



South Central Los Angeles Regional Center

FUNDING STANDARDS Educational Services

DEFINITION:

Under the Individuals with Disabilities Education Act (IDEA) and the California Education Code, individuals with developmental disabilities through their 21st birthday, are entitled to a free and appropriate public education. These services include designated instruction and related services reasonably calculated to assist the individual in achieving his or her educational goals as agreed upon through the individualized educational program planning process. The public school system has an important role in providing services to individuals with developmental disabilities. Individuals with developmental disabilities have the right to access the same educational opportunities available to non-disabled individuals of the same age in their communities. Therefore, South Central Los Angeles Regional Center (SCLARC) may fund services for individuals ages 3-21 years old that are not provided by the school district as special education and related services, when services provided will create opportunities for individuals to be as independent and self-sustaining as possible throughout their lifetime.

Educational Services is defined as classes, programs, activities or other supports (Ex: Virtual Instruction/Curriculum, tutoring, webinars, trainings, etc.) designed to provide an appropriate education to a student as determined by the individual's educational goals and one or more of the educational plans listed below.

- Individualized Education Plan (IEP)
- Individualized Transition Plan (ITP)
- Independent Education Evaluation (IEE)
- Individualized Health Plan (IHP)

Educational Services purchased by the regional center shall minimize institutionalization and dislocation of the individual from their family and community; enable the individual to approximate the pattern of everyday living of a non-disabled person of the same age leading to a more independent, productive and normal life in the community; promote integration and inclusion into mainstream community life; assist individuals in achieving the greatest self-sufficiency possible while exercising personal choice; and allow individuals to interact with persons without disabilities in positive meaningful ways.

CRITERIA:

Generic Agencies, such as school districts and who are charged with the responsibility to provide Educational Services to individuals 3-21 years old are not relieved of this responsibility should the regional center fund a service. SCLARC will support individuals and families through education and advocacy to secure all mandated services for which they are entitled. All initial requests for Educational Services must be made through the school district prior to requesting SCLARC funding. If the service is denied or delayed by the school district, a written notice of action shall be requested and provided to SCLARC for consideration of funding. It is expected that families will appeal all denials for requested services and provide a copy of the appeal request to SCLARC. Further, in instances where the requested service will be delayed, the family shall obtain an estimated service start date prior to requesting any gap funding from SCLARC.

SCLARC will only fund Educational Services during typical school hours (as determined by each Individual's designated school district / school calendar). Educational Services are not funded during school breaks or holidays. SCLARC does not fund any services that are considered experimental, optional or elective in nature. For individuals who have an approved educational plan through the school district, services funded must be documented in the plan; a copy of the current IEP, ITP, IEE, or IHP shall be provided to SCLARC. Support Services will only be considered for funding when no modification or accommodation exists for the individual to access a service, program, curriculum or activity documented in the educational plan. For individuals who do not have an IEP, ITP, IEE, or IHP, Educational Services funded must be a primary or critical means for ameliorating the physical, cognitive, or psychosocial effects of the individual's developmental disability, or the service is necessary to enable the individual to remain in his or her home, and no alternative service is available to meet the individual's needs. Documentation such as, but not limited to assessments, progress reports, medical records, denial letters and notice of action shall be provided to support the service request. The expected result from the provision of Educational Services shall meet measurable outcomes as stated on the person's Individual Program Plan (IPP). Educational Services purchased must also be a cost-effective use of public funds.

SCLARC recognizes that some of our individuals' needs are unique to their individual or family situation. Therefore, SCLARC has a Purchase of Service Funding Standards Exception Policy which may be found on SCLARC's Webpage under the Transparency tab. The Exception Policy is located on Page 3 of SCLARC's Purchase of Service Funding Standards.

PROCEDURE:

Requests for funding of Educational Services should go through the Interdisciplinary Planning Team. Through the Interdisciplinary Planning Team process, the Service Coordinator will gather all required supporting documentation for review of the request. All documents received will be forwarded to the SCLARC Clinical Department Education

Specialist for review and recommendations. Approved services are time limited and shall not exceed 6 months or by the time of the Individual's 22nd birthday.

Additional documentation, such as progress reports, may be required for requests to extend Educational Services. The following is the Service Coordinator's role in assisting the individual to receive regional center funded educational services:

1. Attend the IEP meeting to advocate on behalf of the individual's need for educational services.
2. Meet with the Interdisciplinary Planning Team to discuss the individual's need for educational services.
3. Explain the process to the Interdisciplinary Planning Team for requesting regional center funded educational services.
4. Work with the Interdisciplinary Planning Team to ensure requested services cannot be funded through a generic agency.
5. Provide referrals to generic agencies when applicable.
6. Work with the individual served and family to obtain supporting documents to provide to the regional center for review of educational services funding requests.
7. Provide the individual and family with updates on the status of the educational funding request.
8. Complete referrals and related documents for approved regional center funded educational services.
9. Monitor the individual's progress in educational services goals as documented in educational plans and the IPP.