



San Mateo
County
SELPA

**SPECIAL CIRCUMSTANCE INSTRUCTIONAL
ASSISTANCE (SCIA)**

***Guidelines for Students
Placed in SMCOE Programs
Requiring SCIA***

San Mateo County Office of Education Guidelines

The San Mateo County Office of Education, Special Education Services strives to operate quality, cost effective programs that are responsive to district needs. In an effort to achieve these goals, County uses a data driven approach to identify the need for Special Circumstance Instructional Assistance (SCIA) support staff. The County staff has adopted procedures for requesting additional SCIA support, for renewing existing support and for special circumstances. The procedures adopted are in alignment with the SELPA SCIA Guidelines, but may be streamlined in some cases, due to the nature and severity of the needs of the students served by the San Mateo County Office of Education.

Initial placement in San Mateo County Office of Education Programs

Students beginning placement in County Office of Education programs have exhausted the range of options available in districts, including the support of a Special Circumstance Instructional Assistant (SCIA). The level of support provided in County programs may be sufficient to meet a student's needs without the need for a SCIA. An assessment of need is made on an individual, case by case basis by the San Mateo County Office of Education staff in collaboration with district staff. Most students who transition to County Office classes, do not require SCIA support. Exceptions include students with serious behavior needs and/or major medical needs.

Exceptions

When a student entering County programs has significant medical need, the following process will be followed:

County Nurse will review the medical records of the student to identify the level of support needed throughout the day for medical procedures. Using the available information, the Nurse develops a health protocol for the student and assesses the training need of the classroom staff who will be serving the student. Whenever possible, existing staff will be trained and utilized before additional staffing is added for medical procedures.

New referral

When a student being served in County classes exhibits a high level of need that may require additional support, the classroom teacher, in conjunction and consultation with the school psychologist, will initiate a new referral for SCIA support. The most common type of support requested in County classes is for behavior and safety. To initiate a referral, the classroom teacher notifies the school psychologist of the concern and works together to complete the following documents:

- Pre-Referral Activities
- Rubric

- Checklist for Environmental Supports
- School day analysis
- Summary of Evaluation of Need

The school psychologist assists with the data collection and analysis of environmental supports. In the process, recommendations are provided to improve behavior and increase the effectiveness of strategies used in the classroom. The teacher and school psychologist identify target behaviors, collect data, complete documentation and then meet with the program manager to review the information. If all recommendations have been implemented and the need continues, the program manager will send a copy of the documentation collected to the district director.

The classroom teacher will be asked to develop a sample goal related to the need for the SCIA support that is based on the target behavior behaviors that have been identified. All requests for SCIA support require a Fade Plan (see additional pages).

Reauthorization

Reauthorization of existing SCIA support requires an assessment of the success of the student in meeting the IEP goal developed for the area of need. All initial requests for SCIA support include the development of a plan to face support, as appropriate. The process for reauthorization requires the classroom teacher to examine data on the target behavior and IEP goal.

The reauthorization process is initiated by the classroom teacher several weeks prior to the reauthorization date or the IEP date, whichever occurs first. The Review of Fade Plan for Reauthorization should be completed at least two weeks prior to the end date or IEP so that the data can be shared with the district prior to the IEP meeting. A copy of Authorization Form should be attached to the Review and submitted to the program manager. The request for reauthorization must be completed prior to the IEP, at least two weeks prior to end date of the authorization. The program manager will review the information and make recommendations to the teacher and/or forward the reauthorization to the district for approval.

In the event that a reauthorization request is not approved, the program manager will prepare for the movement of staff according to San Mateo County Office of Education bargaining agreements.

Reauthorization for Support for Significant Health Needs

When a student has on-going significant health needs that are likely to require continued SCIA support, the reauthorization process for this type of support will follow a streamlined process. The process for reauthorization will include, but is not limited to:

The County nurse updating health information and the existing medical protocol to assess current needs. The County nurse, school psychologist, and program manager will review the information with the classroom

teacher. The assessment team (nurse, school psychologist, program manager and classroom teacher) will review the medical protocol; review the staffing schedules, staff training and other pertinent information to develop a matrix of need for SCIA support throughout the day. Whenever possible, existing staff will be cross trained on all medical procedures required by the students in a given class and the staff schedule will be developed to maximize the use of existing staff prior to requesting additional support.

Authorization Forms

The San Mateo County Office of Education will continue the current procedure of including SCIA support in the student IEP and accompanying it with an Authorization Form signed by the district of residence. When a student is receiving shared SCIA support (greater than a 1:1 ratio) the language in the IEP will indicate that the Intensive Academic Instruction will be provided in a group setting with a student teacher ration not to exceed "_____".

Billing for Shared Service

The County program manager will assure that the appropriate staffing is in place at all times. When students receive shared support, the district will be billed for the appropriate portion of the shared support. If and when a situation arises that no suitable option is available for shared support (one student moves, the needs of one or more of the students increases), the billing to the district will revert to a 1:1 status. The district special education director(s) will be notified of a change in the billing cost in writing with the start and end dates of the billing change included in the communication. (See "Notification to District of Change in SCIA Billing").

