

Shasta County Special Education Local Plan Area

Regional Resource Committee Procedures

Regional Resource Committee (RRC) Procedures

The RRC meets every quarter on Thursdays at 8:00 am. Referrals may be made for:

- Approvals for a subsidy when a continuum of district services have been attempted and additional resources and services are being considered (i.e. regional, non-public school, or residential placement).
- Prior to submittal for financial subsidy, a district must submit a RRC application for approval.

Referrals placed on the agenda will be given a 15 minute time slot for discussion regarding what has been attempted and services and supports being requested. Committee members will make an approval for a subsidy based on the following criteria:

- Continuum of Services/interventions
- IEP information
- Behavior information/assessment
- LRE information

For General Consultation on Complex Cases

Districts are encouraged to utilize the expertise of the RRC and Program Advisory Committee member panel for consultation on complex cases.

In order to apply for an RRC subsidy, districts must send in a referral packet consisting of the following:

- RRC Referral Form
- RRC Classroom Interventions Checklist
- Review Form
- Any other pertinent information the district would like the committee to be able to review

For Recommendation for Subsidy for Restrictive Programs (Excel, IEP School, Shasta Union High School Regional Program, Residential Placement)

Prior to Referral

- District must have completed a psycho-educational assessment that addresses all areas of suspected disability (*this will likely include a social-emotional/behavioral assessment*).
- The IEP team will have developed and implemented the student's IEP and monitored progress on meeting student's educational needs. All LRE options within the district will have been considered prior to looking for a more restrictive setting.
- District will have developed a high scoring Behavior Intervention Plan (BIP) with a minimum score of 17 and implemented this with fidelity for a period of 6-8 weeks*.
- A Functional Behavior Assessment (FBA) may be developed and implemented prior to writing a BIP or when a BIP is not effective.
- A BIP must be implemented for 30-60 days with fidelity and data before a change in environment.
- Students may be brought to RRC after the 30 day placement (30 day IEP)

Referral Checklist

District will submit the following information to the SELPA Support Services Consultant a minimum of one week prior to the scheduled meeting in order to be placed on the RRC agenda.

- Referral sheet documenting specific concerns (including target behaviors, current interventions and services the student receives, and what the district is requesting recommendation for).
- District Interventions Checklist documenting history of tiered interventions attempted
- Current IEP
- Current BIP (and scoring sheet) and any progress monitoring data
- Last Psycho-Educational Evaluation (for all suspected areas of disability)
- Any other documents that support student need, i.e attendance and discipline records, additional reports from outside agencies, medical diagnoses and list of medications, etc.

SELPA Support Services Consultant will notify district if referral packet is incomplete. The student will not be placed on the agenda until the packet is complete. Complete student referrals will be given a time/date for the following RRC meeting.

Review Procedures

Students in placements in which SELPA provides subsidies (i.e. students at Excel, IEP School, Residential Placement) will be reviewed annually to determine continued need of restrictive placement and therefore continuance of SELPA subsidy to offset cost.

Districts will be given a schedule of the date and times of the RRC meetings for the school year in August.

Review Checklist

Districts will gather and submit the following information a minimum of one week prior to the scheduled meeting in order to be placed on the RRC agenda:

- Data to show student progress in program, including student levels, target/replacement behaviors, and incidents (with frequency, duration, and intensity as appropriate)
- Review form with a summary of progress and district's input on next steps (i.e. services/interventions that need to be added, changed, or faded, etc.)
- Any other information that will help assist RRC in making an informed subsidy recommendation.