

Regional Resource Committee (RRC) Procedures

The RRC meets weekly on Wednesdays at 8:00 am. Referrals may be made for:

- Recommendations 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).
- Need for behavioral consultation and Intervention (for students and/or classroom settings).
- Need for Educationally Related Mental Health Services (ERMHS)
- To determine like for like programs for out of county students placed in Out of Home care (i.e. short term residential treatment center, Regional Center home, intensive homes, and other congregate care) in Shasta County or to notify district of residence of a change of placement of a Shasta county student into an out of home placement, including short term respite care.
- For students placed in Out of Home placements (i.e. Short Term Residential Treatment Centers, Regional Center and other congregate care homes, and Intensive Services Foster Care) that are not currently identified eligible for special education to determine child find.
- To review students currently placed in regional or non public programs for continued SELPA subsidy offset.

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 a recommendation and provide guidance for next steps based on whether the district has provided evidence of need for requested services and attempted to provide a free appropriate public education in the least restrictive setting possible.

For Recommendation for Restrictive Programs (Excel, IEP School, North Valley, Residential Placement)

1. Prior to Referral
 - a. District must have completed a psycho-educational assessment that addresses all areas of suspected disability.
 - b. 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.
 - c. 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*.

- d. A Functional Behavior Assessment (FBA) may be developed and implemented prior to writing a BIP or when a BIP is not effective.
2. Referral Procedures
- a. District will submit the following information to the SELPA Program Specialist by Friday at noon in order to be placed on the RRC agenda for the following Wednesday morning.
 - i. Referral sheet documenting specific concerns (including target behaviors, current interventions and services the student receives, and what the district is requesting recommendation for).
 - ii. District Interventions Checklist documenting history of tiered interventions attempted
 - iii. Current IEP
 - iv. Current BIP (and scoring sheet) and any progress monitoring data
 - v. Last Psycho-Educational Evaluation (for all suspected areas of disability)
 - vi. 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.
 - b. SELPA Program Specialist 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 Wednesday meeting.

For Recommendations for Behavioral Consultation and Intervention Specialist Supports

1. Prior to Referral
- a. For Specific Student
 - i. District must have completed a psycho-educational assessment that addresses all areas of suspected disability.
 - ii. An IEP will have developed and implemented the student's IEP and monitored progress on meeting student's educational needs.
 - iii. District will have developed a high scoring Behavior Intervention Plan (BIP) of 17 or more and implemented this with fidelity for a period of 6-8 weeks*.
 - b. For Classroom Support
 - i. District will have conducted a needs assessment and have developed specific requests for support of behavior consultation/intervention specialist.
 - ii. District will have a plan to build capacity (training, resources, personnel) on their site for when timeline of support ends. The length of intervention support is typically six weeks.
2. Referral Procedures
- a. District will submit the following information to the SELPA Program Specialist by Friday at noon in order to be placed on the RRC agenda for the following Wednesday morning.

- i. Complete the Classroom Intervention Referral sheet
 - ii. If the referral is for a specific student, please attach
 1. Current IEP
 2. Current BIP (and scoring sheet) and any progress monitoring data
 3. Last Psycho-Educational Evaluation (for all suspected areas of disability)
 4. 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.
 - b. SELPA Program Specialist 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 Wednesday meeting.
3. For Districts who receive recommendations for an Intervention Specialist: Districts must commit to the following:
 - a. Fill out the needs assessment form provided to district at RRC after recommendation is made
 - b. A team meeting will occur (including site administrator, teacher of classroom, and support staff) to communicate needs of student/classroom and line out what the timeline and process will look like.
 - c. All staff involved with the student/classroom will be expected to be involved and work with the intervention specialist
 - d. District agrees to provide time for staff to attend trainings. Districts will commit to a minimum of one hour per every four weeks of allocated time with the Intervention Specialist.

For Recommendations for Educationally Related Mental Health Services (ERMHS)

1. Prior to Referral
 - a. The IEP team will have attempted interventions to help support social emotional and behavioral needs .
 - b. District must have completed an ERMHS evaluation either as part of their psycho-educational assessment that addresses all areas of suspected disability or in addition to this report.
 - c. Report should include a comprehensive evaluation that includes observation, interviews, educational performance, and standardized assessments that measure social emotional and behavioral aspects (i.e. broad and narrow band assessments for anxiety, depression, somatization, etc.)
 - d. Report should drill down on specific need for educationally related mental health services
2. Referral Procedures
 - a. District will submit the following information to the SELPA Program Specialist by Friday at noon in order to be placed on the RRC agenda for the following Wednesday morning.

- i. Referral sheet documenting specific concerns (including specific need for educationally related mental health services documented in psycho-educational ermhs report).
 - ii. District Interventions Checklist documenting history of tiered interventions attempted
 - iii. Current IEP
 - iv. Current BIP (If student demonstrates externalizing behaviors) and any progress monitoring data
 - v. ERMHS Evaluation
 - vi. 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.
- b. SELPA Program Specialist 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 Wednesday meeting.

For General Consultation on Complex Cases

Districts can utilize the expertise of the RRC member panel for consultation on complex cases. In order to access this support, districts must send in a referral packet consisting of the following:

- District Referral Sheet
- District Intervention Checklist
- Any other pertinent information the district would like the committee to be able to review

For Out of Home (OOH) Referrals

The Out of Home Coordinator will refer and report to RRC all OOH students that have been placed in Out of Home placement (Short Term Residential Treatment Centers, Regional Center and other congregate care homes, and Intensive Services Foster Care)

1. Referral Procedures
 - a. OOH Coordinator will gather and submit the following information to the SELPA Program Specialist:
 - i. Information from the home placement and any other pertinent agencies (including prior school/district, social worker, probation, educational rights holder)
 - ii. A referral sheet documenting specific concerns (including target behaviors, interventions and services the student was previously receiving in previous school, and any evidence gathered in regard to dangerous propensities or safety concerns in the school environment.
 - b. The Program Specialist will place the student referred on the next agenda. OOH students will be given priority to be put immediately on the next RRC agenda so that students can be immediately placed as per foster youth law (AB 490).

Review Procedures

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

1. Districts will be given one month's notice of the date and times of their reviews.
Scheduled dates are typically determined by region and roughly follow this timeframe:
 - a. Region 2 Sept/Oct
 - b. Region 3 October
 - c. Region 4 Nov/Dec
 - d. Region 5 January
 - e. Region 6 Feb/March
 - f. Regions 1 and 7 April/May
2. Review Procedure
 - a. Districts will gather and submit the following information to the SELPA Program Specialist by Friday noon prior to their scheduled date:
 - i. Data to show student progress in program, including student levels, target/replacement behaviors, and incidents (with frequency, duration, and intensity as appropriate)
 - ii. 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.)
 - iii. Any other information that will help assist RRC in making an informed recommendation regarding placement and services.

*Additional Considerations:

1. The RRC recognizes that there may be situations in which safety of student or others must be considered prior to attempting all continuum of supports and services in the LRE. Recommendations will be made on a case by case basis and special circumstances considered.
2. RRC recommendations are considered ADVISORY only. The district IEP team is responsible for offering a Free Appropriate Public Education (FAPE).
3. Districts seeking SELPA subsidy offsets must receive the appropriate RRC recommendation. SELPA subsidies for recommended placements will go into effect on the documented date of RRC recommendation as noted on the referral form. If a district feels a student needs immediate placement to a regional or NPS program they must contact the SELPA Program Specialist prior to placement (for those districts seeking subsidy offset). The SELPA Program Specialist may pre-approve placement for recommendation purposes and if this is the case, the pre-approved date will be noted on the referral form. The district will be placed on the next RRC agenda for formal recommendation.

[Link to RRC forms](#)