The Residential Educational Voucher Program Manual

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Preface

This guide outlines the placement process for home school districts (HSD), state placing agencies (SPA), residential treatment centers (RTC), and public education agencies (PEA) in accordance with regulations under federal and state laws.

Any student placed in a residential treatment center (RTC) must be provided with appropriate educational services. Arizona statute requires that when a student is placed in an RTC, an evaluation be conducted to determine if the student has a disability and if the student is eligible for special education services. If a student is eligible, the Individuals with Disabilities Education Act (IDEA) will apply. It includes two fundamental requirements: that the child will receive a free appropriate public education (FAPE) and that it is delivered in the least restrictive environment (LRE). The public education agencies and approved RTCs are required to comply with the regulations under the federal and state laws regarding identification, evaluation, service delivery, and placement.

Questions, technical assistance, and training requests should be directed to the Exceptional Student Services–Vouchers Unit staff.

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DISCLAIMER

THIS PROCEDURES MANUAL IS BASED ON THE CURRENT UNDERSTANDING OF P.L.108-446, THE INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004 (IDEA '04), A.R.S. §15-765, A.R.S. §15-1181 THROUGH A.R.S. §15-1185 AND STATE BOARD RULE R7-2-404. THE INFORMATION CONTAINED HEREIN MAY BE SUBJECT TO CHANGE AS A RESULT OF LITIGATION, REGULATION, OR OTHER INTERPRETATION.

Definitions

For purposes of these procedures, the following definitions shall apply:

CARE SPECIAL EDUCATION (CSE): Category used for a student eligible for special education who is placed in a residential treatment center (RTC) by a state placing agency (SPA) for care, safety, or treatment. The CSE placement was not driven by the individualized education program (IEP) team.

COMPULSORY EDUCATION: Every child between the ages of 6 and 16 years shall attend a school and shall be provided instruction in at least the subjects of reading, grammar, mathematics, social studies, and science. The person who has custody of the child shall choose a public, private, or charter school or a homeschool as defined in this section to provide instruction. **[See A.R.S. §15-802 (A)]**

EXIT CRITERIA: The criteria determined by the IEP team, which identify behavioral goals the student is expected to achieve to facilitate placement in the least restrictive environment (LRE). Exit criteria apply only to those students placed under the residential special education (RSE) option. The RSE option requires the home school district's IEP team, which must include a state placing agency (SPA) representative, to develop the discharge criteria.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE): The IDEA–stated purpose "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living . . ." **[See 20 U.S.C. §1400 (d) (1) (A)]**

HOME SCHOOL DISTRICT (HSD): The school district in which the person who has legal custody of the student resides, as provided in **A.R.S. §15-824 (B).** If the student's last school was a charter school, the home school district is the last school the student attended. If the student is a ward of the state, the home school district is the last district the student attended. If the student has not previously attended a public school in this state, the home school district is the public school district where the student currently resides. **[See A.R.S. §15-761 (9), A.A.C. R7-2-401 (B) (5) (b)]**

INDIVIDUALIZED EDUCATION PROGRAM (IEP): A student's IEP describes how the public education agency (PEA) will provide the student with a FAPE. It is a written statement for providing special education services to an eligible student with a disability that includes the student's present levels of educational performance, measurable annual goals, and the specific special education and related services to be provided. **[See A.R.S. §15-761 (11)]**

INDIVIDUALIZED EDUCATION PROGRAM TEAM: A group of persons, including the parents or guardian/surrogate, whose task it is to develop an appropriate individualized education program for the student based on assessment results. **[See A.R.S. §15-761 (12)]**

LEAST RESTRICTIVE ENVIRONMENT (LRE): Except as provided in **34 C.F.R. §300.324 (d) (2)** (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the state meet the LRE requirements **See 34 C.F.R. §300.114]** Each public agency must ensure to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled. **[See 20 U.S.C. §1412 (a) (5)]**

MULTIDISCIPLINARY EVALUATION TEAM (MET): The MET is composed of qualified professionals, along with the parent, guardian, or surrogate parent of the student, who meet for the purpose of determining eligibility for special education services based on existing data and, if applicable, assessment results. **[See A.R.S. §15-761 (16)]**

NON-SPECIAL EDUCATION (NSE): Category used for a student placed in a residential treatment center by a state placing agency (SPA) for care, safety, or treatment who is found ineligible to receive special education services.

PARENT: The natural or adoptive parent of a student; the legal guardian of a student; a relative with whom the student resides and who is acting as the parent of that student; a surrogate parent who has been appointed for a student pursuant to **A.R.S. §15-763.01**; or a foster parent. **[See A.R.S. §15-1181 (6)]; [See also A.R.S. §15-761 (22)]**

PRIOR WRITTEN NOTICE: Written notice, as defined in **20 U.S.C. §§1414** and **1415**, provided to parents following a team decision, which includes: **[See 34 C.F.R. §300.503 (a)]**

- A description of the action proposed or refused by the school.
- An explanation of why the school proposes or refuses to take the action.
- A description of any options the school considered and the reasons why those options were rejected.
- A description of each evaluation procedure, test, record, or report the school used as a basis for the proposal or refusal.
- A description of any other factors relevant to the school's proposal or refusal.
- A full explanation of all of the procedural safeguards available to the parent.
- A listing of sources for parents to contact to obtain assistance in understanding the notice.

REINTEGRATION PLAN: An outline of the process that will be used to transition a student from a residential treatment center (RTC) into a less restrictive environment when it is appropriate to do so. The RTC and the state placing agency (SPA) shall work with the home school district (HSD) in the development of this plan. If a student is placed for educational reasons as residential special education (RSE), the reintegration plan must be developed as part of the IEP. **[See A.R.S. §15-1185 (A–B)]**

REGIONAL BEHAVIORAL HEALTH AUTHORITY (RBHA): An organization under contract with the Arizona Department of Health Services to coordinate the delivery of behavioral health services to eligible persons in a geographically specific service area in the state.

RELATED SERVICES: Those supportive services required to assist a student with a disability who is eligible to receive special education services to benefit from special education. **[See A.R.S. §15-761 (27)]**

RESIDENTIAL SPECIAL EDUCATION (RSE): Category used for a student with a disability placed in a residential treatment center (RTC), as provided in **A.R.S. §15-761 (28)** in order to provide necessary special education and related services as specified in an individualized education program (IEP) that meets the LRE needs of the student. **[See A.R.S. §15-1182 (F)]**

RESIDENTIAL TREATMENT CENTER (RTC): A private facility licensed by the Department of Economic Security or Department of Health Services and approved by the ADE for the purpose of providing special education and related services; or for other than special education placements, accredited by the North Central Association of Colleges and Secondary Schools. (A private facility applying for initial approval as a private school is not required to receive accreditation until three years after the date of initial approval, as long as continual progress toward accreditation is being made.) **[See A.R.S. §15-1181 (8) (a) (b)]**

SPECIAL EDUCATION VOUCHER FUND FOR PRIVATE PLACEMENT: Fund established by the state legislature to provide monies for "the education of a student who has been placed in a residential facility by a state placing agency or who requires a residential special education placement as defined in section **A.R.S. §15-761 (28). [See A.R.S. §15-1182 (D)]**

STATE PLACING AGENCY (SPA): One of the following government agencies with the authority to place a student in an RTC for care, safety, or treatment: Arizona Department of Juvenile Corrections (ADJC), Department of Economic Security (DES), the Department of Health Services (DHS/BHS), or the Administrative Office of the Court (AOC/Juvenile Court). **[See A.R.S. §15-1181 (12)]**

Compulsory Education

A. No student of compulsory school age, as defined in **A.R.S. §15-802**, may be placed in a residential treatment center without a concurrent educational program. No student may be placed in a special education program without a compliant IEP. No student between the ages of 2 years 10 1/2 months and 22 who has an IEP calling for special education may be deprived of such services.

B. A student MUST have a current IEP (reviewed and revised within a one-year period) in order to receive special education and related services.

C. A special education student who has not graduated from high school with a regular diploma remains eligible for all special education and related services indicated on his/her IEP. This entitlement remains until the student earns a regular diploma or ages out on their 22nd birthday. Possession of a GED certificate is not the same as a regular diploma for this purpose.

Voucher Procedure Overview

Residential Placement Initiated by a State Placing Agency

When a student enters a residential treatment center (RTC) and the placement is initiated by a state placing agency (SPA), a voucher must be generated. The RTC begins the voucher application process by contacting the home school district (HSD) and submitting the *Initial* or the *Alternate Initial Education Voucher Application*. (The *Alternate Initial Education Application* is used for students expected to be in placement less than 60 days.) The HSD is then responsible for collaborating with the RTC to determine the student's educational program while the student is in placement and for completing the *HSD Education Voucher Application* packet and providing educational records to the RTC.

Responsibilities of State Placing Agency:

Provide to the RTC information needed to complete the *Initial* or *Alternate* (less than 60 days) *Initial Education Voucher Application* including:

- Student birth date
- Parent address and phone number
- Last school of attendance
- SAIS number

Collaborate with the HSD and RTC to develop a reintegration plan for a student returning to an appropriate education program upon discharge and determine an appropriate discharge date.

Responsibilities of Residential Treatment Center:

Notify the HSD of placement and request educational records within 5 days of student entry.

Complete the *Initial* or the *Alternate* (less than 60 days) *Initial Education Voucher Application*, obtain a signature from the HSD special education director or designee, and submit the application to ADE/ESS within 10 days of student entry.

<u>Collaborate with the HSD on the following items as appropriate:</u>

- Complete an evaluation for students not currently identified as eligible for special education.
- Develop an IEP for students found eligible.
- Review and revise the IEP for students already receiving services.
- Invite the SPA and the HSD to meetings regarding student progress.
- Provide educational progress reports on a regular basis to both the parents and the HSD.
- Collaborate with the SPA and the HSD to develop a reintegration plan for returning the student to the HSD upon discharge and to determine an appropriate discharge date.

Provide discharge information as follows:

- Notify the HSD and the SPA if the student leaves the facility prior to planned discharge (e.g., hospitalized, ran away, detained).
- Notify the HSD immediately if the student leaves without HSD knowledge.
- Notify ESS of any discharge on a monthly basis.

Responsibilities of Home School District:

Provide educational records to the RTC in a timely manner.

Sign the *Initial* or *Alternate* (less than 60 days) *Initial Education Voucher Application* in a timely manner and return it to the RTC.

Ascertain if the student is currently receiving special education services.

- If the student is not receiving special education services, the HSD, in collaboration with the RTC, must convene a multidisciplinary evaluation team (MET) to review existing data, gather additional data if needed, and make an eligibility determination.
- If the student is determined not eligible for special education services, complete and submit the *HSD Education Voucher Application* packet with the non-special education (NSE) option checked within 60 days of student entry.
- If the student is determined eligible for special education services, write an IEP, in collaboration with the RTC, for appropriate services in the least restrictive environment (LRE) with a notation indicating the IEP will be implemented in the RTC.

Complete and submit the *HSD Education Voucher Application* packet with the care special education (CSE) or residential special education (RSE), if appropriate, option checked within 60 days of student entry.

If the student is currently receiving special education services, the HSD, in collaboration with the RTC, must convene an IEP team to review and revise the current IEP for implementation within the RTC. Complete and submit the *HSD Education Voucher Application* packet with the CSE option checked within 60 days of student entry.

Submit an *Extension of Education Voucher Application* if you are unable to complete the requirements for the *HSD Education Voucher Application* packet within 60 days of student entry. The HSD will be held responsible for payment of all educational costs if the requirements are not met. **[See A.R.S. §15-1183 (C)]**

Monitor progress while the student is in placement, participate in treatment planning and staffing, and ensure the evaluation and IEP remain current.

Collaborate with the SPA and the RTC to develop a reintegration plan for a student returning to the HSD upon discharge and determine an appropriate discharge date.

Residential Placement Initiated by a Home School District

UNDER CONSTRUCTION!

UNDER CONSTRUCTION!

The Integrated Services Planning Process:

Coordination of Care during a Residential Placement:

UNDER CONSTRUCTION!

Exit Criteria Guidelines

Checklist for Completing an HSD Education Voucher Application

Non-Special Education (NSE) Option:

If the student is determined not eligible for special education services, the HSD shall submit the following documents:

- An *HSD Education Voucher Application* signed by the HSD special education director or representative with the NSE option checked.
- The current HSD MET report as specified in **A.R.S. §15-766**, beginning with a review of existing data and including the eligibility statement and documentation of participation by all required members.
- Prior written notice documenting the eligibility decision.

Care Special Education (CSE) Option:

If the student is determined eligible for special education services and needs education while in an RTC for care, safety, or treatment reasons, the HSD shall submit the following documents:

- An *HSD Education Voucher Application* signed by the HSD special education director or representative with the NSE option checked.
- The current HSD MET report as specified in **A.R.S. §15-766**, beginning with a review of existing data and including the eligibility IEP statement and documentation of participation by all required members.
- An IEP reviewed and revised by the HSD with input from the RTC staff after placement. Neither service location nor LRE statement should indicate a residential facility unless it is based on educational need. If this is so, see RSE option requirements.
- Prior written notice documenting decisions made in the IEP meeting with a notation that the IEP will be implemented by the RTC staff during placement.

Residential Special Education (RSE) Option:

HSD Education Voucher Packet Requirements

(Must be submitted within 60 days of entry date)

NSE Option	CSE Option	RSE Option
HSD Application	HSD Application	
MET Report—including Statement of Eligibility	MET Report—including Statement of Eligibility	
Prior Written Notice	IEP—with exit criteria and a re-integration plan reviewed with RTC staff	
	Prior Written Notice	

FISCAL RESPONSIBILITY OF HOME SCHOOL DISTRICT

NOTE: IF THE REQUIREMENTS FOR THE HOME SCHOOL DISTRICT VOUCHER APPLICATION PACKET HAVE NOT BEEN SUBMITTED TO ARIZONA DEPARTMENT OF EDUCATION-EXCEPTIONAL STUDENT SERVICES WITHIN SIXTY (60) CALENDAR DAYS OF THE STUDENT'S ENTRY INTO THE RTC *OR* A REQUEST FOR AN EXTENSION HAS NOT BEEN SUBMITTED, THE HOME SCHOOL DISTRICT SHALL BE RESPONSIBLE FOR PAYMENT OF EDUCATIONAL COST UNTIL THE DATE THE DOCUMENTATION HAS BEEN RECEIVED BY ADE/ESS.

Extension of Education Voucher

Pursuant to **A.R.S. §15-1183 (C),** the funding of an approved *Initial Education Voucher Application* may be extended past 60 days for good cause, as determined by the state director of the division of special education or the ESS designee upon application by the home school district (HSD). When the HSD determines it is unable to complete the *HSD Education Voucher Application* packet within the 60-day timeframe, the HSD may request a one-time extension annually by submitting an *Extension of Education Voucher Application* to the ADE/ESS Voucher Program Unit.

The director of the division of special education or the designee will review the extension application and any supporting data. With good cause, the *Extension of Education Voucher Application* will be approved for 60 days. Examples of good cause may include:

- An inability to obtain parent consent for the evaluation.
- An inability to obtain a surrogate parent.
- An inability to administer assessments to the student (unauthorized absence, hospitalization, etc.).

If an extension is not approved, the HSD shall assume responsibility for payment of the educational costs while the student is in the RTC until the requirements of **A.R.S. §15-1183 (B)** are met.

Continuing Education Voucher

All vouchers expire on the last fiscal day of the current year (June 30). No separate voucher funding is provided for summer programming. If a student with an approved *HSD Education Voucher Application* will remain in placement into a new school year, the residential treatment center (RTC) is responsible for submitting the *Continuing Education Voucher Application* with the approval of the state placing agency (SPA) and the home school district (HSD). The HSD, in collaboration with the RTC, is responsible for annual IEP reviews and triennial reevaluations as needed. Prior to the beginning of the new fiscal year, the ADE/ESS Vouchers Unit will provide each RTC with a list of the students eligible for a *Continuing Education Voucher Application*.

Responsibilities of the RTC:

- Complete a *Continuing Education Voucher Application* form with the appropriate option checked.
- Obtain the HSD special education director's or representative's signature on the *Continuing Education Voucher Application.*
- Submit the *Continuing Education Voucher Application* form to ADE/ESS with supporting documentation:
    - Non-Special Education (NSE) Option: *Continuing Education Voucher Application* form only.
    - Care Special Education (CSE) Option: *Continuing Education Voucher Application* form plus the current IEP, if it has been revised since the *HSD Education Voucher* was approved.
    - Residential Special Education (RSE) Option: *Continuing Education Voucher Application* form plus current IEP with exit criteria and reintegration plan if it has been revised since the *HSD Education Voucher Application* was approved.

Responsibilities of the HSD:

- Submit the *Continuing Education Voucher Application* form and return the application to the RTC.
- Collaborate with the RTC to review and revise the IEP as needed.

Transfers and Discharges

In some situations, it is necessary to move a student from one RTC to another or to return a student to an RTC after an unplanned discharge due to an absence. If the student involved already has an *HSD Education Voucher* approval, a new complete HSD packet is **NOT** required.

- **Return to Placement:**
  - Student has been withdrawn from the facility for any reason other than a planned discharge (e.g., AWOL, hospitalization, detention).
  - Student is returned to the same facility within the period of the existing voucher approval.
  - Complete and submit a new *Initial Voucher Application*. No new HSD packet is required.
- **Transfers:**
  - Student is transferred from one residential treatment center to another by a state placing agency.
  - Transfer takes place within 24-hour period.
  - New facility must be on approved list.
  - Complete and submit a new *Initial Voucher Application*. If HSD approval already exists, ONLY new HSD Application, IEP as reviewed with new facility, and PWN must be submitted.

RTCs have the responsibility to notify others parties in the event of a discharge as indicated below:

- **Discharge Notifications:**
  - If a student leaves the RTC prior to planned discharge, the RTC must notify the SPA and HSD immediately.
  - If a student is discharged by the SPA without collaboration with HSD, the RTC must notify the HSD immediately.
  - If a student is an RSE placement, discharge is determined by IEP team decision **only.**
  - RTC must report all discharges to the Voucher Unit Education Program Specialist at ADE/ESS on a monthly basis, no later than the 10th of the month following discharge. This notification is in addition to entering the withdrawal date on the online claim form.

Appendix

Sample Fill-In Letter from RTC to HSD

RTC Name
Address
City, ST Zip

Date

HSD Name
SPED Director Name
Address
City, ST, Zip

Dear Special Education Director:

Attached please find an *Initial Education Voucher Application* for _____. This student entered our residential treatment facility (RTC), and it has been determined that your district is the home school district (HSD) for this student. The term "home school district" refers to the school district that is fiscally responsible for the student's education as determined by the Arizona Department of Education (ADE) guidelines. This voucher will allow ADE to pay the educational costs of this placement.

Please complete section three (3) of the application and submit it to ADE within ten (10) days of the student's facility entry date. Additionally, please ensure that you mail or fax our facility a copy of the signed application as well.

In addition, as the home school district, you are responsible for submitting an *HSD Education Voucher Application* and required documentation to ADE within sixty (60) calendar days of the student's entry into the RTC. Failure to submit this information, or a request for extension within that timeframe, will result in your HSD's assuming responsibility for the payment of educational costs through the date the voucher documentation is received by Exceptional Student Services within ADE.

Part of the HSD packet requires convening a multidisciplinary evaluation team (MET) and conducting an evaluation to determine eligibility for special education. Please contact _____ to schedule the MET or IEP meeting, as RTC personnel are required to participate.

Finally, please provide our center with your preferred contact's name, phone number, and e-mail address to assist us in expediting communication. With this information provided, we can notify you of the student's exit date from our facility along with other communications in a timely manner.

It is a pleasure to coordinate with you in order to ensure the proper delivery of educational instruction to our students.

Thank you,

RTC Coordinator
Phone number
Email

Instructions: Letter from RTC to HSD

This is a sample letter of what should be contained in the notification letter to the home school district from the residential treatment center when placement is initiated by a state placing agency.

This is a fillable form; to move from one text field to the next press the "Tab" key. After the information is entered into the field, the field name will disappear and only the information typed will be shown.

This form is a sample and can be used as it is or if you prefer, the RTC can create its own letter instead of using this template, but the information contained in this letter is to be included in any letter from the RTC.

Understanding the Voucher Approval Memorandum

M E M O R A N D U M

DATE: 09/01/2012

TO: AAEC - SMCC Campus - 5503
3900 East Camelback Road
Phoenix, AZ 85018
Attn: Special Education Director

HSD Name

FROM:
Director, Residential Vouchers
Exceptional Student Services

Approval Type

RE: *INITIAL EDUCATION VOUCHER* APPROVAL for 2012 – 2013 school year

SPA: DES

STUDENT NAME: STUDENT, ANY

DATE OF BIRTH: 11/29/1999 **TYPE OF APPROVAL:** SPS

VOUCHER NUMBER: 12-00019 **PRIMARY DISABILITY:** SLI

APPROVAL PERIOD: 09/01/2012 through 10/31/2012

Funding Period

This memo indicates the status of the *Initial Education Voucher Application* for the SIXTY (60) DAYS INITIAL APPROVAL for the 2012–2013 school year. Please note: Approval for the *Initial Education Voucher* is limited to sixty (60) calendar days.

Next step in process

The *HSD Education Voucher application* packet must be submitted during this period to authorize funding beyond the initial sixty (60) calendar days approval.

The Initial Education Voucher may be extended for good cause pursuant to A.R.S. §15-1183 (C).

If an extension is denied, or a home school district fails to complete the requirements for a *HSD Education Voucher* within 60 days, the **HOME SCHOOL DISTRICT IS RESPONSIBLE FOR PAYMENT** of educational costs until all of the requirements are met.

If you have any questions, please contact a member of the Educational Voucher team at the Arizona Department of Education, Exceptional Student Service at (928) 679-8103 or (602) 542-4806

Sixty calendar days begins the date the student enters the RTC.

RTC Name, address and contact

cc: Hermitage Hall – 79615
Attn: Education Coordinator
1220 8th Ave S
Nashville, TN 37203

UNDER CONSTRUCTION!

At a Glance Responsibilities: CSE or NSE Placement by the State Placing Agency

Responsibilities of State Placing Agency (SPA)

- **Provide** RTC with information to **complete** *Initial* or *Alternate Initial Education Voucher Application.*
  - Student birth date
  - Parent address and phone
  - Last school of attendance
  - SAIS number
- **Collaborate** with HSD and RTC to **develop** reintegration plan.

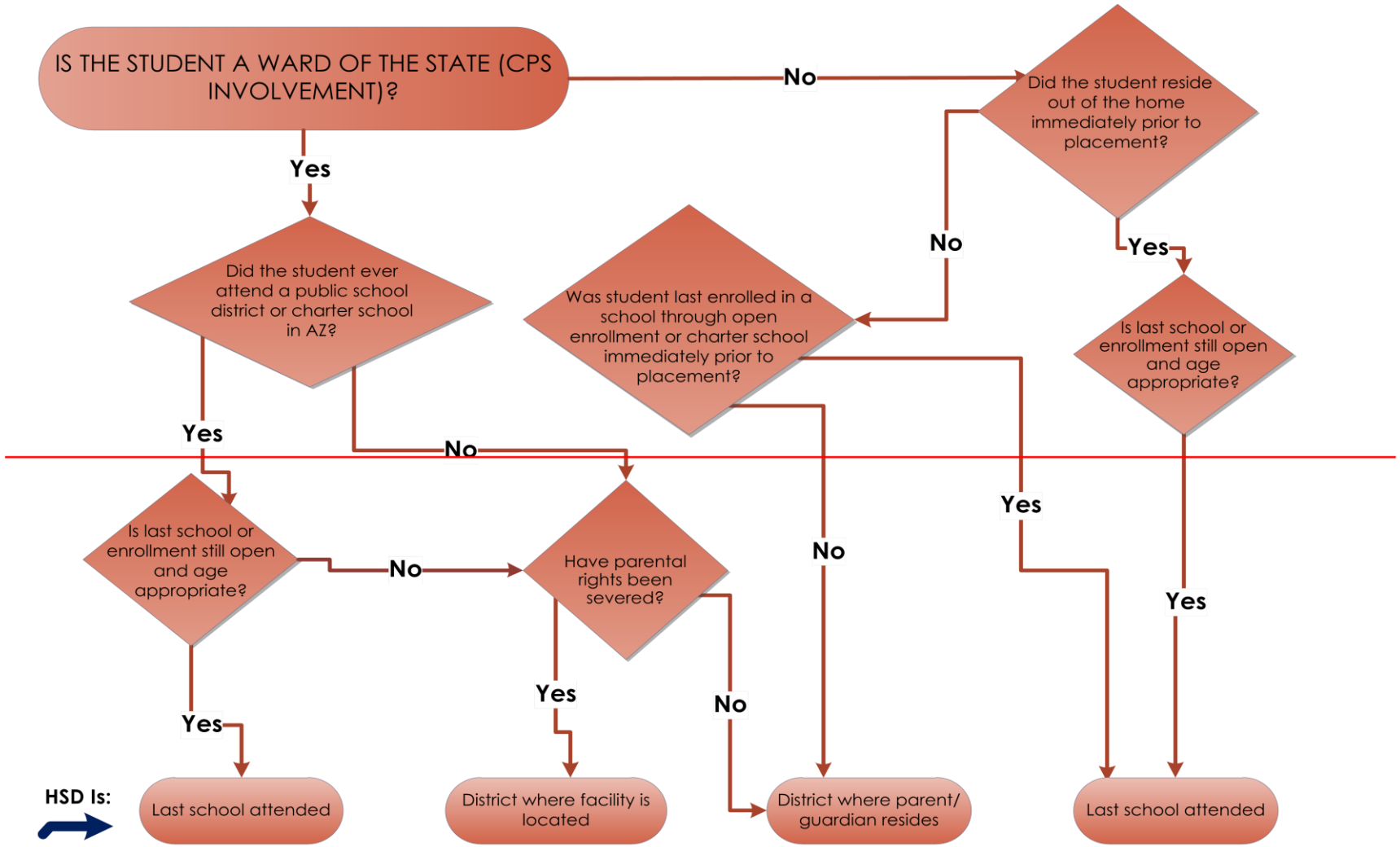
Responsibilities of Residential Treatment Center (RTC)

- **Notify** HSD of placement and **request** educational records within 5 days of student entry.
- **Complete** *Initial* or *Alternate Initial Education Voucher Application.*
- **Obtain** HSD signature and **submit** to ADE/ESS.
- **Collaborate** with HSD on following items:
  - **Complete** evaluation for student not currently eligible for special education services.
  - **Develop** IEP for eligible student.
  - **Review** and **revise** IEP for student already receiving services.
- **Invite** SPA and HSD to student progress meetings.
- **Provide** educational progress reports to parents and HSD quarterly.
- **Develop** with SPA, HSD reintegration plan and discharge date for student returning to HSD when discharged.
- **Provide** discharge information to HSD and SPA immediately if student leaves before planned discharge date or discharges without HSD knowledge.
- **Notify** ADE/ESS monthly if any discharge occurs.

Responsibilties of Home School District (HSD)

- **Provide** educational records to RTC in a timely manner.
- Timely **sign** and **return** to RTC the *Initial* or *Alternate Initial Education Voucher Application.*
- **Determine** if student already receiving special education services.
- If student not receiving services:
  - **Convene** MET with RTC.
  - **Review** existing data, **gather** additional data if warranted, **determine** eilgibility.
- Not eligible for special education services - **complete** *HSD Education Voucher Application* packet, **check** NSE option, **submit** within 60 days of entry date.
- Is eligible for special educaton services with RTC - **develop** IEP for services in LRE; PWN documents the IEP will be implemented in the RTC. **Complete** *HSD Education Voucher Application* packet. **Check** CSE (or RSE, if appropriate) option; **submit** within 60 days of entry date.
- Student currently receiving SE services; HSD with RTC, must **review** IEP and **revise** with IEP team for implementation in RTC. **Complete** *HSD Education Voucher Application* packet; **check** CSE option, **submit** within 60 days of entry date.
- **Submit** an *Extention of Education Voucher Application* if unable to **complete** requirements within 60 days of entry date. HSD will be held responsible for payment of all educational costs if the requirements are not met.
- **Monitor** student progress while student is in placement; **participate** in treatment planning and staffing; **ensure** the evaluation and IEP remain current.
- **Collaborate** with SPA and RTC to **develop** reintegration plan for student returning to HSD and **determine** appropriate discharge date.

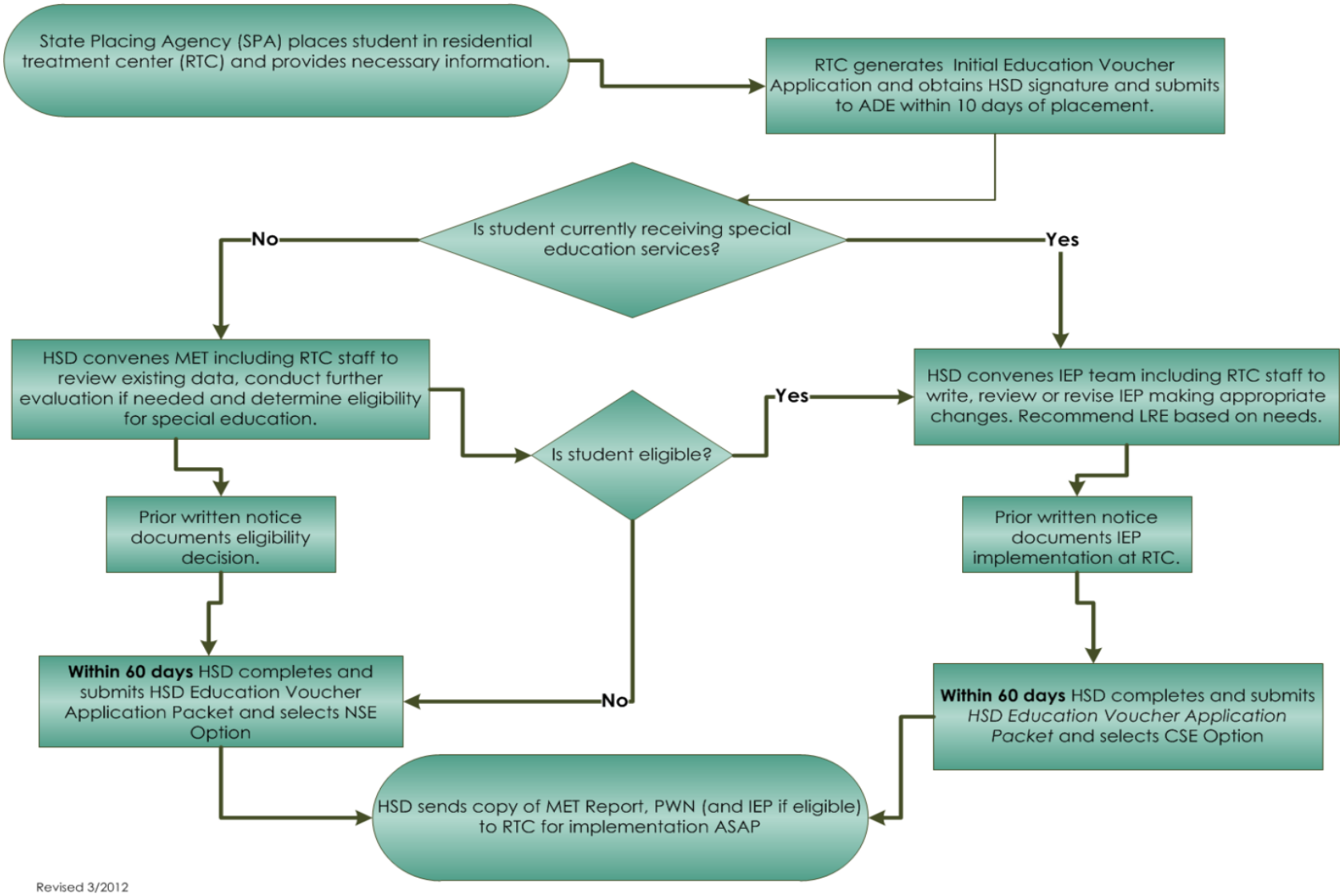
Determining the Home School District



Accommodation district schools serving detention facilities (currently Maricopa, Coconino, and Pima counties) are no longer considered home school districts. Voucher responsibility reverts to last school of attendance or district where facility is located.
[A.R.S. §15-761 (9)]

Revised 10/03/12

Voucher Process Placement by the State Placing Agency



Voucher Process Placement Initiated by the Home School District

Revised 10/03/12