

LOCAL PLAN
Section B: Governance and Administration
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
January 2020

SELPA

Fiscal Year

B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

The Sonoma County SELPA serves 44 LEAs within the boundaries of Sonoma County. LEAs served include urban, suburban, and rural ones with ADA ranging from approximately 8 (Kashia) to approximately 15,500 (Santa Rosa City Schools).

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable:

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

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3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan:

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

The governing body of the SELPA is the Superintendents' Council. Members of the Superintendents' Council are responsible to the governing boards of the local education agencies in the SELPA.

The Superintendents' Council shall consist of thirteen (13) superintendents and one (1) executive director of an LEA charter school, who may be represented at any meeting by a single alternate. The

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superintendents of each Area shall select their representatives from among the superintendents in their area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the LEAs within their area and for representing those views at the Superintendents' Council. In areas in which there is more than one local education agency represented, members shall be selected by the superintendents within those areas. The County Superintendent of Schools shall be the representative for Area VII and shall represent the County Office Special Education program and the School and Community School program. The areas for governing board participation in the administration of the SELPA are established as follows:

AREA I Sonoma Valley Unified School District

AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock, Waugh, Wilmar school districts

AREA III Cotati-Rohnert Park Unified School District

AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts

AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts

AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts

AREA VII Sonoma County Office of Education

AREA VIII LEA Charter Schools approved in the Sonoma County SELPA.

Area representation on the Council shall be as follows:

AREA I Sonoma Valley superintendent

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AREA II One elementary and one high school district superintendent from local education agencies within the area

AREA III Cotati-Rohnert Park superintendent

AREA IV Four superintendents selected by the superintendents from the LEAs within the area. One of the four must be from the high school district. See Area IV Resolution delineating the selection of Superintendents' Council representatives in the SELPA office.

AREA V One elementary and one high school district superintendent from local education agencies within the area

AREA VI One elementary and one unified school district superintendent from local education agencies within the area

AREA VII Sonoma County Superintendent of Schools

AREA VIII One Executive Director of an LEA Charter School in the Sonoma County SELPA.

Each superintendent, Area representative, and charter executive director representative shall have one vote. Membership on the Superintendents' Council shall be for two years, and members may be re-appointed. The chairperson of the Council shall be elected from among the Council membership and shall serve for two years. He/she may be elected for additional terms. Superintendents' Council representatives may choose a single alternate to attend meetings. The alternate must be the same person for a complete school year.

Alternates will receive Council packets and back up information needed to render a decision on action items.

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

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1. Employment of the SELPA Administrator.
2. Designation of participants for the SELPA Advisory Committee.
3. Establishment and promotion of a Community Advisory Committee.
4. Establishment of the number and type of SELPA office staff employed by the Administrative Unit for SELPA-wide services.
5. Review, approve, and monitor all budgets assigned to the SELPA.
6. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
7. Review, approve, and monitor the allocation of special education funds to local education agencies.
8. Approval of all SELPA policies, standards and guidelines.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory Committee and the SELPA Administrator to assist in the administration of the SELPA.

The SELPA Advisory Committee advises the Superintendents' Council on issues relevant to program and fiscal management of the SELPA. The SELPA Advisory Committee meets on a regular basis according to Brown Act requirements as established on a yearly calendar. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed. The SELPA Advisory Committee may choose to form special subcommittees to focus on special issues. The SELPA Advisory Committee is made up of LEA special education administrators for programmatic advice and LEA business officials for fiscal advice.

Sonoma County SELPA Advisory Committee Membership

SELPA Advisory Committee LEA Special Education Administrator Membership

Voting membership of LEA special education administrators on the SELPA Advisory Committee is identified and approved by the Superintendents' Council and includes the following:

AREA I Sonoma Valley Unified School District: One voting member

AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School,

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Two Rock, Waugh, Wilmar school districts: Two voting members, one representing an elementary district and one representing the high school district

AREA III Cotati-Rohnert Park Unified School District: One voting member

AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts: Three voting members, two representing elementary districts and one representing the high school district,

AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts: Two voting members, one representing an elementary district and one representing the high school district

AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts: Two voting members, one representing an elementary district and one representing a high school district

AREA VII Sonoma County Office of Education: Two voting members representing the County Office as the AU and the County Office Special Education program

AREA VIII Charter schools that have been approved to operate as their own local education agency for special education purposes: One voting member

CAC: One voting member of the CAC board

Each representative LEA special education administrator shall have one vote.

SELPA Advisory Committee LEA Business Official Membership

Voting membership of LEA business officials on the SELPA Advisory Committee is identified and approved by the Superintendents' Council and includes the following:

AREA I Sonoma Valley Unified School District: One voting member

AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock, Waugh, Wilmar school districts: Two voting members, one representing an elementary district and one representing the high school district

AREA III Cotati-Rohnert Park Unified School District: One voting member

AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts: Two voting members, one representing elementary districts and one representing the high school district,

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AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts: Two voting members, one representing an elementary district and one representing the high school district

AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts: Two voting members, one representing an elementary district and one representing a high school district

AREA VII Sonoma County Office of Education: Two voting members representing the County Office as the AU and the County Office Special Education program

AREA VIII Charter schools that have been approved to operate as their own local education agency for special education purposes: One voting member

Each representative LEA business official shall have one vote.

Attendance at Advisory Committee meetings where fiscal issues are agendaized as action items is mandatory.

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to: 1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services. 2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use. 3. The employment of staff to support SELPA functions. 4. The provision of support services to the SELPA office and staff in the following areas: Information Technology including internet access and support, Business Services, Human Resources, and other services as part of the SELPA's Indirect Cost contribution to the Sonoma County Office of Education. The Sonoma County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations. See MOU between SCOE as the AU and the SELPA, appendix L.

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5. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:

Refer to SELPA Policy 18 in the appendices.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan:

Membership in the Community Advisory Committee is by appointment and action of the participating LEA board of education. Each of the Sonoma County SELPA districts has a board approved policy which outlines the process for nomination, selection and board approval of CAC members and alternates. A continuous effort is maintained to inform and interest parents in participating on the committee. Each CAC member will receive information that outlines the duties and responsibilities of the organization.

Refer to appendix F, for a complete description of the CAC in the CAC By-Laws

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC:

For Local Plan development, general education administrators will be nominated by the Superintendents' Council. Those general education administrators will choose the general education teachers for the Local Plan committee. Special Education Administrators will be selected by the SELPA Advisory Committee for special education and special education teachers will be nominated by the selected special education administrators. Parents will be selected by the CAC.

The Sonoma County SELPA's process for consulting with special education teachers and administrators will be through the SELPA Advisory Committee. This committee is made up of special education administrators who represent their special education staff. Through monthly meetings during the school year information will be passed from the special education teachers to the SELPA. The process for consulting with general education teachers shall be through the monthly Superintendents' Council meetings. The Council is made up of general education school leaders who represent general education staff and administrators in the SELPA's LEAs. Parents who are members of the CAC will be consulted through CAC attendance at the SELPA Advisory Committee meetings.

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8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan:

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.

The Sonoma County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

9. Describe the contractual agreements and the SELPA's system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan:

The SELPA will facilitate agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. The SELPA Program Administrator shall develop, agree to and maintain Interagency agreements and/or memorandums of understanding necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with agencies such as Regional Center. Other interagency agreements and/or memorandums of understanding will be developed as needed in support of the local plan. Copies of these documents can be requested through the SELPA office.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
2. By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for the purpose of delivery of regional services and programs.
3. Review and approve revisions of the Sonoma County SELPA Local Plan for Special

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Education.

4. Participate in the governance of the Sonoma County SELPA through their designated representative to the Superintendents' Council. The governing boards provide the Superintendents' Council with the authority to act as the board designee to approve and amend policies as necessary.
5. Appointment of members to the SELPA Community Advisory Committee.

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan:

The superintendents of each participating local education agency and executive directors of each LEA charter school shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan. The superintendents shall select the representatives from the superintendents in each area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the agencies within their area and for representing those views at the Superintendents' Council.

c. The responsibilities of each LEA and COE for coordinating the administration of the local plan:

In adopting the Local Plan, each participating local education agency and SCOE agree to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the SELPA Advisory Committee which is given authority by the Superintendents' Council to implement policies and procedures.

Member LEAs may form consortia for special education services. These consortia may be operated by a council made up of the member LEAs. Each consortium will be administered by one LEA acting as the AU for the consortium.

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11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan:

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator: The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes:

1. The provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and dispute resolution. The SELPA Administrator may serve as an agent of member LEAs as requested.
2. Representing the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council, with the AU Superintendent, shall conduct an annual evaluation of the SELPA Executive Director per a process that the Superintendents' Council will determine each year to address progress toward attainment of the SELPA's annual goals and performance on the other aspects of the job description. The evaluation will be completed by June 30 each year. The Superintendents' Council shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council.

SELPA Staff: In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA Office upon recommendation of the SELPA Administrator.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Administrator according to the Administrative Unit's policy and practices.

SELPA Program Specialists: The program specialists are employed by the Administrative Unit

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for employment purposes, and serve the SELPA under the direction of the SELPA Administrator.

The Superintendents' Council designates the number and type of specialists upon recommendation of the SELPA Administrator after review of SELPA budgets. The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA.

Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or facilitate IEP team meetings where technical assistance is needed.
6. Assist in Alternative Dispute Resolution procedures, mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
7. Provide ongoing support as needed to the Community Advisory Committee.
8. Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents.
9. Assist as a liaison to various community agencies such as Department of Behavioral Health, Department of Human Services, North Bay Regional Center, California Children's Services, and the Probation Department.

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The

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Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

c. The operation of special education programs: education programs:

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for specific supports of the administration of the Local Plan and its implementation. The AU shall be responsible for receipt of and distribution of any funds for the operation of special education programs in accordance with the provisions of the Education Code Section 56836.

Local education agency administrators of special education are responsible for the coordination of special education services and programs within their agencies and for the implementation of the Local Plan. LEA boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator: The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes:

1. The provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and dispute resolution.
2. Representing the interests of the SELPA as a whole without promoting any particular local education agency's interest over the interest of any other agency. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Administrator, as well as the development and implementation of an employment contract. The Superintendents' Council shall be assisted in the hiring and selection process by the Administrative Unit. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council.

The evaluation process for the SELPA Administrator is delineated in the SELPA Administrator's employment contract.

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d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

It is the intent of the SELPA that the needs of students with disabilities, including severe disabilities as identified in the IEP shall be met. Funds allocated for special education programs shall be used for services to students with disabilities.

1. For the costs of special education and related services and supplementary aids and services provided in a general education class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The AU as the grantee of federal funds from the California Department of Education (CDE), shall distribute all or part of the federal funds received to member LEAs within the SELPA through a sub-grantee process.

The SELPA Administrator, with the assistance of the SELPA Advisory Committee, and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Superintendents' Council through the Annual Budget Plan process.

The individual LEAs, along with support from the SELPA Program Administrator, shall ensure that the funds received from part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement state, local, and other Federal funds and not to supplant those funds; and will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of students with disabilities except as provided in Federal law and regulations.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments:

Following the law which delineates students' eligibility for Low Incidence equipment and services, the Sonoma County SELPA assures that specialized equipment and services are provided to students in the least restrictive environment as dictated by the student's IEP. The SELPA operates an Adaptive Technology Center (ATC) which provides assessment, equipment, and staff training for students eligible for Low Incidence services. Most of the assessments and

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training are done in the student's classroom or at minimum on the campus where the student attends. The SELPA shall distribute annually the procedures for accessing specialized equipment and services.

The LEA is responsible for providing a student with disabilities who requires the use of an assistive technology device, as noted in their IEP, with continued access to that device, or to a comparable device, when the student, because of enrollment in another LEA, ceases to be enrolled in that LEA. This responsibility is in force until alternative arrangements for providing the student with continuous access to the assistive technology device, or to a comparable device, can be made or until two months have elapsed from the date that the student ceased to be enrolled in that LEA, whichever occurs first (EC 56040.3).

Policies, Procedures, and Programs

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether, or not each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers; the document title; and the physical location where the policy can be found.

1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

3. Child Find: 20 USC Section 1412(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that a of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5)

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Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that 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 not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes No

6. Procedural Safeguards: 20 USC Section 1412(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

7. Evaluation: 20 USC Section 1412(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes No

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8. Confidentiality: 20 USC Section 1412(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes No

10. Private Schools: 20 USC Section 1412(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in

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private school by their parents." The policy is adopted by the SELPA as stated:

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s) (district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes No

12. Interagency: 20 USC Section 1412(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes No

13. Governance: 20 USC Section 1412(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes No

19. Public Participation: 20 USC Section 1412(a)(19)

Policy/Procedure Number:

Policy/Procedure Title:

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Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)

Policy/Procedure Number:

Document Title:

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Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes No

Administration of Regionalized Operations and Services

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

1. Coordination of the SELPA and the implementation of the local plan:

Reference Number:

Document Title:

Document Location:

Direct instructional support provided by the program specialist: Program specialists do not provide direct instructional support to students.

Role of the RLA/AU: See Local Plan Section B: – role of RBL/AU in

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Description:

SELPA Governance

Role of the Administrator of the SELPA: The SELPA Administrator will ensure that the local plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Administrator facilitates development and approval of SELPA policies and procedures necessary to implement the local plan. This assures that all regionalized operations and services are administered. See Local Plan Section B: Governance

Role of the individual LEAs: LEAs will ensure a full continuum of services is available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs, through the representative to the Superintendents' Council, will recommend approval of any policies and procedures needed to implement the local plan.

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: While the program specialists will not provide direct instruction to students, they will observe, consult and assist service providers in methods of child find, identification and assessment.

Role of the RLA/AU: Role of the RLA/AU: See Local Plan Section B:

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Description:

Governance

Role of the Administrator of the SELPA: Through coordination of the Local Plan, the SELPA Administrator will ensure each LEA conducts child find activities. The SELPA will provide technical support to LEAs and guidance to parents, as needed. The SELPA will also participate in child find activities by establishing policies and procedures for the member LEAs and ensuring appropriate interagency agreements are in place.

Role of the individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible.

The governing boards of the Sonoma County SELPA member LEAs assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, highly mobile children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade. The Sonoma County SELPA works closely with a variety of public agencies as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA. Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in the annual notice that is distributed to parents of all children.

Parents, whose primary language is not English, shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible.

3. Coordinated system of procedural safeguards:

Reference Number:

Document Title:

Document Location:

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Description:

Direct instructional support provided by the program specialists: The program specialists provide alternative dispute resolution with LEAs as requested by parents and LEAs. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

Role of the RLA/AU: See Local Plan Section B: Governance

Role of the Administrator of the SELPA: The SELPA administrator assures that the SELPA staff provides alternative dispute resolution with LEAs as requested by parents and LEAs. The SELPA administrator also assures that the SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA Administrator also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.

Role of the individual LEAs: The LEAs provide procedural safeguards to parents consistent with state and federal law, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

4. Coordinated system of staff development and parent and guardian education:

Reference Number:

Document Title:

Document Location:

Instructional support provided by the program specialist: While not providing direct instructional support to students, program Specialists will provide support and training for staff and parents on skills development, program development, and innovation in instructional and professional practices, using evidence-based practices.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: On an annual basis input is

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collected from the Special Education Directors from member LEAs to determine the staff development needs that the SELPA is requested to provide. On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs. The SELPA Administrator will assure the provision of needed training and supports as requested, or determined appropriate, for each LEA, and to parents and guardians, to the extent practicable.

Role of the individual LEAs: LEAs will determine their staff development and parent and guardian education, based on their local needs. They may seek technical assistance or input from the SELPA.

5. Coordinated system of curriculum development and alignment with the core curriculum:

Reference Number:

Document Title:

Document Location:

Description:

Instructional support provided by the program specialist: Program Specialists will not provide direct instructional support to students. To achieve goals for students in academic areas, social-emotional learning, and positive behavioral interventions and supports,, the Sonoma County SELPA Program Specialists provide staff development opportunities:

- (1) For special educators, general educators, and families in evidence based curriculum, instruction, and procedures that align with the core curriculum and support optimal progress for students with disabilities.
- (2) That support literacy programs in the areas of reading, writing, speaking and listening with more instructional time, precisely sequenced direct instruction, more coaching and practice, and careful progress monitoring
- (2) The Sonoma County SELPA will provide instruction and guidance on methods of including students with disabilities in general education classrooms effectively.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator will provide technical assistance and staff development, as requested or determined appropriate. The SELPA Administrator assures that

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students with disabilities have full access to the Common Core State Standards and all required core curriculum including state adopted core curriculum textbooks and supplementary textbooks as well as instructional materials and support in order for students with disabilities attain higher standards in reading.

Role of the individual LEAs: LEAs will determined their needs for curriculum development and alignment with the core curriculum, based on their local needs, and participate with the SELPA in developing appropriate professional development related to their needs.

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Reference Number:

Document Title:

Document Location:

Description:

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7. Coordinated system of data collection and management:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission of each member LEA as required by the California Department of Education. The SELPA will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA.

Special Education Information System (SEIS) or similar system – the SELPA is responsible for effective collection and maintenance of data relevant to IEPs and IFSPs, program, placement of children, and other data required by state and federal mandates.

It shall be the policy of this each LEA and the Sonoma County SELPA to provide data or information to the California Department of Education that may be required by regulations.

Role of the individual LEAs: The LEAs are responsible for data entry, quality and integrity. The LEAs will approve the California Longitudinal Pupil Achievement Data System (CALPADS) submission as required by the California Department of Education.

8. Coordination of interagency agreements:

Reference Number:

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Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code, and provide technical assistance and dispute resolution as needed.

It shall be the policy of this SELPA and its LEAs that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for FAPE are provided, including the continuation of services during an interagency dispute resolution process.

The SELPA will provide services to infants through preschool aged children in accordance with federal and state laws. See Appendix G: Interagency Agreement between Sonoma County SELPA and North Bay Regional Center

Role of the individual LEAs: Through their representative to the Superintendents' Council, the LEAs will approve review and implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The

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program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of residence. SELPA staff will consult with LEAs when requested to assist in developing services to students with disabilities in local medical facilities. SELPA staff will facilitate discussions and agreements as required with local medical facilities as needed.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the designated LEAs.

The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the coordination of services to medical facilities.

Role of the individual LEAs: Individuals with exceptional needs who are placed in a public hospital, state licensed childrens' hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local educational agency in which the hospital or facility is located.

10. Coordination of services to licensed children's institutions and foster family homes:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: The program specialist(s) assure(s) pupils have a full educational opportunity regardless of the district of special education accountability.

Role of the RLA/AU: N/A

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Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of these services by the Sonoma County Office of Education and designated LEAs.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children’s institutions shall be the responsibility of the district in which the foster family home or the licensed children’s institution is located, unless based on education code there is another district of special education accountability which would be responsible. In Sonoma County, students with disabilities placed in a licensed children’s institution and served by a local Non-Public School will be served by the Sonoma County Office of Education which will serve as the district of special education accountability.

11. Preparation and transmission of required special education local plan area reports:

Reference Number:

Document Title:

Document Location:

Description:

Direct Instructional support provided by the program specialist: Not applicable

Role of the RLA/AU:
The Sonoma County Office of Education acts as the fiscal agent for participating LEAs as specified in the Plan and law. In this capacity, SCOE receives, compiles, and submits required reports to state and federal agencies and collects state aid funds for regionalized services per Education Code 56836.23 through 56836.25.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will ensure preparation and timely submission of required reports and provide technical assistance to LEAs in completing said reports.

Role of the individual LEAs:
Participating LEAs in the Local Plan shall prepare and submit all necessary and required reports, including fiscal reports, reports on

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student enrollment, program evaluation, staffing, and program management to the SELPA.

12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

13. Coordination of transportation services for individuals with exceptional needs:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist:
The program specialist(s) will provide staff development as needed or requested by member LEAs.

Role of the RLA/AU: Not applicable

Role of the Administrator of the SELPA:

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Description:

14. Coordination of career and vocational education and transition services:

Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

Document Title:

Document Location:

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Direct Instructional support provided by the program specialist:
The program specialist(s) shall provide technical assistance to LEAs when requested to ensure that students have full educational opportunities regardless of district of special education accountability.

Role of the RLA/AU: NA
Role of the Administrator of the SELPA:
Through approval of the Annual Services Plan the SELPA Program Administrator will ensure that the full continuum of services is provided. The SELPA Program Administrator will assist with Inter-SELPA Transfers, as needed. Additionally, professional development and technical assistance is available upon request or as determined needed by the SELPA for LEAs and/or nonpublic schools.

Role of the individual LEAs:
Each LEA, through their representative to the Superintendents' Council will determine the regional programs required to meet the needs of the students with disabilities within the SELPA. Additionally, each LEA is responsible for providing a full continuum of services in collaboration with the SELPA.

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Not applicable

Role of the RLA/AU: The AU will work collaboratively with the SELPA to ensure that the distribution of funds are in alignment with the Funding Allocation Plan. The AU shall be responsible for functions including, but not limited to:

- Receipt and distribution of any funds for the operation of special education programs to appropriate accounts.
- Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.

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Role of the Administrator of the SELPA:
The SELPA Program Administrator will

- Ensure that the distribution and allocation of funds to member LEAs is in alignment with the Funding Allocation Plan.
- Review, monitor and submit required fiscal reports as identified by the California Department of Education.
- Review and submit the Annual Budget Plan

Role of the individual LEAs:
The individual LEAs through representation to the Superintendents' Council, determine and approve the allocation of funds to the member LEAs and the Annual Budget Plan. The LEAs will submit required fiscal reports as required by state and federal law.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist:
Under the direction of the SELPA Program Administrator, direct instructional program support that may be provided by the program specialist(s) which shall include, but are not limited to:

- 1) Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
- (2) Utilize evidence-based data to plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
- (3) Assist with local education agency staff development, program development and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development in one or more specialized areas of expertise.
- (5) Where possible, participate in ADR activities and/or conduct IEP team meetings where technical assistance is needed.
- (6) Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.

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(7) Assist in developing training for parents and members of the Community Advisory Committee.
(8) Provide in-service training and technical assistance for general and special education teachers, administrators, support staff and parents
(9) Assist as a liaison to various community agencies.
(10) Coordinate the assessment of student needs for assistive technology or specialized in the least restrictive environment.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA:
The SELPA Program Administrator will supervise and evaluate the SELPA program specialist(s) and provide training and guidance to the program specialist(s) as need.

Role of the individual LEAs:
The program specialist(s) will provide direct instructional support to LEAs as requested or determined necessary.

Special Education Local Plan Area Services

1. A description of programs for early childhood special education from birth through five years of age:

Reference Number:

Document Title:

Document Location:

The Sonoma County SELPA acts as the regional provider for Early Start services for all member Local Educational Agencies (LEAs) in conjunction with the North Bay Regional Center and the Early Learning Institute. These agencies serve low incidence (visually, hearing, or orthopedically impaired) identified children birth-3 years of age, providing service coordination and special education and related services. The agencies work together to assure timely referrals are made to the appropriate agency.
(See Memorandum of Understanding between the Sonoma County SELPA and the North Bay Regional Center related to services for children aged birth to three years). For a listing of programs and/or services for children aged three through five years of age, refer to the

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Annual Service Plan.
Referrals for students ages 3, 4, and 5 who are not in transitional kindergarten or kindergarten are made to the child's school district of residence/special education accountability. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice within 15 days of the referral. If an Assessment Plan is signed by the parent/guardian, the assessment will be completed within 60 days of receipt by the LEA.
Preschool special education services are provided to students with IEPs in a variety of ways according to LEA procedures. Some LEAs offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in assessing, identifying and addressing the needs of preschool-age children. LEAs may work collaboratively and in consortia to provide regionalized preschool services and/or programs within the SELPA. Some 3, 4 and 5-year old preschoolers with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. The IEP team may determine that some preschoolers who are eligible for special education do not require individual and small group instruction to address their special education needs.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Reference Number:

Document Title:

Document Location:

It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment will be available to the general public, including individuals with disabilities and parents of children with disabilities, which are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

The Superintendents' Council, CAC, and SELPA Advisory Committee shall meet on a regular basis according to Brown Act requirements. The Superintendents' Council shall receive and act upon information provided by the SELPA Advisory Committee, Community Advisory

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Committee, and the SELPA Administrator to assist in the administration of the SELPA. Members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the plan, may address questions or concerns to the SELPA Advisory Committee, CAC, or Superintendents' Council at a regularly scheduled meeting.

A public meeting shall be held annually to provide the Community Advisory Committee and members of the public the opportunity to review the Annual Budget Plan and Annual Services Plan and provide input to the Superintendents' Council. Upon approval by the Superintendents' Council, these documents shall be submitted to the LEAs and the California Department of Education.

All business meetings of the Superintendents' Council, SELPA Advisory Committee, and CAC, shall be open to the public. The only exceptions are those meetings or portions of meetings which may be held in closed session under the provisions of the Ralph M. Brown Act, such as a closed personnel session.

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Reference Number:

Document Title:

Document Location:

In the event of a disagreement among local education agencies, local education agencies and the Administrative Unit, local education agencies and/or the Administrative Unit and the SELPA regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest level possible in the governance structure outlined in the Local Plan. The Superintendents' Council is considered to be the board of last resort. This policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority. If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with

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the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the Superintendents' Council. If either party disagrees with the recommendation of the Superintendents' Council, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

All LEA boards must approve the Local Plan for final submission to the State. If any LEA board fails to approve the Local Plan, that board shall notify all other participating agencies of the reason for not approving the plan and request that the Administrative Unit (AU) Superintendent or designee conduct a hearing on the merits of the local board's objections and negotiate a settlement. If negotiations cannot be settled, the superintendent shall convene a three-person panel as follows: (1) one person selected by the LEA objecting to the plan, (2) one person selected by one of the LEAs agreeing to the plan, and (3) one person selected by mutual agreement of the other two appointees within five days. The panel's decision shall be given to the Superintendents' Council to make a final determination of outcome. The decision of the Superintendents' Council will be binding for all parties involved in the dispute.

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Reference Number:

Document Title:

Document Location:

A student shall be referred for special educational instruction and services only after the resources of the general education program have been considered and where appropriate, utilized.

The SELPA provides a full continuum of services to students identified with disabilities, including students in charter schools, alternative

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education, and students who are not in residence but approved to attend the LEA. Services are provided through each of the member LEAs. The referral, assessment, and Individual Education Program (IEP) process is utilized to identify the needs of each individual student with disabilities. The LEA ensures that supplemental aids and services are provided in the Least Restrictive Environment (LRE). A student shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and where appropriate, utilized.

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Reference Number:

Document Title:

Document Location:

Description:

Each LEA shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA shall follow the guidelines in EC 56366.1 (a)(4) which currently include:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one onsite visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one onsite monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
 - o A review of services provided to the pupil through the individual service agreement between the LEA and NPS
 - o A review of progress the pupil is making toward the goals in the IEP
 - o A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
 - o Observation of the pupil during instruction
 - o Conduct a walkthrough of the facility
- The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit
- The local education agency representative shall review the master contract, the individual services agreement and the IEP to ensure that

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all services agreed upon and specified in the IEP are provided.

Should either the content of EC 56366.1 (a)(4) change or the regulations and guidelines provided by CDE to support this part of the law change then these written processes in this Local Plan will change accordingly.

The IEP team shall consider the onsite monitoring visit report when evaluating whether the student is making appropriate educational progress at the NPS.

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC 56026(c)(4)*) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC Section 56040*)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (*EC Section 56041*)

Reference Number:

Document Title:

Document Location:

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It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive

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them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (EC Section 56041).

The LEAs of the SELPA shall:

- Seek out eligible adults residing within its boundaries
- Review and revise IEPs as necessary, including conducting annual reviews
- Determine whether the qualified individual wishes to receive FAPE and if so ensure FAPE is provided with consent

The following special education requirements do not apply to eligible individuals who are convicted as adults under State law and incarcerated in adult prisons:

- Eligible individuals are exempt from
 - o State and LEA-wide assessment programs
 - o Transition Planning and transition services
 - o IEP team may modify the individual's IEP or placement notwithstanding the least restrictive environment requirement if there is a security or compelling penological interest that cannot otherwise be accommodated.