

Solano County SELPA
Local Plan Narrative
Governance and Administration



5100 Business Center Drive
Fairfield, CA 94534
707-399-4460

CONTENTS

Solano County SELPA Special Education Local Plan Narrative..... 3

A. Solano County SELPA Participating Local Educational Agencies 3

B. Governance and Administrative Structure 3

B1. Council of Superintendents (COS)..... 3

B2. Governance and Finance Committee 5

B3. Community Advisory Committee 5

B4. Special Focus Committees..... 7

B5. Changes in the Governance Structure or Membership..... 7

C. Regionalized Services and Program Specialists..... 7

C1. Local Assurances..... 7

C2. Program Specialists 8

C3. Administration of Regional Operations and Services 9

D. Roles and Responsibilities of Participating Entities 19

D1. Administrative Unit 19

D2. Local Educational Agency..... 19

D3. LEA Governing Boards..... 20

D4. LEA Superintendents 21

D5. LEA Special Education Administrators..... 21

E. Federal Assurances 22

E1. Free Appropriate Public Education 20 United States Code (USC) Section (§) 1412 (a)(1) ... 22

E2. Full Educational Opportunity 20 USC § 1412 (a)(2)..... 22

E3. Child Find 20 USC § 1412 (a)(3) 22

E4. Individualized Education Program and Individualized Family Service Plan 22

E5. Least Restrictive Environment 20 USC § 1412 (a)(5) 22

E6. Procedural Safeguards 20 USC § 1412 (a)(6) 22

E7. Evaluation 20 USC § 1412 (a)(7)..... 23

E8. Confidentiality 20 USC § 1412 (a)(8)..... 23

E9. Part C, Transition 20 USC § 1412 (a)(9)..... 23

E10. Private Schools 20 USC § 1412 (a)(10) 23

E11. Local Compliance Assurances 20 USC § 1412 (a)(11) 23

E12. Interagency 20 USC § 1412 (a)(12)..... 23

E13. Governance 20 USC § 1412 (a)(13) 23

E14. Personnel Qualifications 20 USC § 1412 (a)(14) 23

E15.	Performance Goals and Indicators 20 USC § 1412 (a)(15)	24
E16.	Participation in Assessments 20 USC § 1412 (a)(16)	24
E17.	Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)	24
E18.	Maintenance of Effort 20 USC § 1412 (a)(18)	24
E19.	Public Participation 20 USC § 1412 (a)(19)	24
E20.	Rule of Construction 20 USC § 1412 (a)(20)	24
E21.	State Advisory Panel 20 USC § 1412 (a)(21)	24
E22.	Suspension/Expulsion 20 USC § 1412 (a)(22)	24
E23.	Access to Instructional Materials 20 USC § 1412 (a)(23)	24
E24.	Overidentification and Disproportionality 20 USC § 1412 (a)(24)	24
E25.	Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)	25
E26.	Distribution of Funds 20 USC § 1411(e),(f)(1-3)	25
E27.	Data 20 USC § 1418 (a-d)	25
E28.	Reading Literacy (State Board Requirement, 2/99)	25
E29.	Charter Schools (EC 56207.5 (a-c))	25
F.	Additional Elements of the Local Plan	25
F1.	Allocation Plan and Maintenance of Effort	25
F2.	Annual Budget Plan	26
F3.	Annual Service Plan	27
F4.	Programs for Early Childhood Special Education	27
F5.	Oversight of Nonpublic School Placements	27
F6.	Utilization of General Education Resources	27
F7.	Reading Criteria	27
F8.	Access to Core Curriculum	27
F9.	Low Incidence Funds	28
F10.	Request for SELPA Membership by a Charter School	28
G.	Policies, Procedures, and Local Agreements	28
G1.	Interagency Agreements	28
G2.	Public Addressing the Governing Body	28
G3.	Dispute Resolution	29
G4.	Legal References	29

SOLANO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN NARRATIVE

A. Solano County SELPA Participating Local Educational Agencies

The local educational agencies (LEAs) participating in the Solano County Special Education Local Plan Area (SELPA) are all located or partially located in Solano County. The Solano County SELPA Member LEAs include, the Solano County Office of Education, and the following LEA school districts:

- Benicia Unified School District
- Dixon Unified School District
- Fairfield-Suisun Unified School District
- Travis Unified School District
- Vacaville Unified School District

B. Governance and Administrative Structure

The Solano County SELPA is a multi-district SELPA comprised of six local education agencies: five (5) local school districts and the Solano County Office of Education. The LEAs are joined together to provide for the coordinated delivery of programs and services to students with special needs. The Solano County Office of Education is the designated Responsible Local Agency (RLA) or Administrative Unit (AU) for the Solano County SELPA. The Solano County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the AU. In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs and consists of the Council of Superintendents (COS), the executive decision-making body; the Governance and Finance Committee; and the Community Advisory Committee (CAC), both of which serve as advisory bodies to the COS. The SELPA Assistant Superintendent may convene additional committees. The SELPA Assistant Superintendent is responsible for the coordination of the SELPA and the implementation of the local plan. The COS, Governance and Finance Committee, and CAC operate under the requirements of the Ralph M. Brown Act (Brown Act), providing a method by which members of the public may address questions or concerns to the governing body.

B1. Council of Superintendents (COS)

The governing board of the Solano County Special Education Local Plan Area is the Council of Superintendents (COS). The COS consists of five (5) district superintendents and the county superintendent. In recognizing the importance of each superintendent's role in the COS, the designation of alternative representatives to the COS are not permitted. The COS provides leadership in the development of statements of policies and procedures, goals, priorities, and plans for the comprehensive and systematic provision of special education programs and services and recommending their adoption by participating boards. The COS make executive decisions and provides for communication between district superintendents and the Solano County Superintendent of Schools. The primary function of the Council is to promote cooperation and communication among the districts, and the County Office of Education, and to be responsive to any special education concerns, which require an executive decision by the superintendents. The COS also establishes policy and guidelines in compliance with procedures set forth in this local plan for special education. The regular meetings of the

COS shall be open to the public and provide for community input. Questions or concerns may also be addressed to the Assistant Superintendent, SELPA.

A superintendent is selected as chairperson of the COS, serving a two-year term, until replaced by vote of the Council. A vice chairperson is also elected, who serves as chairperson in the event that the elected chairperson is unable to fulfill his/her duties as prescribed in this plan. Agendas for COS meetings are developed in collaboration between the Assistant Superintendent, SELPA; the COS chairperson; and the COS vice chair. Each district has one vote on the COS. Actions are approved by a simple majority of those members present.

Specific functions of the Council of Superintendents include:

- a) Employ, supervise, and evaluate the Assistant Superintendent, SELPA.
 - i) By September 30, the COS and Assistant Superintendent, SELPA, shall establish goals for the school year.
 - ii) On or near January of each year, the COS shall provide the Assistant Superintendent, SELPA with a mid-year check-in.
 - iii) By June 30, of each year, the COS shall provide the Assistant Superintendent, SELPA, with an end of year performance evaluation.
- b) Directing the allocation and utilization of special education management and support services, and other resources within the local plan area, in accordance with the provisions of the local plan
- c) Reviewing special education issues and recommending effective solutions to agencies
- d) Adopting executive rules, administrative regulations, and procedures for the management of special education programs and services in the local plan area and the implementation of agreements
- e) Monitoring special education programs and services with respect to both planned and actual efforts, progress, and results
- f) Adopting guidelines and procedures for conducting special education programs and services available through the local plan
- g) Providing executive direction to the Assistant Superintendent, SELPA for regionalized services and to the superintendent of the AU, when appropriate, regarding the implementation, administration, and operation of special education programs and services in accordance with the local plan
- h) Making recommendations to the local education agency board
- i) Directing that data be gathered, interpreted, and reported regarding the implementation, administration, and operation of the local plan
- j) Reviewing data about the current status and accomplishment of special education programs in the respective districts
- k) Providing mutual technical assistance to the Local Education Agency Directors, as necessary
- l) Providing leadership for inter-district actions pertaining to the implementation, administration, and operation of the local plan

- m) Coordinating each local education agency's portion of the special education programs and services, in accordance with the provisions of the local plan
- n) Facilitating liaison with community resources, the local education agencies, the AU, and the Community Advisory Committee
- o) Coordinating and facilitating the participation of district special education personnel and utilizing other available district resources for special education, in accordance with the provisions of the local plan and decisions made by the Council
- p) Conducting public hearings on and approving annual service and budget program plans. The Assistant Superintendent, SELPA shall ensure public notice, at least 15 days notice of the hearing
- q) Receiving regular notification of all requests for due process hearings and compliance complaints filed throughout the Special Education Local Plan Area
- r) Reviewing all IEP team recommendations requesting private school placements
- s) Bi-annually selecting a Chair and annually determining the date and time of the regular meeting
- t) Approving SELPA budgets and expenditures for regionalized services, program specialists, and annual entitlements and grants

Responsibilities of the Chair of the Council of Superintendents include:

- a) Reviews the agenda, conducts meetings, and schedules special meetings
- b) Functions as a mediator in areas of dispute, in accordance with section G3
- c) Represents the SELPA in formal and informal meetings

B2. Governance and Finance Committee

Policy development and implementation for the SELPA is a joint responsibility of the superintendents, chief business officials and administrators of special education of the Local Education Agencies and the Assistant Superintendent, SELPA. The Governance and Finance committee is comprised of district special education directors and business officials, the SELPA Assistant Superintendent and SELPA Fiscal Analyst and the chair of the COS. The Governance and Finance Committee discusses, reviews, and develops recommendations, as appropriate, for the consideration of the COS. The need for flexibility in this process is understood. The goal is to provide COS with vetted, fully informed recommendations.

There shall be twelve (12) voting members of the Governance and Finance Committee; the business official and special education director, or their designee, for each member LEA, including the county office of education and the member districts. A quorum shall be a majority of those present.

B3. Community Advisory Committee

Each participating district and the Solano County Superintendent of Schools authorizes the SELPA to establish a Special Education Community Advisory Committee.

Annually, the chair of the Community Advisory Committee prepares a report to the Council of Superintendents detailing the activities of the year and identifying goals for the next year. The Assistant Superintendent, SELPA provides ongoing information to the Community Advisory Committee. Yearly, a Special Education Director is selected to serve as a liaison to the CAC.

CAC activities are designed to inform the community, and thereby, obtain support and involvement to the benefit of exceptional students.

The Assistant Superintendent, SELPA serves as Executive Secretary of the CAC and as liaison for the CAC to the Council of Superintendents. The SELPA office provides the CAC with funds to defray the cost of incidental expenses.

The Special Education Directors of the member LEAs of the SELPA shall solicit a volunteer member to be present at each meeting.

District boards appoint members to the CAC of the Special Education Local Plan Area from a list of selected candidates compiled for each district. Compilation of district candidates is the responsibility of each district's special education administrator, with assistance from the local advisory council, where they exist.

The committee may include parents and/or legal guardians, of individuals with exceptional needs enrolled in public school, students and adults with disabilities, regular education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons concerned with the needs of individuals with exceptional needs. A majority of the committee is composed of parents of students enrolled in schools participating in the local plan. A majority of these parents are parents of individuals with exceptional needs.

Participating district board-appointed CAC board members. These individuals are voting members of the CAC and participate in all voting activities.

Each appointed member serves a two-year term, with half of the membership appointed on alternating years.

The CAC:

- a) Advises the SELPA Assistant Superintendent and Council of Superintendents regarding the development, amendment, and review of the local plan

To facilitate this process:

- i) A draft of the Plan is submitted to the CAC at least 30 days prior to submission for review.
 - ii) The Chairperson signs the plan on behalf of the committee to indicate a 30-day review period and compliance with the membership requirements of the CAC.
 - iii) The CAC forwards any recommended revisions and comments regarding the local plan in writing to the respective chairs of the Special Education Council and the Council of Superintendents for review.
- b) Recommends annual priorities to be addressed by the Plan through a written report to the Assistant Superintendent, SELPA

- c) Assists in parent education and in recruiting parents and other volunteers, who may contribute to the implementation of the Plan
- d) Encourages community involvement in development and review of the local plan
- e) Supports activities on behalf of individuals with exceptional needs
- f) Assists in parent awareness of the importance of regular school attendance
- g) Supports Community involvement in the parent advisory committee established pursuant to Education Code 52063 and encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Education code 42238.01.

B4. Special Focus Committees

The SELPA Assistant Superintendent may convene ad hoc or informal special focus advisory committees in areas such as program development, development and revision of policies and procedures, and interagency agreements. Each committee will meet only as long as necessary to complete a specific purpose.

B5. Changes in the Governance Structure or Membership

A member of the Solano County Special Education Local Plan Area may request a change in the governance structure of the local plan at any time. Such a request must be in the form of an agency board resolution. The resolution must specify the change or changes requested and the reasons for the change(s). The superintendent of the district or Solano County Superintendent of Schools requesting the change(s) forwards the board resolution to:

- a) the Solano County Superintendent of Schools,
- b) participating District Superintendents,
- c) the Chair of the Council of Superintendents, and
- d) the Assistant Superintendent, SELPA

The Council Chair follows procedures for conflict resolution specified in the SELPA Policy and Procedures Manual. If mediation fails, the superintendents working with the Special Education Council will:

- a) Modify the Solano County Local Plan and
- b) Notify the California State Department of Education of the pending change in governance

Upon completion of the plan, the established procedures for local plan approval are followed. To maintain the integrity of programs and services and to plan changes in the governance structure, the new local plan or plans will become effective one fiscal year from June 30 of the fiscal year in which the board resolution requesting a change was approved.

C. Regionalized Services and Program Specialists

C1. Local Assurances

As a condition of receiving funds for regionalized services and the direct instructional support of program specialists, the SELPA assures that all regionalized operations and services listed below are provided in accordance with the Local Plan:

- a) coordination of the special education local plan and the implementation of the local plan

- b) a coordinated system of identification and assessment,
- c) a coordinated system of procedural safeguards,
- d) a coordinated system of staff development and guardian education,
- e) a coordinated system of curriculum development and alignment with the core curriculum,
- f) a coordinated system of internal program review, evaluation and effectiveness of the local plan, and implementation of a local plan accountability mechanism,
- g) a coordinated system of data collection and management,
- h) coordination of interagency agreements,
- i) coordination of services to medical facilities,
- j) coordination of services to licensed children's institutions and foster homes,
- k) preparation and transmission of required SELPA reports,
- l) fiscal and logistical support of the CAC,
- m) coordination of transportation services for individuals with exceptional needs,
- n) coordination of career, vocational and transition services,
- o) means by which full educational opportunity is ensured,
- p) fiscal administration and the allocation of state and federal funds, and
- q) direct instructional support that may be provided by program specialists.

C2. Program Specialists

Program Specialist duties shall be performed by SELPA Coordinators.

SELPA Coordinator personnel requirements:

- a) holds a valid special education credential, clinical services credential, health services credential, or a school psychologist authorization,
- b) holds a valid administrative services authorization, and
- c) has advanced training and related experience in the education of individuals with exceptional needs and has a specialized in-depth knowledge in one or more areas of major disabilities, preschool disabilities, or career vocational development.

Allocation, Selection, and Supervision

For purposes of reporting under Education Code 41400 et seq., a SELPA Coordinator is considered to be a student services employee. SELPA Coordinators are selected with input from district special education directors, are employed by the AU, and are supervised by the Assistant Superintendent, SELPA/designee

Role and Function of a SELPA Coordinator

- a) A coordinator may, as directed, perform the following tasks upon direction of supervisors or as requested by district administration
- b) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers
- c) Plan programs, coordinate curricular resources, monitor, and evaluate the effectiveness of programs for individuals with exceptional needs
- d) Assist with staff development, program development and innovation of special methods and approaches
- e) Provide coordination, consultation, and program development in his/her areas(s) of expertise
- f) Assure that students, regardless of district, have full educational opportunity
- g) Coordinate inter- and intra-SELPA placements and transportation of students

- h) Serve as liaison and consultant to other professionals, agencies, and the community
- i) Provide consultation to principals and administrators who operate special education programs at their school sites, upon the request of district director
- j) Provide consultative services as a member of the Individualized Education Program team as appropriate

C3. Administration of Regional Operations and Services

- a) Coordination of the SELPA and the implementation of the local plan:
 - (1) Direct instructional support provided by program specialists:

Program Coordinator support services shall be available to individuals with exceptional needs, their families, and district staff.
 - (2) Role of the RLA/AU:

The Administrative Unit (AU) for the Solano County SELPA shall be responsible for functions such as, but not limited to:

 - (a) Receipt and distribution of special education funds to district accounts for the special education programs and services, pursuant to state and federal law.
 - (b) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
 - (c) The employment of staff to support SELPA functions.
 - (i) Submitting all SELPA budgets for Board approval, receiving, and expending those funds, based upon the needs of special education students residing in the local plan area, as recommended by the Council of Superintendents.
 - (ii) Establishing and maintaining an office of the Solano County Special Education Local Plan Area.
 - (iii) The Assistant Superintendent, SELPA shall be employed to coordinate implementation of the local plan throughout the Solano County Special Education Local Plan Area and with other SELPAs, as appropriate.
 - (iv) Participating in funding the administrative cost of Special Education Local Plan Area office.
 - (3) Role of the SELPA Administrator:

The Assistant Superintendent, SELPA is a full-time employee who serves as Executive Secretary to the Council of Superintendents and is a non-voting member of the Council. Under the direction of the COS, the Assistant Superintendent, SELPA's responsibilities include:

 - (a) Implementing regionalized services based upon annual priorities that include: administering personnel development programs; coordinating program evaluation; supervising data collection, information management, and reporting; supporting curriculum development and proficiency standards; coordinating ongoing monitoring of local plan implementation through program review; supervising and evaluating program specialists; recruiting

- county and district personnel; and conducting child-find and public awareness procedures
- (b) Providing overall coordination of the local plan implementation through program review
 - (c) Assisting in development and coordinating implementation of interagency agreements with nonpublic school agencies providing services to exceptional students
 - (d) Participating in or designating appropriate personnel to participate in IEP team meetings for students considered for placement in other local plan areas and/or nonpublic school placements, as requested by member districts
 - (e) Providing technical assistance to local education agencies in due process and complaint procedures
 - (f) Coordinating and facilitating establishment of local plan area standards, procedures, processes, and regulations for the implementation of the local plan
 - (g) Acting as liaison between the local plan area and the following agencies: the California Department of Education, the Special Education Council, the Council of Superintendents, and the Community Advisory Committee (CAC)
 - (h) Applying for discretionary funds and other grants that become available to the SELPA
 - (i) Assisting in identification of special education program and service needs for the SELPA
 - (j) Providing technical assistance to local education agency special education program managers
 - (k) Prepare an annual budget for the various SELPA budgets to be submitted to the SELPA Governance and Finance Committee for review and input, to the Council of Superintendents for recommendation, and to the Superintendent of the AU for board adoption
 - (l) Recommend employment of, assign, and evaluate SELPA personnel
 - (m) Accounting to local education agencies for funds received and expended through the office, inclusive of the regionalized services budget
 - (n) Coordinating the preparation and submission of all state mandated reports required for the Local Plan area
 - (o) Resolving differences and acting as a mediator to reach consensus when differences of opinion occur between Local Education Agency directors or superintendents
 - (p) Acting as an ex-officio member of all SELPA standing committees and appointed task forces
 - (q) Meet and consult regularly with the special education directors of member local education agencies, school districts and the county office of education
 - (r) Submitting the local plan to the County Superintendent for signature, assuring coordination of the Local Plans within the county, in compliance with requirements of Education Code section 56140
- (4) Role of the individual LEAs:

Each local education agency governing board is responsible for approving the participation of its local educational agency in this local plan for special education, as described in this local plan. Its support and recommendations are essential to effective implementation and operation of the local plan.

Each member LEA is responsible to ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. The individual LEAs will approve any policies and procedures needed to implement the local plan.

b) Coordinated system of identification and assessment:

(1) Direct instructional support provided by program specialists:

Program Coordinators provide direct instructional support including observations, consultation and assistance to service providers in the referral, identification and assessment process.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of identification and assessment is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

(a) The SELPA administrator assists the conduct of child find activities through:

- (i) Annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties;
- (ii) staffing community events and distributing child find activities;
- (iii) maintain child find information on the Solano County SELPA website; and
- (iv) providing workshops on child find.

(b) The SELPA provides technical support to LEAs and guidance to parents, as needed.

(4) Role of the individual LEAs:

Each LEA is responsible for identifying and assessing all students for whom they are responsible including developing a system of support and referral for assessment.

c) Coordinated system of procedural safeguards:

(1) Direct instructional support provided by program specialists:

The Program Coordinators provide alternate dispute resolution districts as requested by parents. 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.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of procedural safeguards is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA provides alternate dispute resolution with districts and parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and maintain a copy on the Solano County SELPA website.

(4) Role of the individual LEAs:

The LEAs provide procedural safeguards to parents consistent with the education code, 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.

d) Coordinated system of staff development and parent and guardian education:

(1) Direct instructional support provided by program specialists:

The Program Coordinators provide direct staff support and coaching, staff development, and program development.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of staff development and parent and guardian education is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA works cooperatively with Matrix Parent Network, a non-profit agency to provide parent and guardian education. The SELPA administrator will provide needed training and supports as requested, or determined appropriate, for each LEA.

(4) Role of the individual LEAs:

LEAs will determine their staff development and parent and guardian education programs, based on their local needs. They may seek technical assistance or input from the SELPA at any time.

e) Coordinated system of curriculum development and alignment with the core curriculum:

(1) Direct instructional support provided by program specialists:

Program Coordinators provide curricular resources for students with disabilities.

- (2) Role of the RLA/AU:
The role of the RLA/AU related to the coordinated system of curriculum development and alignment with the core curriculum is the same as the role of each LEA.
 - (3) Role of the SELPA Administrator:
The SELPA administrator will provide technical assistance and staff development, as requested or determined appropriate.
 - (4) Role of the individual LEAs:
LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.
- f) Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:
- (1) Direct instructional support provided by program specialists:
Program Coordinators provide assistance to LEAs with program review and consultation. Program Coordinators assist LEAs with state monitoring activities and development of improvement plans.
 - (2) Role of the RLA/AU:
The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system is the same as the role of each LEA.
 - (3) Role of the SELPA Administrator:
The SELPA administrator:
 - (a) ensures the COS receives annual input on the local plan from required stakeholders, including parents of the CAC, general and special education staff and administrators,
 - (b) reports monthly to the COS in a public meeting, a summary of the SELPA's activities on behalf of its members,
 - (c) participates in monitoring activities and development and implementation of LEA improvement plans.
 - (d) Role of the individual LEAs:
Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.
- g) Coordinated system of data collection and management:
- (1) Direct instructional support provided by program specialists:

Program Coordinators review special education data to target professional development and provide technical assistance to local staff members.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of data collection and management is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator:

- (a) approves the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the California Department of Education,
- (b) provides technical assistance and training to LEAs,
- (c) ensures timely collection of data for state reporting

(4) Role of the individual LEAs:

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

h) Coordination of interagency agreements:

(1) Direct instructional support provided by program specialists:

Not applicable.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of interagency agreements is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator annually reviews interagency agreements. Interagency agreements are renewed annually and posted on the SELPA website.

(4) Role of the individual LEAs:

Through their representative to the Council of Superintendents, LEAs implement interagency agreements as appropriate.

i) Coordination of services to medical facilities:

(1) Direct instructional support provided by program specialists:

Program Coordinators ensure students have a full educational opportunity regardless of the district of residence.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of services to medical facilities is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator will facilitate the coordination of these services by the designated LEAs.

(4) Role of the individual LEAs:

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in hospitals and other residential facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA, next by the SELPA, and then by the SELPA centralized and/or regionalized program providers. If the special education services available within these entities are not appropriate, then the district shall contract with an appropriate service provider for implementation of the student's IEP. These may include employees of other LEAs within the SELPA, those of a neighboring SELPA, or a Nonpublic Agency (NPA).

j) Coordination of services to licensed children's institutions and foster family homes:

(1) Direct instructional support provided by program specialists:

The program specialist assures pupils have a full educational opportunity regardless of the district of special education accountability.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of services to licensed children's institutions and foster family homes is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator facilitates the coordination of these services by the designated LEAs.

(4) Role of the individual LEAs:

Each LEA shall be responsible for the provision of special education and related services to individuals with exceptional needs residing in LCIs and foster homes located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA and then by SELPA centralized and/or regionalized providers. If the special education services available within the entities are not appropriate, then the district shall contract with an appropriate NPA service provider for implementation of the pupil's IEP.

k) Preparation and transmission of required special education local plan area reports:

(1) Direct instructional support provided by program specialists:

Not Applicable

(2) Role of the RLA/AU:

The role of the RLA/AU related to the preparation and transmission of required special education local plan area reports is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator will ensure timely transmission of required reports and provide technical assistance to LEAs in completing those reports.

(4) Role of the individual LEAs:

Individual LEAs will maintain accurate records and submit required data in order for the SELPA to submit timely reports.

l) Fiscal and logistical support of the CAC:

(1) Direct instructional support provided by program specialists:

Program Coordinators attend CAC meetings and provide resources and technical assistance to the CAC.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the fiscal and logistical support of the CAC is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator:

- (a) provides logistical support to the CAC, and
- (b) ensures the local plan is annually reviewed by the CAC

(4) Role of the individual LEAs:

Voting members are appointed by local governing boards to the CAC.

m) Coordination of transportation services for individuals with exceptional needs:

(1) Direct instructional support provided by program specialists:

Program Specialist will provide staff development as requested by LEAs.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of transportation services for individuals with exceptional needs is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA will provide technical assistance as requested.

(4) Role of the individual LEAs:

Individual LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program. The Solano COE provides transportation for students who require transportation outside of their district of residence.

n) Coordination of career and vocational education and transition services:

(1) Direct instructional support provided by program specialists:

Program Coordinators support staff through trainings and reviewing referrals for students transitioning to postsecondary programs.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of career and vocational education and transition services is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA administrator will provide technical assistance and staff development as needed.

(4) Role of the individual LEAs:

Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law.

o) Assurance of full educational opportunity:

(1) Direct instructional support provided by program specialists:

Program Coordinators ensure students have a full educational opportunity regardless of the district of special education accountability.

(2) Role of the RLA/AU:

The role of the RLA/AU related to the assurance of full educational opportunity is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

Through approval of the Annual Services Plan, the SELPA will ensure that the full continuum of services is available. The SELPA monitors compliance reviews and assists as requested in the development of corrective action plans. Additionally, professional development and technical assistance is provided to LEAs and nonpublic schools.

(4) Role of the individual LEAs:

The individual LEAs:

- (a) monitor student’s IEP to ensure that all services documented are provided, without delay, and at no cost to the parent;
 - (b) regularly review and monitor special education data to ensure services and annual and triennial IEPs are implemented and reviewed per mandated timeframes, and
 - (c) through the IEP process, review the special education services provided to students to ensure adequate yearly progress is occurring.

- p) 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.
 - (1) Direct instructional support provided by program specialists:
Not Applicable

 - (2) Role of the RLA/AU:
The role of the RLA/AU, in coordination with the SELPA, is responsible for receiving and distributing state and federal funds to individual LEAs in accordance with the adopted budget.

 - (3) Role of the SELPA Administrator:
The SELPA administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the Council of Superintendents. The SELPA Administrator also ensures the development of the Annual Budget Plan.

 - (4) Role of the individual LEAs:
Individual LEAs determine and approve the allocation of state and federal funds. Each LEA timely submits required fiscal reports to the SELPA for required by state and federal reporting.

- q) Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:
 - (1) Direct instructional support provided by program specialists:
Program Coordinators services related to direct instructional program support include:
 - (a) individual mentoring,
 - (b) professional development, and
 - (c) program consultation.

 - (2) Role of the RLA/AU:
The role of the RLA/AU related to direct instructional program support that may be provided by program specialists is the same as the role of each LEA.

(3) Role of the SELPA Administrator:

The SELPA Administrator:

- (i) coordinates and provides staff development and training for general and special education administrators and staff,
- (ii) develops and disseminates forms, policies, and procedures throughout the SELPA, and
- (iii) assists in preparation, implementation, and follow-up of state reviews, including those that are part of the Focused Monitoring and the Quality Assurance Process.

(4) Role of the individual LEAs:

Individual LEAs are responsible for:

- (a) planning, directing, coordinating, and evaluating instructional programs
- (b) identifying needs and developing short and long-range plans for staff development, curriculum development, and program effectiveness.
- (c) providing staff development and training for general and special education administrators and staff.
- (d) developing and disseminating forms, policies, and procedures consistent with LEA policies.
- (e) representing the LEA on committees as directed.
- (f) assuring appropriate coordination of general and special education instructional resources for students.
- (g) providing support to the LEA in the area of positive behavior intervention.
- (h) assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Focused Monitoring and the Quality Assurance Process

D. Roles and Responsibilities of Participating Entities

D1. Administrative Unit

Participating districts, through the Council of Superintendents, designates the AU for the SELPA. The Solano County Office of Education (SCOE) is the AU, as designated by the participating districts in the Local Plan for Special Education in Solano County. SCOE functions as a Local Education Agency and has status equal to other Local Education Agency district program operations.

D2. Local Educational Agency

The local boards are responsible for the approval of district budgets, hiring of personnel for their districts, and setting policy. Each unit-district prepares its own budget and is responsible for the hiring of district personnel. The County Board of Education is responsible for approval of the County Superintendent's budget. The Solano County Superintendent of Schools is responsible for hiring of County Office of Education personnel and setting Solano County Office of Education policy. In consultation with the Governance and Finance Committee, the Assistant Superintendent, SELPA develops the regional services and program specialist budgets, and the Council of Superintendents

reviews, amends, and makes a final recommendation to the Board of Education of the responsible fiscal agency.

Each district board approves programs to be operated within its jurisdiction. The Solano County Office of Education establishes and maintains special education programs and services that are most effectively provided by the Superintendent's office, as determined by the Council of Superintendents and as specified in the annual budget and service plans. The Office of the County Superintendent functions as an LEA and has status equal to other LEA district program operations.

Each district board appoints members to the Community Advisory Committee (CAC).

Board policy of each LEA member of the Solano County SELPA Local Plan shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the student's education, even with the use of modifications of the general education program use of supplementary aids or programs, cannot be achieved satisfactorily. Students with disabilities are served in their home districts whenever the needs identified in the individualized education program can be met in the home district. However, it is recognized that some students have unique educational needs that cannot be met in their home districts. Because of such identified unique needs, some students receive services from other districts or the Solano County Office of Education. LEA responsibilities include:

- a) Coordinating and conducting child find activities.
- b) Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
- c) Identifying and serving students in medical, foster or LCI facilities.
- d) Participating in state/district-wide assessments.
- e) Operating all special education programs and services in accordance with state and federal laws and regulations.
- f) Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
- g) Utilizing the same management information system, forms, procedures and guidelines as all other districts within the SELPA.
- h) Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports and compliance reviews.

D3. LEA Governing Boards

The governing board of member school districts and the Solano County Superintendent of Schools shall approve its participation in the Solano County SELPA Local Plan for Special Education. The local governing boards of member school districts and the Solano County Superintendent of Schools responsibilities include, but are not limited to:

- a) Approval of the local plan.
- b) Adoption of policies and procedures for special education programs and services within their districts.
- c) LEA compliance with all elements of the local plan.

- d) Input on SELPA policies and procedures through the superintendent of the LEA.
- e) Appointment of individuals to the CAC.

D4. LEA Superintendents

The district superintendents are responsible to their respective Boards of Education. The district superintendents and county superintendent participate on the Council of Superintendents and assist in the development and approval of policies for the operation of the Special Education Local Plan Area.

Local superintendents are responsible for preparing their district's special education budgets and for the operation of programs and services within their districts, as well as maintenance and operation of the physical plants housing special education programs and services.

Responsibilities of the Local Education Agency (County/District) Superintendent in the implementation of the plan include the following:

- a) selecting administrators to represent the LEA at the SELPA;
- b) advising their respective agencies on policy development;
- c) collecting information on program operations and reporting that information to the Assistant Superintendent, SELPA;
- d) participating in the recruiting, screening, and interviewing process for SELPA staff who have a local plan area function;
- e) participating in the evaluation of SELPA staff who provide service to local education agencies;
- f) managing and operating Local Education Agency programs and services;
- g) providing mutual technical assistance in due process and complaint procedures;
- h) participating in establishing local plan area standards, procedures, and processes for implementation of the local plan; and
- i) assisting in the identification of special education program and service needs for the Special Education Local Plan Area.

Each Local Education Agency shares in a cooperative effort to provide for the special education needs of all exceptional individuals within this Special Education Local Plan Area.

D5. LEA Special Education Administrators

The directors for special education are responsible for the primary operation of programs and services associated with special education within their respective districts. They provide for assessment, instructional planning, placement, and review of students through IEP teams. They ensure that all eligible students have entry into special education programs as well as exit from programs within their geographic or program responsibility areas.

The directors assess the need for in-service programs, special class development, designated instruction programs, resource specialist services, and inter-district (consortium) programs. The administrators facilitate the collection and aggregation of data by providing accurate and timely information to the local plan area regarding student assessment, placement, identifying data, student movement, and progress. In addition, the administrators participate in internal local plan area evaluations for the purpose of evaluation and program recommendations. Other data is provided as required.

The directors facilitate cooperation between regular and special education. The operation of the resource programs and regular school services, as well as in-service programming for regular staff members, is a part of this responsibility.

E. Federal Assurances

E1. Free Appropriate Public Education 20 United States Code (USC) Section (§) 1412 (a)(1)

It shall be the policy of each LEA in the SELPA that a free appropriate public education is available to all children residing in the LEA between the ages of three through 21 inclusive, including students with disabilities who have been suspended or expelled from school.

E2. Full Educational Opportunity 20 USC § 1412 (a)(2)

It shall be the policy of each LEA in the SELPA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

E3. Child Find 20 USC § 1412 (a)(3)

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

E4. Individualized Education Program and Individualized Family Service Plan 20 USC § 1412 (a)(4)

It shall be the policy of each LEA in the SELPA that an Individualized Education Program (IEP) or an Individualized Family Service Plan (IFSP) is developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. It shall be the policy of this LEA that a review of an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions.

E5. Least Restrictive Environment 20 USC § 1412 (a)(5)

It shall be the policy of each LEA in the SELPA 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 class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

E6. Procedural Safeguards 20 USC § 1412 (a)(6)

It shall be the policy of each LEA in the SELPA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

E7. Evaluation 20 USC § 1412 (a)(7)

It shall be the policy of each LEA in the SELPA that a reassessment of a student with a disability shall be conducted at least once every three years or more frequently, if appropriate.

E8. Confidentiality 20 USC § 1412 (a)(8)

It shall be the policy of each LEA in the SELPA 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 (FERPA).

E9. Part C, Transition 20 USC § 1412 (a)(9)

It shall be the policy of each LEA in the SELPA that a transition process for a child who is participating in Early Intervention Programs (IDEA, Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.

E10. Private Schools 20 USC § 1412 (a)(10)

It shall be the policy of each LEA in the SELPA 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 private school by their parents.

E11. Local Compliance Assurances 20 USC § 1412 (a)(11)

It shall be the policy of each LEA in the SELPA 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 Individuals with Disabilities Education Act (IDEA), the Federal Rehabilitation Act of 1973, Section 504 of Public Law and the provisions of the California Education Code, Part 30.

E12. Interagency 20 USC § 1412 (a)(12)

It shall be the policy of each LEA in the SELPA 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.

E13. Governance 20 USC § 1412 (a)(13)

It shall be the policy of each LEA in the SELPA 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 Educational Agency.

E14. Personnel Qualifications 20 USC § 1412 (a)(14)

It shall be the policy of each LEA in the SELPA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including 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.

E15. Performance Goals and Indicators 20 USC § 1412 (a)(15)

It shall be the policy of each LEA in the SELPA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.

E16. Participation in Assessments 20 USC § 1412 (a)(16)

It shall be the policy of each LEA in the SELPA that all students with disabilities shall participate in state and district-wide assessment programs. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments, consistent with state standards governing such determinations.

E17. Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)

It shall be the policy of each LEA in the SELPA to provide assurances that 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 and not to supplant state, local and other Federal funds those funds.

E18. Maintenance of Effort 20 USC § 1412 (a)(18)

It shall be the policy of each LEA in the SELPA 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 law and regulations.

E19. Public Participation 20 USC § 1412 (a)(19)

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

E20. Rule of Construction 20 USC § 1412 (a)(20)

(Federal requirement for State Education Agency only.)

E21. State Advisory Panel 20 USC § 1412 (a)(21)

(Federal requirement for State Education Agency only.)

E22. Suspension/Expulsion 20 USC § 1412 (a)(22)

The LEAs assure 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.

E23. Access to Instructional Materials 20 USC § 1412 (a)(23)

It shall be the policy of each LEA in the SELPA 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.

E24. Overidentification and Disproportionality 20 USC § 1412 (a)(24)

It shall be the policy of each LEA in the SELPA to prevent the inappropriate disproportionate representation by race and ethnicity of students with disabilities.

E25. Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)

It shall be the policy of each LEA in the SELPA 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.

E26. Distribution of Funds 20 USC § 1411(e),(f)(1-3)

(Federal requirement for State Education Agency only.)

E27. Data 20 USC § 1418 (a-d)

It shall be the policy of each LEA in the SELPA to provide data or information to the CDE that may be required by regulations.

E28. Reading Literacy (State Board Requirement, 2/99)

It shall be the policy of each LEA in the SELPA that in order to improve the educational results for students with disabilities, Special Education Local Plan Areas (SELPA) local plans shall include specific information to ensure that all students who require special education will participate in the California Reading Initiative.

E29. Charter Schools (EC 56207.5 (a-c))

It shall be the policy of each LEA in the SELPA that a request by a charter school to participate as a local educational agency in a special education local plan area may not be treated differently from a similar request made by a school district.

F. Additional Elements of the Local Plan

F1. Allocation Plan and Maintenance of Effort

Districts and the County Office of Education acknowledge the obligation to maintain the level of general fund contribution towards the provision of special education services at a level equal to or greater than of the prior year, noting the limited exceptions to maintenance of effort provided for in state and federal law.

State Special Education Revenue and Federal Local Assistance Grant funds, are distributed on an Average Daily Attendance ADA basis, after regionalized services are funded first. These services include partial funding for county operated programs, SELPA office operations, pooled funds for a variety of purposes including a and agency placements, legal defense, catastrophic costs, etc. All direct allocations to districts are distributed proportionally, based on ADA. All property taxes allocated to the SELPA are used to partially fund county operated special education programs.

Infant Discretionary funds are allocated pursuant to applicable state and federal laws, and are used to fund regionalized, county operated special education programs for students with severe disabilities.

Preschool local assistance funds are also allocated pursuant to applicable state and federal laws, and are used to fund district operated, preschool special education programs for students with mild and moderate disabilities.

Revenue subject to the SELPA allocation Model include the following:

- a) IDEA Basic Local Assistance Entitlement, Part B (RS 3310),
- b) IDEA Local Preschool Grant, Part B (RS 3315)
- c) IDEA Mental Health Allocation Plan, Part B (RS 3327)

- d) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- e) IDEA Preschool Staff Development, Part B, (RS 3345)
- f) IDEA Alternative Dispute Resolution (RS 3395)
- g) State Special Education, also referred to as AB 602, (RS 6500)
- h) State Special Education: Mental Health Services, also referred to as AB 114, (RS 6512)
- i) State Special Education: Infant Discretionary Funds (RS 6515)

Age 0-3 years, Infant/Toddler Funds

Infant special education funds, including RS 3385 and RS 6515, are transferred to the Solano County Office of Education to operate the Early Start (age 0-3 years) special education program. **Age 3-22 years, School Age Funds**

After regionalized services are funded, State and Federal special education funds, including RS 3310, RS 3315, RS 3327, RS 3345, RS 3395, RS 6500 and RS 6512, are allocated based upon prior year Average Daily Attendance (ADA).

Regionalized services, funded prior to distribution of revenue apportioned for 3-22 year old students, include:

- a) SCOE operated Moderate to Severe disabilities Special Day Class (SDC) Program,
 - i) The Moderate to Severe SDC Program includes all related services, except transportation
 - ii) All property taxes allocated to the SELPA are used to partially fund county operated special education programs to reduce the state revenue apportioned to SCOE.
- b) SCOE operated Deaf Hard-of-Hearing (DHH) program
- c) SCOE provided mental health services in the Juvenile Detention Facility
- d) SELPA Services, as directed by the COS annually, including but not limited to:
 - i) the SELPA office,
 - ii) funds for California Children’s Services equipment,
 - iii) special education database contract,
 - iv) Low Incidence revenue, and
 - v) Staff development funds
- e) Pooled resources, at an amount determined annually by the COS, including but not limited to the following:
 - i) Legal Education pool
 - ii) Legal Defense fund
 - iii) Residential Placement pool
 - iv) The catastrophic cost pool

F2. Annual Budget Plan

The SELPA shall adopt an annual budget plan at a public hearing scheduled at a Council of Superintendents meeting in compliance with all legal mandates. The annual budget plan shall identify expected income and expenditures as required by state and federal laws.

F3. Annual Service Plan

The SELPA shall adopt an annual service plan at a public hearing scheduled at a Council of Superintendents meeting in compliance with all legal mandates. The service plan provides an overview of the programs and services available within the SELPA.

F4. Programs for Early Childhood Special Education

A collaborative effort will continue with all agencies in Solano County to ensure services to infants and their families. The collaborative between North Bay California Regional Center, Early Head Start, California Children's Services, and Warmline Family Resource Center. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the Annual Service Plan.

F5. Oversight of Nonpublic School Placements

Each LEA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided.

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupil to determine if he/she is making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent where required, to determine whether the pupil is making adequate educational progress.

F6. Utilization of General Education Resources

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs.

F7. Reading Criteria

Each LEA shall ensure that all eligible students with disabilities will participate in the California Reading Initiative in order to improve their educational results. Special education instructional personnel will participate in staff development in-service opportunities in the area of literacy that includes:

- a) Information about current literacy and learning research.
- b) State adopted standards and frameworks.
- c) Increased participation of students with disabilities in statewide student assessments.
- d) Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of students with disabilities who are literate.

F8. Access to Core Curriculum

Each LEA shall ensure that students with disabilities will have access to:

- a) All required core curriculum including state adopted core curriculum and supplementary materials.
- b) Instructional materials and support.

F9. Low Incidence Funds

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deaf, visual disability, severely orthopedically impaired, and deaf-blind. The funds are administered through the Solano County SELPA as specified in the Solano County SELPA Procedural Manual and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

F10. Request for SELPA Membership by a Charter School

A request by a charter school to participate as an LEA in the Solano County SELPA will not be treated differently from a similar request made by a school district. Procedures related to charter school participation in the Solano County Local Plan are specified in the Solano County SELPA Procedural Manual.

In reviewing and approving a request by a charter school to participate as a local educational agency in a special education local plan area, the following requirements shall apply:

- a) The special education local plan area shall comply with Section 56140.
- b) The charter school shall participate in state and federal funding for special education and the allocation plan developed pursuant to subdivision (i) of Section 56195.7 or Section 56836.05 in the same manner as other local educational agencies of the special education local plan area.
- c) The charter school shall participate in governance of the special education local plan area in the same manner as other local educational agencies of the special education local plan area.

G. Policies, Procedures, and Local Agreements

SELPA policies, procedures, and local agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed and are available upon request. These documents can be requested through the SELPA office.

G1. Interagency Agreements

Interagency agreements necessary to support the implementation of the local plan, and as required by legal mandates, have been developed with the following agencies:

- a) Solano County Health & Human Services/California Children's Services
- b) North Bay Regional Center – Part C
- c) North Bay Regional Center – Part B

Other interagency agreements will be developed as needed. Copies of these documents can be requested through the SELPA office.

G2. Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the Council of Superintendents, the Governance and Finance Committee and/or the Community Advisory Committee.

G3. Dispute Resolution

The process for mediation at the COS level is as follows: The Chairperson of the COS mediates the differences between the participating districts. If the Chairperson is a party to the disagreement, an impartial superintendent participates in the mediation process. When resolution cannot be reached, a three-person panel comprised of the Assistant Superintendent, SELPA; the Chairperson of the COS; and a special education director selected by the COS serve as the final arbitrators. If any of these individuals are party to the disagreement, the group at large selects an impartial individual from each of these groups.

G4. Legal References

Federal Requirements: 20 USC 1412 (a), 20 USC 1413 (a) (1), 20 USC 1413 (a) (5) 9

State Requirements: EC 56001 (f) 1, 56190-56194 6, 56195.1 (b) (c) 5, 56195.3 2, 56195.9 3, 56025 (a) (12) 4, 56205 (b) (4) 8, 56205 (b) (5) 7, 47640-47647 10, 56195.1, 56203, 56207.5