the new district of residence and will notify the parents of the affected student. Arrangements will need to be made to immediately transition the student to the new district of residence. Pending transition of the student to the new district of residence, the Placing District will retain responsibility for procedural compliance with federal and state special education law, and will continue paying for special education services until the student is placed in the new district of residence.

County	District	Coordinated* Responsibilities
		X

**Coordinated Responsibilities: District and County will confer to determine allocation of responsibility.*

Santa Cruz COE Special Education REFERRAL CHECKLIST Student Last Name _____ Student First Name _____ Date of Birth _____ Referring District _____ Birthplace _____ Parent Education _____ Date Student Entered: Special Education _____ Public School _____	ECE	SPECIAL EDUCATION SERVICES (K – 12)	DESIGNATED INSTRUCTIONAL SERVICES						TO INITIATE 30-DAY ADMIN. PLMT. * *OTHER INFO TO FOLLOW
			HI	VI	INCL	APE	AUD	O&M	
REFERRAL FORM (SELPA-01)	R	R	R	R	R	R	R	R	R
RELEASE OF INFORMATION CONSENT	R	R	R	R	R	R	R	R	R
CURRENT ASSESSMENT PLAN (Signed)			R	R	R	R	R	R	R
BIRTH CERTIFICATE (Birthdate Verification)	R	R							R
PSYCHOEDUCATIONAL EVALUATION * Including characteristics and/or medical conditions which relate to eligibility criteria; developmental history; history of school placement and interventions (if any). *For ECE, within 6 months For other programs, within 1 year	R	R	R	R	R			R	
BEHAVIOR SUPPORT PLAN (if behavior is a significant area of concern)	R	R	R	R	R	R		R	
RECORD OF SUSPENSIONS		R	R	R	R	R		R	
SPEECH / LANGUAGE EVALUATION	R	IA	R		IA		IA		
CURRENT IEP (which includes goals and objectives)	R	R	R	R	R	R	R	R	R
HOME LANGUAGE SURVEY	R	R							
LANGUAGE CLASSIFICATION TEST DATA (ie. CELDT): Date(s) Taken _____ Language Proficiency _____	R	R							
GENERAL MEDICAL INFORMATION: Summary from pediatrician regarding current health status; restrictions; medications; health history	R	R	R	R	R	R	R	R	
RECORD OF IMMUNIZATIONS	R	R							
VISION AND HEARING SCREENING	R	R	R	R			R	R	
AUDIOLOGICAL EVALUATION AND AUDIOGRAM : HI SDC OR DIS	R HI SDC	R HI SDC	R				R		
VISION EVALUATION FROM DOCTOR: DIS	R	R		R				R	
ASSESSMENT RESULTS	DRDP R	STAR CAHSEE R	IA	IA	IA	IA		IA	

Please Note:

R=REQUIRED IA=IF APPLICABLE

SPECIAL EDUCATION

10.3

Placement Consideration Alert

Check appropriate box(es) :

Placement Consideration Packet

Request for SCCOE Class visitation with Parent

Request for SCCOE Case Manager to observe student

Date: _____

District: _____

Student Name: _____

Date of Birth: _____

Current Teacher: _____

Current Program: _____

Current Case Manager:
(If applicable) _____

Phone:
(School contact) _____

Type of COE program requested (if known):

_____ Moderate/Severe Preschool

_____ Moderate/Severe Middle School

_____ ED Elementary

_____ Autistic Preschool

_____ Moderate/Severe High School

_____ ED Middle School

_____ Moderate/Severe Elementary

_____ Post-Secondary

_____ ED High School

_____ Autistic Elementary

Please attach all of the following:

_____ Current IEP (last annual, complete with reports & goals)

_____ Most recent assessment reports.

_____ Behavior Support Plan (If one in place)

Pertinent history and Comments:

Please include any that apply: history of behavior interventions, placements attempted, medical issues, reason (s) for considering a change of placement. (Use back of form if necessary, or attach documentation)

Approved by _____ Date _____

Required Signature: Special Education Administrator

PROGRAMS OPERATED BY THE SANTA CRUZ COUNTY OFFICE OF EDUCATION

10.4. ALTERNATIVE EDUCATION PROGRAMS

The Santa Cruz County Office of Education Alternative Education Program (hereinafter referred to as “SCCOE”) operates several types of programs. The purpose of this document is to provide a process for the movement of students between the local education agencies (LEAs) and SCCOE, and transfer of a student back to the LEA.

10.4. A. TYPES OF ALTERNATIVE EDUCATION

Juvenile Court Schools

Juvenile court schools are public schools or classes in any juvenile hall, home, ranch, camp, or regional youth educational facility. They provide an educational placement for students who are under the protection or authority of the juvenile court system. This may include students who have been expelled from their school district, some of whom are also on probation. The county juvenile court schools are WASC accredited, utilize core curriculum aligned to California Content Standards, and create Individualized Learning Plans for each student. Only County Offices of Education may operate and provide for the administration of juvenile court schools.

County Community Schools

County community schools provide an educational placement for students who are expelled from their regular school or are referred by juvenile court, probation, or a local SARB Board. Support resources include caseworkers, family and community members, mental health counselors, and intensive supervision and educational guidance to ensure that the appropriate services and educational needs of the student are met. The County Community School is WASC accredited, utilize core curriculum aligned to California Content Standards, and create Individualized Learning Plans for each student. Community Schools operated by the SCCOE, offer independent study as well as school-based programs. Only County Offices of Education may operate and provide for the administration of county community schools.

Community Day Schools

Community day schools ensure that an educational program is provided to students who have been expelled or who are otherwise at risk. Students benefit from support services that include school counselors and psychologists, academic and vocational counselors, and student discipline personnel. County Offices of Education and LEAs may operate community day schools. Currently the Santa Cruz County Office of Education does not operate a Community Day School.

10.4. B. REFERRAL/INTAKE PROCESS FOR JUVENILE COURT SCHOOL (Juvenile Hall)

When a student who receives special education services is referred to Juvenile Hall through the juvenile court system, the following procedures shall be followed:

- Upon entering Juvenile Hall, the student shall be enrolled in Hartman High School the County Court School serving the Hall.
- SCCOE shall use SEIS and other appropriate means (student survey, interviews, contact previous SELPA/LEA, student interview, document reviews) to determine if the referred student has a current Individualized Education Plan.
- SCCOE staff shall request special education records from the student's LEA of residence.
- SCCOE staff shall complete an Interim Special Education Services form which will identify appropriate services within five days.
- Within thirty days SCCOE staff shall hold an IEP.

10.4.C. REFERRAL/INTAKE PROCESS FOR COUNTY COMMUNITY SCHOOLS

A student's LEA of residence, juvenile court, probation, or a SARB board may refer a student who receives special education services to a county community school. Also, a parent may request enrollment directly. The following referral procedures shall be followed:

- If the referral has not come through the LEA, upon receipt of a referral, SCCOE will notify the student's LEA case manager or the district's special education administration of the referral.
- If the referral has not come through the LEA, and the student is new to the district of residence, the districts' special education administration shall be notified.
- The district shall prepare a referral packet and forward it to the SCCOE offices. The packet shall contain the following five items:
 1. a cover letter explaining the rationale for the referral.
 2. the student's most recent IEP
 3. the most recent psychological evaluation
 4. a transcript (report card for middle school students)
 5. copies of the student's discipline records or logs.
- If the student's IEP is due within 30 days of the referral, or if the student's triennial is due within 3 months of the referral, **the LEA** shall be responsible for the completion of the necessary assessments and IEP.
- Once the referral packet has been reviewed, SCCOE shall respond to the LEA and indicate if the student may be appropriate for an SCCOE alternative program.
- The LEA shall include a representative from SCCOE in a staffing meeting. If necessary, SCCOE will request a staffing meeting with the LEA regarding potential placement.

- If it is agreed that the student is potentially appropriate for SCCOE, the LEA shall hold an IEP, and an SCCOE representative will attend. At the IEP meeting it remains the LEA's responsibility to make an offer of FAPE. However, a placement in an SCCOE program may be discussed as an option during the IEP.
- If the IEP team determines the SCCOE Community School system is an appropriate placement, SCCOE may make an offer of FAPE at a subsequent IEP meeting.
- SCCOE will determine placement within the Community School system.

10.4. D. RETURN TO LEA OF RESIDENCE

The SCCOE or the LEA of residence may recommend the return of a student to LEA of residence. When this occurs, the process shall be as follows:

- Notify LEA of residence, if SCCOE is the referring party.
- Prepare a packet of student records (containing a current copy of the student's IEP, the most current full psycho-educational assessment, and any other pertinent documents) and submit it to the designated contact person for the LEA of residence.
- In collaboration with the LEA of residence, convene and attend a staffing.
- If the student's IEP is due within 30 days of the referral, or if the student's triennial is due within 3 months of the referral, SCCOE shall be responsible for completing the necessary assessments and IEPs.
- Convene, in collaboration with the designated contact person for the LEA of residence, an IEP team meeting to discuss possible transition activities and a change of placement.

10.4. E. MOVE TO A MORE RESTRICTIVE PLACEMENT

Occasionally, The SCCOE may determine that a student who is enrolled in an alternative education program may require a more restrictive placement. In that case, the following procedures shall apply:

- Notify the LEA of residence that a more restrictive placement may be appropriate
- Convene a staffing meeting with the LEA in attendance.
- Review all records to ensure that assessments, behavioral reports, behavior support plans, counseling, etc. are documented.
- Conduct a reassessment if the last full assessment is over two years old and collect data regarding progress towards goals if previous data is older than last grade report.
- Convene an IEP team meeting including the LEA of residence to discuss possible referral to a more restrictive level of service.
- If the IEP team determines that a more restrictive environment is needed, the LEA becomes responsible for the offer of FAPE.

10.4. F. IEP REVIEWS, ADDITIONAL ASSESSMENTS, AND REASSESSMENTS

Once enrolled, and unless an IEP is due within the 30 day or three month timeline mentioned above, the SCCOE is responsible for conducting all IEP reviews and reassessments of the student while the student is enrolled in an SCCOE Alternative Education Program. If a particular type of assessor is required and SCCOE does not have such an assessor available, SCCOE shall contact the student's LEA of residence to identify options for completing the assessment. The LEA of residence shall provide the assessor. SCCOE shall convene the IEP team meeting and the LEA of residence shall be invited to participate.

10.4. G. PROVISION OF RELATED SERVICES NOT AVAILABLE THROUGH THE ALTERNATIVE EDUCATION PROGRAM

The SCCOE provides special education teachers with mild/moderate credentials, paraprofessional support, and school psychologist services at all of its alternative education sites. Each student's LEA of residence must provide any related service required by a student's IEP that is not available through SCCOE.

10.4. H. INITIAL REFERRALS TO SPECIAL EDUCATION

When it is determined that a student who is enrolled in an SCCOE Alternative Education Program is not making satisfactory progress and there is a suspected disability, SCCOE shall hold an SST and provide appropriate interventions. Should these interventions fail to bring about satisfactory progress, the LEA of residence will be notified, and the student will be assessed. . The SCCOE is responsible for conducting the assessment. If a particular type of assessor is required but SCCOE does not have such an assessor available, SCCOE shall contact the student's LEA of residence to identify options for completing the assessment. If additional student records are needed as part of the assessment that have not been transferred from the LEA of residence to the SCCOE, those records will be requested. The LEA of residence will provide the assessor. SCCOE shall convene the IEP meeting and the LEA of residence shall be invited.