



Solano County Special Education Local Plan Area

Participants:
Benicia Unified School District
Dixon Unified School District
Fairfield-Suisun Unified School District
Travis Unified School District
Vacaville Unified School District
Solano County Office of Education

SELPA Governance and Finance Committee Meeting

Wednesday, May 26, 2021

9:00 – 11:00 a.m.

Zoom Videoconference

This meeting is being held pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. All members may attend remotely by videoconference.

Join Zoom Meeting:

<https://solanocoe.zoom.us/j/93967442870?pwd=OWdxZXNndGN4Y1lpUkU3MW9JK2U5dz09>

Meeting ID: 939 6744 2870

Password: SELPA

Dial-in: (669) 900-9128

- | | |
|--|-------------|
| 1. Call to Order | Action |
| 2. Approve Agenda | Action |
| 3. Approve Meeting Minutes from April 21, 2021 | Action |
| 4. Public Comment
Members of the public wishing to address any item listed on the agenda are asked to submit their request using the "Chat" feature within the Zoom virtual meeting. Speakers are requested to limit their comments to three (3) minutes. Public Comment will be limited to a combined total of 15 minutes. | |
| 5. SELPA Reports | |
| 5.1. Nonpublic School (NPS) Expenditure Update | Information |
| 5.2. Mental Health as a Related Service (MHRS) Pool Update | Information |
| 5.3. Legal Pool Update | Information |
| 5.4. Legal Education Fund Update | Information |
| 5.5. SELPA Funding Allocations | Information |
| 6. SELPA Business | |
| 6.1. California Children's Services (CCS) – Medical Therapy Unit (MTU) | Information |
| 6.2. Solano County SELPA Procedural Manual | Action |
| 6.3. 2021-22 Annual Budget Plan & Annual Service Plan | Information |
| 6.4. Voting Member Protocol | Information |
| 6.5. Recommendation on June 16, 2021 Meeting | Action |
| 7. SCOE Reports | |
| 7.1. 2021-22 SCOE Transportation Budget | Information |
| 8. Governance and Finance Committee Member Requests/Items | |
| 8.1. SCOE Preschool Structured Class for Intensive Learning (SCIL) Program | Discussion |
| 9. Adjournment | |

Next Meeting: Wednesday, June 16, 2021

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access SELPA public meetings, to access written documents being discussed at the meetings, or to otherwise participate at SELPA public meetings, please contact the SELPA office at (707) 399-4460. Notification at least 72 hours prior to the meeting will enable the SELPA to make reasonable arrangements to ensure accessibility to the meeting and to provide any required accommodations, auxiliary aids, or services.

Any writings or documents that are public records and are provided to the SELPA Governance and Finance Committee regarding an item on this agenda will be made available for public inspection in the Solano County SELPA office located at 5100 Business Center Dr., Fairfield, CA, during normal business hours. In addition, such writings and documents may be posted on the SELPA's website at www.SolanoCountySELPA.net.

**SELPA Governance and Finance Committee
April 21, 2021
Minutes**

1. Call to Order: Andrew Ownby called the meeting to order at 9:00 a.m.

This meeting was held pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. Any or all board members may attend the meeting by videoconference or by phone.

In attendance:

Andrew Ownby, SELPA	Russ Barrington, SELPA	Trudy Barrington, TUSD
Deanna Brownlee, TUSD	Kelly Burks, VUSD	Imelda Castro, FSUSD
Siobhan Dill, SCOE	Karine Fickes, VUSD	Katie Hope, VUSD
Becky Lentz, SCOE	Aumrey Moland, VUSD	Diane Moua, VUSD
Gabriel Moulaison, TUSD	Kim Parrott, DUSD	Tim Rahill, BUSD
Dorothy Rothenbaum, FSUSD	Monique Stovall, DUSD	Tommy Welch, SCOE

2. Approval of Agenda

Kim Parrott made the motion to approve the agenda as presented. Trudy Barrington seconded the motion, which passed unanimously.

3. Approval of February 24, 2021 Meeting Minutes

Kim Parrott made the motion to approve the minutes as presented. Karine Fickes seconded the motion, which passed unanimously.

4. Public Comment – No public comment.

5. SELPA Reports

5.1. Nonpublic School (NPS) Expenditure Update – Information item. No questions or concerns reported.

5.2. Mental Health as a Related Service (MHRS) Pool Update – Information item. Russ Barrington reported that resource code 6546 will soon replace resource code 6512. No questions or concerns reported.

5.3. Legal Pool Update – Information item. No questions or concerns reported.

5.4. Legal Education Fund Update – Information item. No questions or concerns reported.

5.5. SELPA Funding Allocations – Information item. Russ Barrington reported that the SELPA received the Grant Award Notification (GAN) for District Allocation IDEA and the amounts reflected in the report were current.

6. SELPA Business

6.1. California Children's Services – Medical Therapy Unit (CCS MTU) – Andrew Ownby provided an update and reported that the City of Fairfield has indicated that interior tenant improvements must be reviewed and permitted by the California Housing and Community Development (HCD) Department, which will further delay the progress of the CCS MTU project.

6.2. Solano County SELPA Procedural Manual – Andrew Ownby reported the SELPA is continuing its efforts to update its local plan procedures in collaboration with the Special Education Council (SEC).

Andrew reviewed procedures recommended for approval and prior local plan policies recommended for deletion with the group.

Kelly Burks made the motion to move forward with a recommendation to the Council of Superintendents for the approval of Solano County SELPA Procedural Manual Sections T, U, V, W, and X, while simultaneously deleting the sections they are replacing, Sections 23M, 24B, 24F, 24G, and 24P. Additionally, the deletion of Sections 23I and 24Q (Attachment 1). Kim Parrott seconded the motion, which passed unanimously. *(The attachment erroneously reflected 23M as the policy intended to replace Section T. The policy to be deleted is 24M).

6.3. Approval of 2021-2022 Meeting Schedule

Trudy Barrington made the motion to approve the 2021-2022 meeting schedule as presented. Monique Stovall seconded the motion, which passed unanimously.

7. SCOE Reports

7.1. Special Education Financial Report – Becky Lentz reviewed SCOE’s monthly financial report with the group. No questions or concerns reported.

8. Governance and Finance Committee Member Requests/Items

8.1. 2021-2022 SCOE Special Education Budget – Becky Lentz reviewed the approved 2021-2022 SCOE Special Education budget and queried the group on potential modifications on future report format and received input from the committee.

9. Adjournment – The meeting was adjourned at 10:21 a.m.

Minutes submitted by Monica Hurtado. Reviewed by Russ Barrington and Andrew Ownby.



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Item #	<u>Approval/Adoption</u> of Procedural Manual Sections:	Source/Explanation:	Prior Local Plan Policies, Recommended for <u>Deletion</u> :
6.2.1	Section T – Records Policy	Updated to align with Gamut Board Policy and Administrative Regulation 3580	Section 23 M – Destruction of Records Policy
6.2.2	Section U – Declining Average Daily Attendance	Update of existing policy	Section 24 B – Declining Average Daily Attendance
6.2.3	Section V – Legal Pool	Update of existing policy	Section 24 F – Legal Pool Description and Procedures
6.2.4	Section W – Catastrophic Cost Pool	Update of existing policy	Section 24 G – Catastrophic Cost
6.2.5	Section X – Civility Policy	Update of existing policy	Section 24 P – Civility Procedures

Item	<u>Deletion</u> of Prior Local Plan Policies:	Rationale:
6.2.6	Section 23 I – Consideration of General Education Resources	The content of this policy is referenced in the approved Local Plan Narrative under section F6.
6.2.7	Section 24 Q – Service Animal Procedures	Service animal procedures are addressed in the individual district Gamut Board Policy and Administrative Regulation 6163.2. It is recommended the policy be deleted as the civil right to use a service animal should not be confounded with special education procedures.

2020-2021 NPS EXPENDITURE UPDATE - *May 2021 Meeting*

<u>Expenditures:</u>	20/21 Budget	5/17/2021	Projected as of 6/30/21
Non-Public School (NPS):	5,711,116	4,056,454	5,748,837
Parent Visitations (per IEP):	1,000	-	-
TOTAL:	5,712,116	4,056,454	5,748,837

Direct District Contribution:

BUSD	198,908	145,675	202,326
DUSD	307,564	229,585	306,113
FSUSD	2,615,614	1,682,656	2,523,984
TUSD	840,460	465,259	672,041
VUSD	1,749,570	1,533,279	2,044,372
	5,712,116	4,056,454	5,748,837

**** Direct District Contribution is charged back to districts based on actual usage.**

2020-2021 MHRS POOL UPDATE - May 2021 Meeting

Revenues & Fund Balance:	20/21 Budget	Projected as of 6/30/21	
19/20 Ending Balance	312,086		312,086
19/20 CARE Clinic Development (ending balance)	1,180,142		1,180,142
<i>Subtotal:</i>	<i>1,492,228</i>		<i>1,492,228</i>
20/21 IDEA MH (RS 3327) Award	532,113		532,113
20/21 AB114 (RS 6512) Award	2,937,841		2,937,841
<i>Subtotal:</i>	<i>3,469,954</i>		<i>3,469,954</i>
TOTAL:	4,962,182		4,962,182
Expenditures:	20/21 Budget	5/17/2021	Projected as of 6/30/21
20/21 - CARE Clinic Non-medicare Eligible	500,000	40,667	101,667
<i>Subtotal:</i>	<i>500,000</i>	<i>40,667</i>	<i>101,667</i>
District MH Allocation (RS 6512)	2,907,841	2,907,841	2,907,841
District MH Allocation (RS 3327)	532,113	-	532,113
SCOE JDF MH	30,000	6,268	30,000
SELPA MH Expenses	-	750	2,250
Residential Placements (2 placements)	300,000	16,411	175,000
<i>Subtotal:</i>	<i>3,769,954</i>	<i>2,931,270</i>	<i>3,647,204</i>
TOTAL:	4,269,954	2,971,937	3,748,871
<i>Projected Ending Balance:</i>			1,213,311
<i>20/21 CARE Clinic Ending Balance</i>			1,078,475
<i>20/21 Undesignated Fund Balance</i>			134,836

2020-2021 Legal Education Breakdown by District - Fagen Friedman & Fulfrost (FFF)

Solano County SELPA

Date	Month	Monthly Contract	SELPA	BUSD	DUSD	FSUSD	TUSD	VUSD	SCOE	Total hours used by month	Hours Remaining
2020-2021 Annual Cost		\$ 36,000.00									
			160 Hours								
7/31/20	July	\$ 3,000.00	10.00	6.10	-	2.90	2.40	-	-	21.40	138.60
8/31/20	August	\$ 3,000.00	8.10	0.60	-	2.70	0.40	-	-	11.80	126.80
9/30/20	September	\$ 3,000.00	5.60	0.40	-	4.30	1.90	0.40	-	12.60	114.20
10/31/20	October	\$ 3,000.00	3.50	-	-	5.20	0.20	-	-	8.90	105.30
11/30/20	November	\$ 3,000.00	8.50	0.60	-	6.50	1.00	-	-	16.60	88.70
12/31/20	December	\$ 3,000.00	12.60	0.80	-	0.70	1.40	-	-	15.50	73.20
1/31/21	January	\$ 3,000.00	2.80	4.60	-	1.40	1.20	-	-	10.00	63.20
2/28/21	February	\$ 3,000.00	-	1.40	-	1.60	1.90	-	-	4.90	58.30
3/31/21	March	\$ 3,000.00	2.30	1.40		3.10	1.60	1.10		9.50	48.80
										-	48.80
										-	
		Total	\$ 27,000.00	53.40	15.90	-	28.40	12.00	1.50	-	111.20
		<i>Usage of hours to Date</i>		48.02%	14.30%	0.00%	25.54%	10.79%	1.35%	0.00%	

2020 / 2021 SELPA Allocations

5/18/2021

Revenue:			IDEA	IDEA Preschool	IDEA MHRS	AB602	AB114
Revenue			\$ 9,284,009	\$ 349,004	\$ 532,113	\$ 30,594,002	\$ 2,937,841
Deductions :							
SCOE Direct Allocation			(1,017,962)			(21,069,274)	(30,000)
Pooled Allocations						(1,624,697)	
SELPA Allocation						(1,338,579)	
			\$ 8,266,047	\$ 349,004	\$ 532,113	\$ 6,561,452	\$ 2,907,841
DISTRICT	19/20 Annual ADA	% of Total ADA	District Allocation IDEA (3310)	District Allocation Preschool (3315)	District Allocation IDEA MHRS (3327)	District Allocation AB602 (6500)	District Allocation AB 114 (6512/6546)
BUSD	4,422.88	9.79%	809,306	34,170	52,098	642,414	284,699
DUSD	2,905.85	6.43%	531,717	22,450	34,228	422,069	187,048
FSUSD	20,230.33	44.78%	3,701,781	156,294	238,297	2,938,412	1,302,218
TUSD	5,274.19	11.68%	965,080	40,747	62,125	766,065	339,497
VUSD	12,340.92	27.32%	2,258,163	95,343	145,365	1,792,492	794,379
Total:	45,174.17	100%	8,266,047	349,004	532,113	6,561,452	2,907,841



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Item #	<u>Approval/Adoption</u> of Procedural Manual Sections:	Source/Explanation:	Prior Local Plan Policies, Recommended for <u>Deletion</u> :
6.2.1	Section P – Continuum of Services	Update of existing policies Restructured for clarity	Section 25 K – Continuum of Services
6.2.2	Section Q – District Base Programs		Section 25 K – Continuum of Services
6.2.3	Section R – SCOE Regional Programs		Section 23 N – Early Childhood Special Education Programs
6.2.4	Section S – District Regionalized Programs		Section 24 R – SELPA Referral Guidelines Section 25 K – Continuum of Services
6.2.5	Section Y – By-Laws of the Community Advisory Committee	Update of existing policy	Section 25 A – Community Advisory Committee By-Laws

Item	<u>Deletion</u> of Prior Local Plan Policies:	Rationale:
6.2.6	Section 24 I – Allocation Model	The content of this policy is referenced in the approved Local Plan Narrative under section F1.
6.2.7	Section 24 J – Attrition Plan	The content of this policy is incompatible with current program decisions made by the COS.
6.2.8	Section 24 K – Program Compliance	The content in this policy is obsolete, as it references state monitoring procedures which are over a decade old.

P. Continuum of Services

The Solano County SELPA maintains a continuum of services to meet the varied special education needs of students of the member LEAs. The SELPA has established a local system of programs and services identified as District Base Programs, SCOE Regional Programs, District Regional Programs. These programs are maintained and operated locally and work in conjunction with the available nonpublic schools and agencies to provide a complete continuum of services.

The following table identifies the programs and services provided by the member LEAs:

District Base Programs	SCOE Regional Programs	District Regional Programs
Resource Specialist Program (RSP) or Learning Center Program	Moderate–Severe SDC Program	Structured Class for Intensive Learning (SCIL)
Non-Severe Preschool	Assistive Technology (AT) Services	Transitional Academic Program (TAP)
Non-Severe Special Day Class (SDC)	Deaf/Hard of Hearing (DHH) Program and Services	Functional Academics (FA) Program
Speech/Language Services	Physical Therapy (PT) Services	Program for Effective Relations in Learning (PERL)
Psychological Services and Assessment	Adult Transition Program	Low Vision Services
Occupational Therapy (OT)	Structured Class for Intensive Learning (SCIL)	Orientation & Mobility (O&M)
Behavior Services		Adaptive Physical Education (APE)
Mental Health Services		Dynamic Education Linked to Achievement (DELTA)
Health and Nursing Services		

Detailed operating guidelines for each program/service are specified in the related procedural section.

Q. District Base Programs

Each member school district is responsible for maintaining and operating services identified as District Base Programs, including:

1. Resource Specialist Program (RSP) or Learning Center Program
2. Non-Severe Preschool
3. Non-Severe Special Day Class (SDC)
4. Speech/Language Services
5. Psychological Services and Assessment
6. Occupational Therapy (OT)
7. Behavior Services
8. Mental Health Services
9. Health and Nursing Services

The provision of additional services shall be the responsibility of the district of special education accountability unless otherwise available through a District Regional Program or SCOE Regional Program.

Member LEAs may enter into agreements with one another or other LEAs outside the Solano County SELPA for services. Examples of such inter LEA contracting are:

1. one member district may contract with another member LEA for services identified as district base program, such as a shared RSP teacher working for two LEAs or
2. A member LEA contracting with an LEA outside the Solano SELPA for placement or services.

R. SCOE Regional Programs

The Council of Superintendents (COS) annually approves funding for Solano County Office of Education (SCOE) to operate specific regionally available special education programs and to provide necessary special education and related services to students at the Solano County Juvenile Detention Facility. In the event SCOE requires a budget augmentations during the fiscal year for these programs, approval will be sought through the COS. SCOE shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year, shall be distributed to the member district based upon ADA.

SCOE Regional Programs include:

1. Moderate – Severe Program
2. Assistive Technology (AT) Services
3. Deaf/Hard of Hearing (DHH) Program and Services
4. Physical Therapy (PT) Services
5. Adult Transition Program
6. Structured Class for Intensive Learning (SCIL), operated by SCOE

The District of Special Education Accountability maintains responsibility for the provision of a Free Appropriate Public Education for its students wherever they are served.

R1. Moderate-Severe Program

Referral Guidelines: Moderate-Severe Program

To refer a student to a SCOE Moderate-Severe program, the member district contacts the SCOE Program Administrator for the desired program and completes the “Request for Consultation Prior to Consideration of Change of District of Service” (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a SCOE placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: Moderate Severe Program

For transfer-in students, with special education services similar to those in a SCOE Moderate Severe Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: Moderate Severe Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE Moderate Severe Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Moderate Severe Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

R2. Assistive Technology (AT) Services**Referrals Guidelines: AT Services**

To refer a student to AT Services, the Case Manager shall submit an Assistive Technology Request packet to SCOE.

Transfer Students: AT Service

For Transfer students with AT as a related service, a copy of the Assistive Technology Request and the most current IEP.

Programmatic Responsibility: AT Services

As a related service provider, AT Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the AT provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

R3. Deaf/Hard of Hearing (DHH) Program

The DHH program includes:

1. Related Services:
 - a. Audiology Assessment
 - b. Itinerant DHH serving students enrolled in member districts
 - c. Interpreters and Captioning provided to students in the member districts and DHH SDC
2. Special Education Programs:
 - a. DHH Program
 - b. Out-of-SELPA DHH program operated by Vallejo USD

Referrals Guidelines: Audiology Assessment

An audiological suite, for hearing assessment by an audiologist, is available through a referral. To refer a student for an assessment by an audiologist, the Case Manager shall submit a packet to SCOE.

Transfer Students: Audiology Assessment

SCOE Regional services do not provide on-going services by an audiologist. The SCOE audiologist is available for audiological assessments. Transfer students with on-going audiological services will require services from the LEA or their contractor.

Programmatic Responsibility: Audiology Assessment

As an assessor, Audiologist shall not serve as the primary case manager.

The DOS shall provide SEIS access to the audiologist at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Referral Guidelines: DHH Itinerant Services

To refer a student for DHH Itinerant Services, the Case Manager shall submit a “Request for Consultation from Itinerant DHH Instructor to SCOE.

Transfer Students: DHH Itinerant Services

For Transfer students with DHH as a related service, a copy of the “Request for Consultation from Itinerant DHH Instructor” and the most current IEP to SCOE.

Programmatic Responsibility: DHH Services

As a related service provider, DHH Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the DHH Specialist at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Referral Guidelines: DHH Interpreter/Captioning Services

To refer a student for DHH Interpreter or Captioning Services, the Case Manager shall submit a request to SCOE.

Transfer Students: DHH Interpreter or Captioning Services

For Transfer students with Interpreter or Captioning Services as a related service, a copy of the referral with a copy of the most current IEP.

Programmatic Responsibility: DHH Interpreter or Captioning Services

As a related service provider, Interpreter or Captioning Service providers shall not serve as the primary case manager.

The DOS shall provide SEIS access to the interpreter or captioner, as appropriate.

SCOE provides Interpreting and Captioning Services for students in special education. Requests for Interpreting or Captioning services for students without an IEP or for parents shall be based upon an agreement between the requesting LEA and SCOE.

Referral Guidelines: DHH Program

To refer a student to a SCOE operated DHH program, the district contacts the SCOE Program Administrator for the desired program and completes the "Request for Consultation Prior to Consideration of Change of District of Service" (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a SCOE DHH placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: DHH Program

For transfer-in students, with special education services similar to those in a SCOE DHH Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: DHH Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE DHH Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the

DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Referral Guidelines: Out-of-SELPA DHH program operated by Vallejo USD

Solano SELPA maintains a multi-SELPA DHH Program Services agreement. Member districts may access the Out-of-SELPA DHH program operated by Vallejo USD for student in grade levels covered by that program.

To refer a student to Out-of-SELPA DHH program operated by Vallejo USD, the district contacts the Solano County SELPA for the desired program and completes the "Request for SELPA Assistance 1.3."

If it is determined that an Out-of-SELPA DHH program may be appropriate, the District will convene an IEP meeting to include the DHH program representatives to consider the placement.

Transfer Students: Out-of-SELPA DHH program operated by Vallejo USD

For transfer-in students, with special education services similar to those in a Out-of-SELPA DHH program, the DSEA will provide all documentation, prior to the intake appointment, to the SELPA Program Administrator.

The Out-of-SELPA DHH Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, Out-of-SELPA DHH program location will become the DOS.

Programmatic Responsibility: Out-of-SELPA DHH program operated by Vallejo USD

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in an Out-of-SELPA DHH program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

Placements in the Out-of-SELPA DHH program are funded off-the-top of special education revenue annually. SCOE funds the placements in the Out-of-SELPA DHH program from that revenue.

R4. Physical Therapy (PT) Services

Referrals Guidelines: PT Services

To refer a student to PT Services, the Case Manager shall submit "Referral for Fine Motor, Gross Motor, or Sensor Motor Skills" to SCOE.

Transfer Students: PT Service

For Transfer students with PT as a related service, a copy of the “Referral for Fine Motor, Gross Motor, or Sensor Motor Skills” and the most current IEP to SCOE.

Programmatic Responsibility: PT Services

As a related service provider, PT Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the PT provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

PT Services for SCOE enrolled students are funded “off-the-top”. Funding for PT provided to students in district programs are provided on a fee-for-service basis to the DSEA.

R5. Adult Transition Program**Referral Guidelines: Adult Transition Program**

To refer a student to a Adult Transition Program, the member district contacts the SCOE Program Administrator for the desired program and completes the “Adult Transition Program Referral Packet.”

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that a placement in the Adult Transition Program may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: Adult Transition Program

For transfer-in students, with special education services similar to those in a Adult Transition Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: Adult Transition Program

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCOE Adult Transition Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student’s special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

R6. Structured Class for Intensive Learning (SCIL), Operated by SCOE

SCIL, operated by SCOE, is a categorical Special Day Class Programs designed to meet the individual needs of student with unique needs typical of specific conditions. Placement is individually determined by the IEP team and is not restricted to any specific disability category.

Referral Guidelines: SCIL, Operated by SCOE

To refer a student to the SCIL program operated by SCOE, the district contacts the SCOE Program Administrator for the desired program and completes the "Request for Consultation Prior to Consideration of Change of District of Service" (located in the SEIS Document Library).

The SCOE Program Administrator and staff may observe the student if the parent has provided consent.

If it is determined that the SCIL program operated by SCOE, may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: SCIL, Operated by SCOE

For transfer-in students, with special education services similar to those in a SCIL Program operated by SCOE, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

The SCOE Program Administrator will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made. Upon placement, SCOE will become the DOS.

Programmatic Responsibility: SCIL, Operated by SCOE

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a SCIL program operated by SCOE, (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in a SCOE Regional Program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

S. District Regionalized Programs

District Regionalized Programs are operated and funded by the operating districts and are available, as appropriate, to other member LEAs. With the exception of DELTA, as explained below, funding for District Regionalized Programs are based upon a district-to-district Fee-For-Service (FFS) schedule.

The FFS schedule is approved annually by the COS after review and recommendation by the Governance and Finance Committee. Factors include, but are not limited to, personnel costs for the prior fiscal year based upon the agreed upon program personnel, direct and indirect costs, and a billing factor. The FFS Schedule identifies two billing periods:

1. the first billing covers the period from July 1 through January 31, with invoices sent by February 28 and
2. the second billing covers the period from February 1 through June 30, with invoices sent by July 5

Invoices are prorated based on actual days of enrollment for a particular student in a particular program. The district providing the service will initiate the invoicing process.

District Regional Programs include:

1. Structured Class for Intensive Learning (SCIL)
2. Transitional Academic Program (TAP)
3. Functional Academics (FA) Program
4. Program for Effective Relations in Learning (PERL)
5. Low Vision Services
6. Orientation & Mobility (O&M)
7. Adaptive Physical Education (APE)
8. Dynamic Education Linked to Achievement (DELTA)

In addition to the referral processes described below, a member LEA may submit a referral to the Solano SELPA to assist with placement options.

S1. SCIL, TAP, FA, PERL Programs

SCIL, TAP, FA and PERL are categorical Special Day Class Programs designed to meet the individual needs of student with unique needs typical of specific conditions. Placement is individually determined by the IEP team and is not restricted to any specific disability category.

Referral Guidelines: SCIL, TAP, FA and PERL Programs

To refer a student to a SCIL, TAP, FA or PERL program in another member District, the District of Special Education Accountability (DSEA) contacts the Director of the LEA operating the District Regional Program (hereinafter DOS) where the desired program is located.

A copy of the completed IEP shall be provided to the DOS which is responsible for disseminating the information within the district. IEPs must be redacted unless the parent has consented to the release of the information.

Staff from the DOS may observe the student if the parent has provided consent.

If it is determined that the placement may be appropriate, the DSEA will convene an IEP meeting to include representatives of the DOS.

Transfer Students: SCIL, TAP, FA and PERL Programs

For transfer-in students, with special education services similar to those in a Solano SELPA District Regionalized Program, the DSEA will provide all documentation, prior to the intake appointment, to the DOS. Documents must be redacted unless the parent has consented to the release of the information. The DOS will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made.

Programmatic Responsibility: SCIL, TAP, FA and PERL Programs

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the regional program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in SCIL, TAP, FA, or PERL program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a

20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

S2. Low Vision Services, Orientation & Mobility (O&M) and Adaptive Physical Education (APE)

Referrals Guidelines: Low Vision Services, O&M and APE

Referrals for Low Vision, O&M and APE shall be initiated from the DSEA by sending the DOS an email addressed to the Director of Special Education with the assessment plan attached.

Transfer Students: Low Vision Services, O&M and APE

For transfer students with Low Vision, O&M and/or APE as a related service, the DSEA shall send the DOS an email addressed to the Director of Special Education with the most current IEP attached.

Programmatic Responsibility: Low Vision Services, O&M and APE

As a related service provider, Low Vision, O&M and APE Specialists shall not serve as the primary case manager.

The DOS shall provide SEIS access to the Low Vision, O&M and APE provider at the time of referral.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

S3. Dynamic Education Linked to Achievement (DELTA)

Referrals Guidelines: DELTA

DELTA is a regional program, located in FSUSD, for the Solano County SELPA. Member districts may refer their students to access these programs.

To refer a student to the DELTA program, the Special Education Director of the referring member district contacts the FSUSD Director. A copy of the IEP should be sent to the Fairfield-Suisun Unified School District Director.

The FSUSD Special Education Director and staff may observe the student if the parent has provided consent.

If it is determined that a DELTA placement may be appropriate, the District will convene an IEP meeting to include DELTA representatives to consider the placement.

Transfer Students: DELTA

For transfer-in students to a member district with current placement similar to the DELTA program, the DSEA will provide all documentation, prior to the intake appointment, to the DOS. Documents must be redacted unless the parent has consented to the release of the information.

The DOS will be invited to the intake appointment. At the intake appointment, with input from the parent, a placement will be made.

Programmatic Responsibility: DELTA

The DOS shall maintain the student's special education record in the IEP database and provide access to the DSEA. The DSEA shall designate individuals to be included as service providers to ensure ongoing access to the pupil record.

The DOS is responsible for convening all IEP meetings, including scheduling and preparation of IEP documents. The DOS shall coordinate with and invite the DSEA.

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the regional program, including psycho-educational, academic, speech and language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

In the event that an IEE is requested, the DSEA shall be responsible to respond and fund the IEE or file to defend the assessment. The DSEA shall coordinate with the DOS to convene an IEP meeting to consider completed IEEs or private assessments furnished to the DSEA.

Notwithstanding parents right to request stay-put in due process proceedings, placement in DELTA program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Funding: DELTA

At mid-year, the districts will be charged based on the half of the estimated annual costs of the program as of January 31 divided by the actual accumulated daily enrollment for each student as of January 31. The bill will be sent by February 28.

At year-end, the districts will be charged based on the annual actual costs of the program divided by the accumulated daily enrollment for each student as of June 30. The bill will be sent by July 31.

Y. By-Laws of the Community Advisory Committee

By-Laws of the Community Advisory Committee

For the Solano County Special Education Local Plan Area (SELPA)

Y1. Name

The name of the organization shall be the Solano County SELPA Community Advisory Committee (CAC).

The area served by the CAC shall include the following school districts in Solano County as well as the Solano County Office of Education.

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

In order to promote local involvement of parents of children with disabilities and other community members, establishment of a Local Advisory Committee (LAC) is encouraged in each of the five (5) districts participating in the Solano County SELPA CAC. LACs shall be optional, and as such, shall be separate from the CAC in composition and responsibility.

Y2. Responsibilities

The CAC shall serve in an advisory capacity to the administration and policy-making body of the SELPA regarding development, amendment, and review of the Special Education Local Plan. It shall review and consider comments from its membership;

Make recommendations on annual priorities to be addressed by the plan;

Assist in parent education and recruiting parents and other volunteers, who may contribute to the implementation of the plan;

Encourage community involvement in the development and review of the Special Education Local Plan;
and

Support activities on behalf of individuals with exceptional needs.

Y3. Membership

Composition of the Community Advisory Committee:

1. The CAC shall be composed of parents of individuals with exceptional needs enrolled in public or private schools; other parents of pupils enrolled in school; individuals with exceptional needs enrolled in special education programs; general education teachers; special education teachers and other school personnel; representatives of other public and private agencies; and persons concerned with the needs of individuals with exceptional needs. Term of membership shall be two years, with no expressed term limits.
2. The majority of the CAC shall be composed of parents of pupils enrolled in schools participating in the local plan, and at least a majority of those parents shall be parents of individuals with exceptional needs. The CAC as a whole shall be limited to three members per district for a maximum total of 15 (fifteen) district appointed members. There shall be two additional standing members, which include the Immediate Past Chair and a special education director from the member districts serving as an administrative liaison. Agency representatives must attend three CAC meetings, and then apply to the Council of Superintendents (COS) for membership using the Application for CAC Membership form.
3. Each district shall ensure the local governing board appoints two parent representatives to the CAC. Districts, at their discretion, are encouraged to consider appointees from the LAC in districts where they exist. At their discretion, local governing board's may also appoint an additional representative for a total of three LEA representatives. Each local district member of the CAC shall be responsible to the governing board of their district.
4. The Assistant Superintendent, SELPA shall select a Special Education Director of a member district to serve as an administrative liaison to the CAC. The administrative liaison serves as a voting member. The administrative liaison to the CAC may rotate among members of the SEC throughout the year based on availability.
5. CAC Voting

Voting members of the committee shall be limited to no more than twenty-one (21) as follows:

- a. Each district's Board appointed representatives to the CAC (up to 15);
- b. A Special Education Director serving as an administrative designee (1);
- c. The Immediate Past Chair (1 - this person may also serve as his/her district's appointed representative or designated alternate); and
- d. Agency representative(s) as appointed by the Council of Superintendents (4),

Members must be present to vote and shall support the activities of the CAC on behalf of special education.

Y4. Officers of the Community Advisory Committee

Officers shall be: Chairperson, Vice-Chairperson, and Immediate Past Chairperson, who shall be elected annually and shall serve for a term of two (2) years with the terms being staggered to the extent practicable. Chairpersons, who serve in the second year of his/her term, shall continue as Past Chairperson for the following two years.

Officers' terms shall be from November to November with nominations in October and elections in November.

Elections will be held in open session as follows: nominations will be taken from members of the CAC for each vacant position, nominees may decline to be considered for a position, a slate of candidates for each position will be developed and the membership shall vote to determine the officers.

Duties of Officers:

1. Chair: The Chair shall preside at all meetings of the CAC and shall sign all letters, reports, and other communications. Prior to the monthly meeting, the Chair shall collaborate with SELPA staff to develop an agenda for the monthly meeting. The Chair shall appoint all Committee chairpersons and members subject to the consent of the members.
2. Vice-Chair: The Vice-Chair shall preside in the absence of the Chair. the Vice-Chair shall perform all duties described for the Chair. In the event that the office of Chair becomes vacant, the Vice-Chair shall succeed as Chair.

At their sole and mutual agreement, the Chair and Vice-Chair may elect to Co-Chair the CAC meetings for their entire term of office. In such a case, the individual nominated to the position of Chair will assume the role of past chair when their term has ended. If the nominated Chair is unavailable after their term has ended, the Vice-Chair shall serve as the Immediate Past Chair.

3. Immediate Past Chair: The Immediate Past Chair will serve in an advisory capacity to the Chair and shall serve as a voting member.

The Solano County SELPA CAC shall include the following non-voting positions.

1. SELPA Administrative Liaison. The Solano County SELPA Administrative Liaison shall assist the chair in organizing the meetings of the CAC and carrying out the activities of the CAC.
2. SELPA Secretary: A SELPA Secretary shall be responsible for the minutes of monthly CAC meetings and shall send a copy to each of the members. The duties shall also include keeping a register of the members.

Upon a member's missing three consecutive meetings, the CAC membership shall vote to:

1. Call the non-attending member to inquire about their intent to continue to represent the district and resume attending CAC meetings; or

2. Direct the CAC chair to notify the district director of the representative's non-attendance and request that a replacement be named.

Y5. CAC Meetings

1. Frequency:

The CAC shall meet monthly during the school year unless otherwise stipulated by a majority vote of the membership. There shall be no fewer than 8 (eight) meetings per school year with the exact dates and times established by the last meeting of each school year.

2. Meeting Notices:

A calendar shall be established annually with the business meeting dates and times. Notice of all regular and special meetings shall be in writing. Notices will state the date, time, and location, and shall be posted at least 72 hours before said meeting.

Items to be included on the agenda must be submitted to the Chair, SELPA Administrative Liaison, or the SELPA secretary one week prior to the upcoming business meeting.

3. Quorum:

A quorum of the CAC shall be a simple majority of those members present for a vote to pass.

4. Conduct of Meetings:

All regular and special meetings of the CAC shall be conducted in accordance with the CAC By-Laws and The Ralph M. Brown Act.

5. Meeting Records:

A copy of the minutes of the CAC meeting shall be sent to the Directors of Special Education and the District Superintendents. The local newspaper will be provided with news releases as appropriate regarding dates, times, and locations.

6. Special Meetings:

Special meetings may be called by the Assistant Superintendent, SELPA, the CAC Chair, or by majority vote of the CAC membership with notification to the Assistant Superintendent, SELPA.

7. Open Meetings:

Meetings of the committee and of standing or special committees shall be open to the public.

8. Committees:

The Chair can form and appoint members to ad-hoc committees.

9. Concerns:

The CAC is a committee that serves in an advisory capacity only in the areas of programs and services and the corresponding procedural safeguards for students with disabilities. Therefore, no statements of charges against individuals will be heard by the CAC nor will the CAC hear parent requests for specific services or issues related to individual students.

10. Political Activities:

The CAC serves solely as an advisory committee to the SELPA. In that capacity, its advocacy for students with disabilities is general in nature. The areas of focus are specific programs and services for procedural safeguards of these students. Therefore, the CAC as an organization does not endorse any private agencies, organizations, or causes. However, the CAC does advocate relative to initiatives impacting students with disabilities.

Y6. Amendments

Recommended amendments to these by-laws shall be presented at any regularly scheduled CAC business meeting by a simple majority vote of those present. Final approval of any by-law amendment is at the discretion of the Council of Superintendents.

AGENCY Application for CAC Membership

COMMUNITY ADVISORY COMMITTEE FOR SPECIAL EDUCATION

Name: _____

Address: _____

Present Occupation: _____

Agency: _____

Name and Contact of supervisor: _____

Home Phone: _____ Work Phone: _____

Area(s) of interest: _____

Civic activities or organizations you belong to, if any: _____

In what ways do you plan to contribute to the CAC? _____

How did you hear about the CAC? _____

Have you attended any CAC business meetings in the past? ____ Yes ____ No

When? _____

Signature: _____ Date: _____

For CAC Use

Sent to Director: _____

Name

Date

Special Education Local Plan Area (SELPA) Local Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Annual Submission

Section D: Annual Budget Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

Local Plan Section D: Annual Budget Plan

Projected special education budget funding, revenues, and expenditures by LEAs are specified in **Attachments II–V**. This includes supplemental aids and services provided to meet the needs of students with disabilities as defined by the Individuals with Disabilities Education Act (IDEA) who are placed in regular education classrooms and environments, and those who have been identified with low incidence disabilities who also receive special education services.

IMPORTANT: Pursuant to California *Education Code (EC)* Section 56048, adjustments to any year's apportionment must be received by the California Department of Education (CDE) from the SELPA prior to the end of the first fiscal year (FY) following the FY to be adjusted. The CDE will consider and adjust only the information and computational factors originally established during an eligible FY, if the CDE's review determines that they are correct.

Pursuant to *EC* Section 56195.1(2)(b)(3), each Local Plan must include the designation of an administrative entity to perform functions such as the receipt and distribution of funds. Any participating local educational agency (LEA) may perform these services. The administrative entity for a multiple LEA SELPA or an LEA that joined with a county office of education (COE) to form a SELPA, is typically identified as a responsible local agency or administrative unit. Whereas, the administrative entity for single LEA SELPA is identified as a responsible individual. Information related to the administrative entity must be included in Local Plan Section A: Contacts and Certifications.

Section D: Annual Budget Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

Table 1: Special Education Revenue by Source

D1. Using the fields below, identify the special education revenues by funding source. The total revenue and the percent of total funding by source is automatically calculated.

Funding Revenue Source	Amount	Percentage of Total Funding
Assembly Bill (AB) 602 State Aid	24,157,521	55.10%
AB 602 Property Taxes	6,436,481	14.68%
Federal IDEA Part B	9,632,366	21.97%
Federal IDEA Part C	47,966	0.11%
State Infant/Toddler	0	0.00%
State Mental Health	2,937,841	6.70%
Federal Mental Health	532,113	1.21%
Other Revenue*	97,082	0.22%
Total Revenue	43,841,370	100.00%

D2. Using the form template provided in **Attachment II**, complete a distribution of revenues to all LEAs participating in the SELPA by funding source.

D3. *Include a description of the revenue identified the "Other Revenue" category

Alternative Dispute Resolution, Alternative Dispute Resolution - COVID 19, Pre-School Staff Development

Section D: Annual Budget Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

Table 2: Total Budget by Object Codes

D4. Using the fields below, identify the special education expenditures by object code. The total expenditures and the percent of total expenditures by object code is automatically calculated.

Object Code	Amount	Percentage of Total Expenditures
Object Code 1000—Certificated Salaries	42,981,138	30.95%
Object Code 2000—Classified Salaries	33,802,901	24.34%
Object Code 3000—Employee Benefits	32,949,018	23.73%
Object Code 4000—Supplies	1,612,257	1.16%
Object Code 5000—Services and Operations	24,100,647	17.35%
Object Code 6000—Capital Outlay	0	0.00%
Object Code 7000—Other Outgo and Financing*	3,429,286	2.47%
Total Expenditures	138,875,247	100.00%

D5. Using the templates provided in **Attachment III**, complete a distribution of projected expenditures by LEAs participating in the SELPA by object code.

D6. *Include a description of the expenditures identified under object code 7000:

State Special Schools, Debt Service, Indirect Costs

Section D: Annual Budget Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

Table 3: Federal, State, and Local Revenue Summary

D7. Using the fields below, identify funding by revenue jurisdiction and percent of total budget.

Revenue Source	Amount	Percentage of Total Funding
State Special Education Revenue	39,639,574	28.54%
Federal Revenue	12,135,629	8.74%
Local Contribution	87,100,044	62.72%
Total Revenue From All Sources	138,875,247	100.00%

D8. Using the form template provided in **Attachment IV**, provide a complete distribution of revenues to all LEAs participating in the SELPA by federal and state funding source.

Special Education Local Plan Area Funding Distribution

D9. Describe the basic premise of the SELPA Allocation Plan.

Solano County COE operations taken off the top with remaining funds distributed by prior year ADA

D10. Describe how the SELPA distributes IDEA revenues to the LEAs, including the models used to provide services to member LEAs:

Solano County COE operations taken off the top with remaining funds distributed by prior year ADA

Section D: Annual Budget Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

Table 4: Special Education Local Plan Area Operating Expenditures

D11. Using the fields below, identify the total projected SELPA operating expenditures by SELPA accounting codes, the amount, and the percent of total expenses. NOTE: For 2021-22 fiscal year, this table optional for single LEA SELPAs.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	681,461	30.87%
Object Code 2000—Classified Salaries	281,821	12.77%
Object Code 3000—Employee Benefits	314,228	14.23%
Object Code 4000—Supplies	139,905	6.34%
Object Code 5000—Services and Operations	309,906	14.04%
Object Code 6000—Capital Outlay	400,000	18.12%
Object Code 7000—Other Outgo and Financing*	80,154	3.63%
Total Operating Expenditures	2,207,475	100.00%

D12. *Include a description of the expenditures identified under object code 7000:

Indirect Costs

Section D: Annual Budget Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

Table 5: Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with Low Incidence Disabilities

The standardized account code structure (SACS), goal 5750 is defined as "Special Education, Ages 5–22 Severely Disabled." Students with a low-incidence disability are classified severely disabled. The LEA may elect to have locally defined goals to separate low-incidence disabilities from other severe disabilities to identify these costs locally.

D13. Does the SELPA, including all LEAs participating in the SELPA, use locally defined goals to separate low-incidence disabilities from other severe disabilities?

☐ Yes ☒ No

If "No," describe how the SELPA identifies expenditures for low-incidence disabilities as required by *EC* Section 56205(b)(1)(D)?

LI costs area accounted for at the SELPA level. District submit expenses for reimbursement.

D14. Enter the total projected expenditures for supplemental aids and services (SAS) for students with disabilities who are placed in the regular education classroom and for those who are identified with low incidence (LI) disabilities.

Total Projected Expenditures for SAS in the Regular Classroom Provided to Students with Disabilities

234,507

Total Projected Expenditures for Students with LI Disabilities

913,000

D15. Using the form template provided in **Attachment V**, provide a complete distribution of projected federal and state expenditures by LEAs participating in the SELPA.

Special Education Local Plan Area (SELPA) Local Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

LOCAL PLAN
Section E: Annual Service Plan
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division
2021–22 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Solano County SELPA

Fiscal Year: 2021–22

Local Plan Section E: Annual Service Plan

California *Education Code (EC)* sections 56205(b)(2) and (d); 56001; and 56195.9

The Local Plan Section E: Annual Service Plan must be adopted at a public hearing held by the SELPA. Notice of this hearing shall be posted in each school in the SELPA at least 15 days before the hearing. Local Plan Section E: Annual Service Plan may be revised during any fiscal year according to the SELPA's process as established and specified in Section B: Governance and Administration portion of the Local Plan consistent with *EC* sections 56001(f) and 56195.9. Local Plan Section E: Annual Service Plan must include a description of services to be provided by each local educational agency (LEA), including the nature of the services and the physical location where the services are provided (Attachment VI), regardless of whether the LEA is participating in the Local Plan.

Services Included in the Local Plan Section E: Annual Service Plan

All entities and individuals providing related services shall meet the qualifications found in Title 34 of the *Code of Federal Regulations (34 CFR)* Section 300.156(b), Title 5 of the *California Code of Regulations (5 CCR)* 3001(r) and the applicable portions 3051 et. seq.; and shall be either employees of an LEA or county office of education (COE), employed under contract pursuant to *EC* sections 56365-56366, or employees, vendors or contractors of the State Departments of Health Care Services or State Hospitals, or any designated local public health or mental health agency. Services provided by individual LEAs and school sites are to be included in **Attachment VI**.

Include a description each service provided. If a service is not currently provided, please explain why it is not provided and how the SELPA will ensure students with disabilities will have access to the service should a need arise.

☒ 330—Specialized Academic Instruction

Provide a detailed description of the services to be provided under this code.

Adapting, as appropriate, to the needs of the child with a disability the content, methodology, or delivery of instruction to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children. (34 CFR 300.39(b)(3)).

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☒ 210–Family Training, Counseling, Home
Visits (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes: services provided by social workers, psychologists, or other qualified personnel to assist the family in understanding the special needs of the child and enhancing the child's development.

☐ 220–Medical (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

Attachment VII - Specialized Academic Instruction and Related Services by School Site

☐ 230–Nutrition (Ages 0-2 only)

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IFSP requiring this service.

☒ 240–Service Coordination (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This service includes the coordination of special education and related services.

☒ 250–Special Instruction (Ages 0-2 only)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Special instruction includes: the design of learning environments and activities that promote the child's acquisition of skills in a variety of developmental areas, including cognitive processes and social interaction; curriculum planning, including the planned interaction of personnel, materials, and time and space, that leads to achieving the outcomes in the child's Individual Family Service Plan (IFSP); providing families with information, skills, and support related to enhancing the skill development of the child; and working with the child to enhance

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the child's development.

☐ 260–Special Education Aide (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☐ 270–Respite Care (Ages 0-2 only) ☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☒ 340–Intensive Individual Instruction

Provide a detailed description of the services to be provided under this code.

Individualized Education Program (IEP) Team determination that student requires additional support for all or part of the day to meet his or her IEP goals.

☒ 350–Individual and Small Group Instruction

Provide a detailed description of the services to be provided under this code.

Instruction delivered one-to-one or in a small group as specified in an IEP enabling the individual(s) to participate effectively in the total school program (30 EC 56441.2, 5 CCR 305.1)

☒ 415–Speech and Language ☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Services provide remedial intervention for eligible individuals with difficulty understanding or using spoken language. The difficulty may result from problems with articulation (excluding abnormal swallowing patterns, if that is the sole assessed disability); abnormal voice quality, pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of

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spoken language. Language deficits or speech patterns resulting from unfamiliarity with the English language and from environmental, economic, or cultural factors are not included. Services include: specialized instruction and services, monitoring, reviewing, and consultation. Services may be direct or indirect including the use of a speech consultant.

☒ 425–Adapted Physical Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Direct physical education services provided by an adapted physical education specialist to pupils who have needs that cannot be adequately satisfied in other physical education programs as indicated by assessment and evaluation of motor skills performance and other areas of need. It may include individually designed developmental activities, games, sports and rhythms, for strength development and fitness, suited to the capabilities, limitations, and interests of individual students with disabilities who may not safely, successfully or meaningfully engage in unrestricted participation in the vigorous activities of the general or modified physical education program. (CCR Title 5 §3051.5).

☒ 435–Health and Nursing: Specialized
Physical Health Care

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Health care services means those health services prescribed by the child's licensed physician and/or surgeon, requiring medically related training of the individual who performs the services and which are necessary during the school day to enable the child to attend school (CCR §3051.12(b)(1)(A)). Specialized physical health care services include but are not limited to suctioning, oxygen administration, catheterization, nebulizer treatments, insulin administration and glucose testing (CEC 49423.5 (d)).

☒ 436–Health and Nursing: Other

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This includes services that are provided to individuals with exceptional needs by a qualified individual pursuant to an IEP when a student has health problems which require nursing intervention beyond basic school health services. Services include managing the health problem, consulting with staff, group and individual counseling, making appropriate referrals, and maintaining communication with agencies and health care providers. These services do not include any physician-supervised or specialized health care service. IEP-required health and nursing services are expected to supplement the regular health services program. (34 CFR 300.34; CCR Title 5 §3051.12 (a)).

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☒ 445–Assistive Technology

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any specialized training or technical support for the incorporation of assistive devices, adapted computer technology, or specialized media with the educational programs to improve access for students. The term includes a functional analysis of the student's needs for assistive technology; selecting, designing, fitting, customizing, or repairing appropriate devices; coordinating services with assistive technology devices; training or technical assistance for students with a disability, the student's family, individuals providing education or rehabilitation services, and employers. (34 CFR Part 300.6).

☒ 450–Occupational Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Includes services to improve student's educational performance, postural stability, self-help abilities, sensory processing and organization, environmental adaptation and use of assistive devices, motor planning and coordination, visual perception and integration, social and play abilities, and fine motor abilities. Both direct and indirect services may be provided within the classroom, other educational settings or the home; in a group or on an individual basis; and may include therapeutic techniques to develop abilities; adaptations to the student's environment or curriculum; and consultation and collaboration with other staff and parents. Services are provided, pursuant to an Individualized Education Program (IEP), by a qualified occupational therapist registered with the American Occupational Therapy Certification Board. (CCR Title 5 §. 3051.6, EC Part 30 §56363).

☒ 460–Physical Therapy

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services are provided, pursuant to an Individualized Education Program (IEP), by a registered physical therapist, or physical therapist assistant, when assessment shows a discrepancy between gross motor performance and other educational skills. Physical therapy includes, but is not limited to, motor control and coordination, posture and balance, self-help, functional mobility, accessibility and use of assistive devices. Services may be provided within the classroom, other educational settings or in the home; and may occur in groups or individually. These services may include adaptations to the student's environment and curriculum, selected therapeutic techniques and activities, and consultation and collaborative interventions with staff and parents. (B&PC Ch. 5.7, CCR Title 5 §3051.6, EC Part 30 §56363, GC-Interagency Agreements Ch. 26.5 §7575(a)(2)).

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☒ 510–Individual Counseling

Provide a detailed description of the services to be provided under this code.

One-to-one counseling, provided by a qualified individual pursuant to an IEP. Counseling may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. Individual counseling is expected to supplement the regular guidance and counseling program. (34 CFR § 300.24(b)(2), (CCR Title 5 §3051.9).

☒ 515–Counseling and Guidance

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Counseling in a group setting, provided by a qualified individual pursuant to an IEP. Group counseling is typically social skills development, but may focus on aspects, such as educational, career, personal; or be with parents or staff members on learning problems or guidance programs for students. IEP-required group counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.24.(b)(2)); CCR Title 5 §3051.9) Guidance services include interpersonal, intrapersonal or family interventions, performed in an individual or group setting by a qualified individual pursuant to an IEP. Specific programs include social skills development, self-esteem building, parent training, and assistance to special education students supervised by staff credentialed to serve special education students. These services are expected to supplement the regular guidance and counseling program. (34 CFR 300.306; CCR Title 5 §3051.9).

☒ 520–Parent Counseling

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Individual or group counseling provided by a qualified individual pursuant to an Individualized Education Program (IEP) to assist the parent(s) of special education students in better understanding and meeting their child's needs; may include parenting skills or other pertinent issues. IEP-required parent counseling is expected to supplement the regular guidance and counseling program. (34 CFR §300.31(b)(7); CCR Title 5 §3051.11).

☒ 525–Social Worker

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

Services provided pursuant to an Individualized Education Program (IEP) by a qualified individual, includes, but are not limited to, preparing a social or developmental history of a child with a disability; group and individual counseling with the child and family; working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school; and mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program. Social work services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24(b)(13); CCR Title 5 §3051.13).

☒ 530–Psychological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services, provided by a credentialed or licensed psychologist pursuant to an Individualized Education Program (IEP), include interpreting assessment results to parents and staff in implementing the IEP; obtaining and interpreting information about child behavior and conditions related to learning; planning programs of individual and group counseling and guidance services for children and parents. These services may include consulting with other staff in planning school programs to meet the special needs of children as indicated in the IEP. (CFR Part 300 §300.24). IEP-required psychological services are expected to supplement the regular guidance and counseling program. (34 CFR §300.24; CCR Title 5 §3051.10).

☒ 535–Behavior Intervention

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A systematic implementation of procedures designed to promote lasting, positive changes in the student's behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the least restrictive environment. (CCR Title 5 §3001(d)).

☒ 540–Day Treatment

Provide a detailed description of the services to be provided under this code.

Structured education, training and support services to address the student's mental health needs. (Health & Safety Code, Div.2, Chap.3, Article 1, 1502(a)(3)).

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☒ 545–Residential Treatment

Provide a detailed description of the services to be provided under this code.

A 24-hour out-of-home placement that provides intensive therapeutic services to support the educational program. (Welfare and Institutions Code, Part 2, Chapter 2.5, Art. 1, §5671)).

☒ 610–Specialized Service for Low Incidence Disabilities

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Low incidence services are defined as those provided to the student population of orthopedically impaired (OI), visually impaired (VI), deaf, hard of hearing (HH), or deaf-blind (DB). Typically, services are provided in education settings by an itinerant teacher or the itinerant teacher/specialist. Consultation is provided to the teacher, staff and parents as needed. These services must be clearly written in the student's Individualized Education Program (IEP), including frequency and duration of the services to the student. (CCR Title 5 §3051.16 & 3051.18).

☒ 710–Specialized Deaf and Hard of Hearing

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include speech therapy, speech reading, auditory training and/or instruction in the student's mode of communication. Rehabilitative and educational services; adapting curricula, methods, and the learning environment; and special consultation to students, parents, teachers, and other school personnel may also be included. (CCR Title 5 §3051.16 and 3051.18).

☒ 715–Interpreter

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Sign language interpretation of spoken language to individuals, whose communication is normally sign language, by a qualified sign language interpreter. This includes conveying information through the sign system of the student or consumer and tutoring students regarding class content through the sign system of the student. (CCR Title 5§3051.16)

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☒ 720–Audiological

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

These services include measurements of acuity, monitoring amplification, and frequency modulation system use. Consultation services with teachers, parents or speech pathologists must be identified in the Individualized Education Program (IEP) as to reason, frequency and duration of contact; infrequent contact is considered assistance and would not be included. (CCR Title 5 §3051.2).

☒ 725–Specialized Vision

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

This is a broad category of services provided to students with visual impairments. It includes assessment of functional vision; curriculum modifications necessary to meet the student's educational needs, including Braille, large type, and aural media; instruction in areas of need; concept development and academic skills; communication skills (including alternative modes of reading and writing); social, emotional, career, vocational, and independent living skills. It may include coordination of other personnel providing services to the students (such as transcribers, readers, counselors, orientation and mobility specialists, career/vocational staff, and others) and collaboration with the student's classroom teacher. (CAC Title 5 §3030(d), EC 56364.1).

☒ 730–Orientation and Mobility

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Students with identified visual impairments are trained in body awareness and to understand how to move. Students are trained to develop skills to enable them to travel safely and independently around the school and in the community. It may include consultation services to parents regarding their children requiring such services according to an Individualized Education Program (IEP).

☒ 735–Braille Transcription

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Any transcription services to convert materials from print to Braille. It may include textbooks, tests, worksheets, or anything necessary for instruction. The transcriber should be qualified in

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English Braille as well as Nemeth Code (mathematics) and be certified by appropriate agency.

☐ 740–Specialized Orthopedic

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☐ 745–Reading

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☐ 750–Note Taking

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☐ 755–Transcription

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☐ 760–Recreation Service, Including
Therapeutic Recreation

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

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☒ 820–College Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

The result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

☒ 830–Vocational Assessment, Counseling, Guidance, and Career Assessment

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment. This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

☒ 840–Career Awareness

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. There is a need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR-§300.29).

☒ 850–Work Experience Education

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26).

☒ 855–Job Coaching

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

A service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

☒ 860–Mentoring

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

A sustained coaching relationship between a student and teacher through on-going involvement and offers support, guidance, encouragement, and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills. Mentoring can be either formal as in planned, structured instruction or informal that occurs naturally through friendship, counseling and collegiality in a casual, unplanned way.

☒ 865–Agency Linkages (referral and placement)

☐ *Service is Not Currently Provided*

Provide a detailed description of the services to be provided under this code.

Service coordination and case management that facilitates the linkage of individualized education programs under this part and individualized family service plans under part C with individualized service plans under multiple Federal and State programs, such as Title I of the Rehabilitation Act of 1973 (vocational rehabilitation), Title XIX of the Social Security Act (Medicaid), and Title XVI of the Social Security Act (supplemental security income). (34 CFR §613).

☐ 870–Travel and Mobility Training

☒ *Service is Not Currently Provided*

Include an explanation as to why the service option is not included as part of the SELPA's continuum of services available to students with disabilities.

There are currently no students in the SELPA with an IEP or IFSP requiring this service.

☒ 890–Other Transition Services

☐ *Service is Not Currently Provided*

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Provide a detailed description of the services to be provided under this code.

These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

☒ 900–Other Related Service

Pursuant to Title 5 of the *California Code of Regulations* (5 CCR) 3051.24, "other related services" not identified in sections 5 CCR sections 3051.1 through 3051.23 must be provided only by staff who possess a license to perform the service issued by an entity within the Department of Consumer Affairs or another state licensing office; or by staff who hold an credential issued by the California Commission on Teacher Credentialing authorizing the service. If code 900 is used, include the information below. Users may select the "+" and "-" buttons to add or delete responses.



Description of the "Other Related Service"

Music Therapy

Qualifications of the Provider Delivering "Other Related Service"

Music Therapy is provided by qualified personnel who possess a Board Certified credential from the Certification Board for Music Therapists.

Special Education Local Plan Area (SELPA) Local Plan

SELPA Solano County SELPA

Fiscal Year 2021–22

LOCAL PLAN
Attachments
SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2021–22 Local Plan Submission

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Attachment I

SELPA: Solano County SELPA

Fiscal Year: 2021–22

Attachment I—Local Educational Agency Listing

Participating Local Educational Agency Identification

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

To Add or Delete Rows:

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

LEA Membership Changes:

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

SELPA County/District/School Codes

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

Attachment I

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	48	70524			Benicia USD	Julie	Corona	707-747-8300	jcorona@beniciaunified.org	Previously Reported
	2	48	70532			Dixon USD	Kim	Parrott	707-693-6300	kim.parrott@dixonusd.org	Previously Reported
	3	48	70540			Fairfield-Suisun USD	Dorothy	Rathenbaum	707-399-5071	dorothy@fsusd.org	Previously Reported
	4	48	70565			Travis USD	Deanna	Brownlee	707-437-4604	dbrownlee@travisusd.org	Previously Reported
	5	48	70573			Vacaville USD	Aumrey	Moland	707-453-7212	aumreym@vusd.solanocoe.k12.ca.us	Previously Reported
	6	48	10488			Solano COE	Siobhan	Dill	707-399-4866	sdill@solanocoe.net	Previously Reported

Attachment II

SELPA: Solano County SELPA

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA: Solano County SELPA

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Attachment II—Projected Special Education Revenue by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Benicia USD	736,705	0		838,803	0	269,481	52,098	0	1,897,087
2	Dixon USD	484,018	0	0	551,096	0	183,387	34,228	0	1,252,729
3	Fairfield-Suisun USD	3,369,699	0	0	3,836,697	0	1,233,574	238,297	0	8,678,267
4	Travis USD	878,505	0	0	1,000,253	0	319,231	62,125	0	2,260,114
5	Vacaville USD	2,055,587	0	0	2,340,464	0	732,168	145,365	0	5,273,584
6	Solano COE	16,633,007	6,436,481	47,966	1,065,053	0	200,000	0	97,082	24,479,589
Totals:		24,157,521	6,436,481	47,966	9,632,366	0	2,937,841	532,113	97,082	43,841,370

Attachment III

SELPA: Solano County SELPA

Fiscal Year: 2021–22

Attachment III—Projected Expenditures by Object Code by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Benicia USD	2,950,481	1,465,952	1,500,031	30,832	408,943	0	513,000	6,869,239
2	Dixon USD	1,453,513	1,549,990	1,665,310	41,233	1,388,845	0	63,146	6,162,037
3	Fairfield-Suisun USD	15,918,385	11,385,674	11,098,577	392,297	4,932,625	0	14,910	43,742,468
4	Travis USD	4,589,480	3,045,844	2,403,093	197,515	531,072	0	0	10,767,004
5	Vacaville USD	9,614,220	7,120,144	7,759,950	222,785	5,927,093	0	17,669	30,661,861
6	Solano COE	8,455,058	9,235,297	8,522,056	727,595	10,912,070	0	2,820,561	40,672,637
Totals:		42,981,137	33,802,901	32,949,017	1,612,257	24,100,648	0	3,429,286	138,875,246

Attachment IV

SELPA: Solano County SELPA

Fiscal Year: 2021–22

Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Benicia USD	911,993	5.00%	5,954,047	5.10%	3,200	6,866,040
2	Dixon USD	1,517,016	8.31%	4,527,072	3.88%	117,949	6,044,088
3	Fairfield-Suisun USD	9,194,733	50.38%	34,010,961	29.12%	536,774	43,205,694
4	Travis USD	965,881	5.29%	9,338,934	7.99%	462,189	10,304,815
5	Vacaville USD	2,601,598	14.25%	27,536,569	23.57%	523,694	30,138,167
6	Solano COE	3,060,695	16.77%	35,445,263	30.34%	2,166,679	38,505,958
Totals:		18,251,916	100.00%	116,812,846	100.00%	3,810,485	135,064,762

Attachment V

SELPA: Solano County SELPA

Fiscal Year: 2021–22

Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Benicia USD	138	0
2	Dixon USD	121,501	0
3	Fairfield-Suisun USD	98,293	0
4	Travis USD	0	0
5	Vacaville USD	14,575	0
6	Solano COE	0	913,000
Totals:		234,507	913,000

Attachment VI—Specialized Academic Instruction and Related Services

DATE: 4/19/2021

If code 900 is selected, the specific service must be defined in Local Plan Section E: Annual Service Plan. Licensing, certification, and provider qualifications to provide each identified service must be in accordance with law. Attachment VI must be included with each Local Plan Section E: Annual Service Plan submission to the California Department of Education (CDE).

FISCAL YEAR: 2021-22**SELPA NAME:** Solano County SELPA[illegible]

[illegible]

[illegible]

Attachment VII

SELPA:

Fiscal Year:

Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of *EC* Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Benicia USD		Delete This Row							<input type="text"/>
Dixon USD		Delete This Row							<input type="text"/>
Fairfield-Suisun USD		Delete This Row							<input type="text"/>
Travis USD		Delete This Row							<input type="text"/>
Vacaville USD		Delete This Row							<input type="text"/>
Solano COE		Delete This Row							<input type="text"/>

SCOE TRANSPORTATION

2021/2022 TRANSPORTATION BUDGET

	2020/2021 Adopted Budget	2020/2021 Revised Budget	2021/2022 Projected Budget	Proposed Inc (Dec) Adopted	Proposed Inc (Dec) Revised
Revenue:					
Apportionment	937,834	937,834	937,834	-	-
SCOE Contribution to Indirect>5%	90,120	87,022	93,965	3,845	6,943
Revenue Total	1,027,954	1,024,856	1,031,799	3,845	6,943
Expenditures:					
2000 Classified	869,450	827,588	920,506	51,056	92,918
3000 Benefits	477,784	459,891	501,002	23,218	41,111
4000 Books/Supplies				-	-
Fuel	120,000	120,000	120,000	-	-
Other Supplies	60,075	60,245	24,575	(35,500)	(35,670)
Total Books/Supplies	180,075	180,245	144,575		
5000 Services/Other Op Exp				-	-
Vehicle Rentals	100,000	91,000	100,000	-	9,000
Maintenance/Toll/Uniforms	80,000	84,324	80,000	-	(4,324)
Repairs	21,000	21,000	21,000	-	-
Software	10,000	19,200	12,000	2,000	(7,200)
Conference/Travel	4,000	3,630	3,000	(1,000)	(630)
Operations	21,289	16,094	21,467	178	5,373
Total 5000 Services & Other	236,289	235,248	237,467	1,178	2,219
6000 Capital Outlay	-	-	-	-	-
7000 Other Outgo				-	-
Bus payment	31,542	31,542	31,542	-	-
Indirect	88,180	85,149	90,178	1,998	5,029
Indirect over 5%	90,120	87,022	93,965	3,845	6,943
Total 7000 Other Outgo	209,842	203,713	215,685	5,843	11,972
Expenditures Total	1,973,440	1,906,685	2,019,235	45,795	112,550
Reserve	56,500	54,590	57,758	1,259	3,168
Total	2,029,940	1,961,275	2,076,993	47,054	115,718
Excess Cost	1,001,986	936,419	1,045,194	43,209	108,775

	Adopted FTE 20-21	Proposed FTE 21-22	Proposed-Adopted
Transportation Manager	1.00	1.00	-
Bus Driver Instructor	1.00	1.00	-
Dispatch/Office Technician	1.63	1.00	(0.63)
Bus Drivers	13.28	13.49	0.21
Transportation Assistant	3.43	3.43	-
Maintenance/Custodial	0.13	0.13	-
Total FTE	20.47	20.05	(0.41)

21/22 Projections:

Annual Miles	47,352	*Based on March 2020 usage x 12 months
Cost/Mile In-District	43.86	*Total Expenses / Annual Miles
Cost/Mile Out of Dist.	21.12	*(Excess Cost - In-District Cost) / Out of District Miles

District	In-District Miles	In-District Cost	Out of Dist. Miles	Out of Dist. Cost	Total Cost
Benicia USD	-	-	1,152	\$24,326	24,326
Dixon USD	-	-	6,168	\$130,244	\$130,244
Fairfield USD	1,992	\$87,369	11,280	\$238,189	\$325,558
Travis USD	-	-	7,560	\$159,638	\$159,638
Vacaville USD	-	-	19,200	\$405,429	\$405,429
	1,992	\$87,369	45,360	\$957,826	\$1,045,195

Solano County Office of Education
Special Education
21-22 SCIL Preschool

	C	D	E	F	G	H
	Projected	Budget	% Change	Projection	% Change	Projection
SCIL Preschool	Year Totals	21-22	F - D / D	22-23	H - F / F	23-24
20-21						
Revenue:						
AB602	187,838	327,505	7.88%	353,310	4.11%	367,819
Fee-for-Service	431,159	463,229	-	463,229	-	463,229
SCOE Contribution to Indirect	29,446	38,093	3.11%	39,279	1.78%	39,977
Total Revenues	648,443	828,827	3.26%	855,818	1.78%	871,025
Expenses:						
Certificated						
Base Salaries				155,313		157,969
Step & Column Adj				2,656		2,701
Cost-of-Living Adj				-		-
Other Adj				-		-
Total Certificated Salaries	155,630	155,313	1.71%	157,969	1.71%	160,670
Classified						
Base Salaries				234,826		237,926
Step & Column Adj				3,100		3,141
Cost-of-Living Adj				-		-
Other Adj				-		-
Total Classified Salaries	230,177	234,826	1.32%	237,926	1.32%	241,067
3000 Employee Benefits	187,227	188,185	7.56%	202,418	2.10%	206,673
4000 Books & Supplies	3,200	3,200	1.81%	3,258	2.12%	3,327
5000 Services & Operating Exp	-	149,622	1.82%	152,345.00	2.12%	155,575
6000 Capital Outlay	-	-	-	-	-	-
5% Indirect Costs	28,812	36,557	3.12%	37,696	1.78%	38,366
Indirect Cost Over 5%	29,446	38,093	3.11%	39,279	1.78%	39,977
Total Expenditures	634,492	805,796	3.11%	830,891	1.78%	845,655
Reserve	13,951	23,031	8.23%	24,927	1.78%	25,370
Total Program	648,443	828,827	3.26%	855,818	1.78%	871,025

	Projected	Budget	Projection	Projection
	Year Totals	21-22	22-23	23-24
	20-21			
Cost Per Student	n/a	63,756	65,832	67,002
Preschool SCIL Fee for Service	34,582	35,633	35,633	35,633
Preschool SCIL District Total	14	13	13	13

FFS = Fee For Service