

**PROCEDURES FOR
CONTRA COSTA COUNTY OFFICE OF EDUCATION
SPECIAL EDUCATION PROGRAMS**

SPECIAL DAY CLASS REFERRALS

1. District administrator/designee sends referral packet, which includes the current IEP, current psychological report and any other relevant information (DIS services, medical information, agency involvement, etc.), to Contra Costa County Office of Education (CCCOE) Principal.
2. District administrator/designee contacts CCCOE Principal to discuss: referral, visitation, possible placement, whether CCCOE can meet the needs of the student and additional services student may need.
3. District administrator/designee schedules visitations with appropriate classroom teacher/staff.
4. District administrator/ designee accompanies parents to visit possible placement option(s).
5. District administrator/designee schedules IEP and sends notices (including notice to COE Special Education Principal). See Steps for Scheduling IEPs.
6. District administrator/designee chairs IEP, determines Least Restrictive Environment (LRE), and contacts the necessary transportation agency, alerting them to a possible need for transportation prior to the IEP meeting. CCCOE Principal/staff provide the family with the student registration packet.
7. District administrator/designee forwards completed student registration packet and new IEP to CCCOE Special Education Principal.
8. CCCOE Principal assigns classroom placement, enrolls student and verifies transportation.

ADMINISTRATIVE PLACEMENTS

1. District administrator/designee notifies CCCOE Principal of need for placement.
2. District administrator/designee requests records and verifies prior placement, completes an Interim Placement IEP form and forwards it with the current IEP and completed COE registration packet to the CCCOE Principal.
3. District authorizes and arranges transportation.
4. CCCOE Principal will confer with the district administrator/designee regarding appropriateness of placement and services prior to the 30-day IEP review meeting.
5. District of residence will monitor the thirty-day placement timeline, schedule an IEP. IEP team determines 30-day placement and assessment needs. Parent signs appropriate assessment plan, if needed.
6. District administrator/designee will chair IEP.

MARCHUS COUNSELING AND EDUCATION PROGRAM REFERRALS

1. According to published SELPA/Marchus rotation list, district director or designee receives notification of opening from Marchus social worker or psychologist (SW/P).
2. District has three days to respond with student name, Name= Intent to PLACE; No Name= PASS.
3. If PASS, Marchus SW/P rotates to the next district on the list.
4. If PLACE, district has ten days to submit a referral packet, comprised of:
 - Current IEP with:
 - Academic and social, emotional, behavioral goals
 - Behavior support plan (if applicable)
 - Related Services services and goals
 - Current (within last two years) psychological report with eligibility statement
 - Developmental history (primary/elementary)
 - Current immunization form
 - High school transcript copy (Grades 9-12)
 - Other relevant reports (clinical, medical, AB 3632, etc.)
5. Marchus receives and reviews referral packet for necessary materials and information then arranges for parent/student program visit with assigned case manager (most

often in collaboration with district representative or SELPA Program Specialist). In some cases a visitation occurs before this step.

6. IEP meeting is scheduled following procedures on page 34.
7. Intake meeting and IEP meeting are held and the student is placed at Marchus. IEP goals and objectives are reviewed, possible revisions or additions made. Parent usually completes enrollment packet at this time with CCCOE/Marchus counselor/case manager.
8. Transportation is authorized and arranged: the district must authorize. Marchus staff verifies transportation and requests the start date. Transportation Company contacts parents with pickup date and time.

STEPS FOR SCHEDULING INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM MEETINGS

1. Contra Costa County Office of Education (CCCOE) Principal designates CCCOE contact person and notifies district who the contact is. The Case Manager is the contact person for Marchus School. The Office Assistant or School Secretary is the contact person for all other sites.
2. District contacts parent and teacher to set date. If CCCOE Principal needs to attend, districts will also coordinate calendars with him/her. CCCOE contact person determines if IEP team member can be excused and sends notice to parent for signature.
3. District sends notice to CCCOE Principal's office (at least two weeks in advance). Teacher/designee contacts county service providers.
4. CCCOE clerical staff disseminates to other parties involved (special education teacher, general education teacher, DIS staff, site administrator, etc.).
5. District is responsible for inviting any non-CCCOE staff (e.g., CCS, mental health, etc.).

Considerations:

- The special education teacher is the most logical person to invite the general education teacher. If there is difficulty in doing so, the special education teacher is to contact the CCCOE Special Education Principal who will contact the District Administrator to resolve the situation.
- Districts should make every attempt to schedule IEPs during the teacher's workday, preferable after school when possible to minimize time away from students. The length of the meeting should be limited to a maximum of two hours.

Continuing a meeting to another day is preferred over a meeting that carries into the early evening.

- It works best to calendar reviews for all students and submit to CCCOE Special Education Principal as early as possible in the school year. Teachers may develop proposed schedules and submit them to the district.

ANNUAL AND TRIENNIAL REVIEWS

1. In collaboration with CCCOE staff, district administrator/designee monitors IEP due dates, schedules IEP meetings.
2. For CCCOE-placed students, CCCOE staff will complete a Reevaluation Review with the parent to determine and plan the need for additional data for a three-year evaluation. This may be done through a parent conference or telephone conference.
3. Prior to any assessment, CCCOE obtains signed assessment plan from parents and forwards a copy to the district. CCCOE staff conducts assessment as appropriate, prepares the report and distributes to parents prior to the IEP.
4. CCCOE Special Education Principal distributes IEP notices to appropriate CCCOE staff.
5. CCCOE Special Education Principal consults with staff to verify that no significant changes in service are anticipated and confirms with district administrator/designee.

Note: Changes in service are defined as addition or discontinuation of related services, program changes, or parent concerns or requests expressed prior to the IEP meeting. Staff is encouraged to hold parent conferences prior to the IEP meeting to address issues.

6. Generally, districts administrator /designee usually chair the IEP meetings, but often it is the SELPA person as their designee. Occasionally, districts may request CCCOE staff as designees. Districts send a completed copy of the IEP to CCCOE Administrator if not in attendance.

PROCESS FOR EXITING COUNTY PROGRAMS

In general, change of placement decisions occurs at an IEP meeting. There may be occasions where a student exits a county placement with no IEP, such as when the family moves. Prior to a change of placement and an IEP, the district and Contra Costa County Office of Education (CCCOE) staff are to follow the process outlined below. This

process was developed collaboratively by a committee of district directors and county administrators, and includes several scenarios illustrating exits from county programs.

Student moves or is absent without any notifications or contact for five days in a row:

- Classroom staff notifies CCCOE Principal.
- CCCOE Principal contacts District Administrator by telephone then follows up with a memo.
- District verifies move and completes exit form, with a copy to CCCOE Principal.
- If unable to verify, the placement is held for 30 calendar days.
- At the end of 30 calendar days, CCCOE and District verify student exit.

Change of placement from less restrictive to more restrictive environment:

- Prior to consideration of change, teacher confers with CCCOE Principal having assembled data and documentation to support their position regarding the change of placement.
- Placement recommendations are based on student instructional needs, assessments (including adaptive behavior measures), data collection and documentation of modifications.
- District and CCCOE cooperate and collaborate on the change (i.e. staffing, parent conferences, assessments, etc.).
- Follow the IEP process and District/CCCOE procedures for change of placement. Changes of placement may include needs based on curriculum (life skills to academic), full inclusion, non public schools, home and hospital placements.
- Complete and distribute the exit data form.

REGISTRATION PACKET CONTENTS

- _____ Emergency cards (two)
- _____ Home language survey
- _____ Immunization records
- _____ Medical status form (if applicable)
- _____ Health history form
- _____ Discipline policy (Marchus needs signed behavior intervention form.)
- _____ Photo/video clearance
- _____ Acceptable use policy for internet access