



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

Wednesday, May 17, 2023

9:00 – 11:00 a.m.

SCOE – Blue Rock Spring Conference Room
5100 Business Center Drive
Fairfield, CA 94534

1. Call to Order & Roll Call Action
2. Approve Agenda Action
3. Approve Meeting Minutes from April 19, 2023 Action
4. Public Comment
Members of the public wishing to address any item listed on the agenda are asked to submit a Request to Speak form to the Assistant Superintendent of the SELPA at the opening of the 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. 2023-24 Solano County SELPA Local Plan
 - 6.1.1. Annual Budget Plan and Annual Service Plan Information
 - 6.1.2. Section B – Governance and Administration Information
 - 6.1.3. Local Plan Narrative Information
 - 6.2. SELPA Procedural Manual – Section Z: Transportation Action
 - 6.3. Recommendation on June 21, 2023 Meeting Action
 - 6.4. Learning Recovery Support Plan and Dispute Prevention/Dispute Resolution (ADR) Plan Information
7. SCOE Reports
 - 7.1. 2023-24 SCOE Transportation Budget Information
8. Governance and Finance Committee Member Requests/Items
 - 8.1. Mental Health Funding for 2022-23 and 2023-24 Discussion
 - 8.2. Residential Placements Discussion
9. Adjournment

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 19, 2023
Minutes**

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

Members Present:

Solano County SELPA: Erik Deadmond, Andrew Ownby
Benicia USD: Tim Rahill
Dixon USD: Trudy Barrington, Kim Parrott
Fairfield-Suisun USD: Stavros Gougoumis, Laneia Grindle
Solano COE: Siobhan Dill, Becky Lentz
Travis USD: Pam Conklin, Gabriel Moulaison
Vacaville USD: Kelly Burks, Aumrey Moland

2. Approval of Agenda

Motion by Tim Rahill, second by Trudy Barrington
Final Resolution: Motion carries
Yes: Trudy Barrington, Kelly Burks, Siobhan Dill, Stavros Gougoumis, Laneia Grindle, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

3. Approval of Minutes from February 15, 2023

Move to approve minutes.
Motion by Kim Parrott, second by Tim Rahill
Final Resolution: Motion Carries
Yes: Trudy Barrington, Kelly Burks, Siobhan Dill, Stavros Gougoumis, Laneia Grindle, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

4. Public Comment – No public comment.

5. SELPA Reports

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

5.2. Mental Health as a Related Service (MHRS) Pool Update – Information item. Andrew Ownby noted the residential placement still needed to be reflected in the report. No questions or concerns were reported.

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

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

5.5. SELPA Funding Allocations – Erik Deadmond reported that the updated table reflected an increase of 200,000, and except for AB602 RS 6500, no other adjustments to revenue were anticipated.

6. SELPA Business

6.1. Approval of 2023-2024 Meeting Schedule

Move to approve the 2023-2024 meeting schedule as presented.
Motion by Aumrey Moland, second by Laneia Grindle
Final Resolution: Motion Carries
Yes: Trudy Barrington, Kelly Burks, Siobhan Dill, Stavros Gougoumis, Laneia Grindle, Becky Lentz, Aumrey Moland, Gabriel Moulaison, Kim Parrott, Tim Rahill

6.2. 2023-2024 Solano County SELPA Local Plan – Andrew Ownby briefly reviewed the draft Annual Budget Plan, Annual Service Plan, Section B: Governance and Administration, and Local Plan Narrative. Andrew requested input from the group in preparation for the final review and potential approval at a public hearing at the May 25, 2023, COS meeting.

7. SCOE Reports

7.1. Special Education Financial Report – Information item. No questions or concerns were reported.

8. Adjournment – The meeting was adjourned at 9:43 a.m.

Minutes were submitted by Monica Hurtado and were reviewed by Erik Deadmond and Andrew Ownby.

2022-2023 NPS FUND UPDATE - May 2023 Meeting

Expenditures:	22/23 Budget	5/8/2023	Projected as of 6/30/23
Non-Public School (NPS):	6,124,663	4,848,338	6,238,128
Parent Visitations (per IEP):	1,000	-	-
TOTAL:	6,125,663	4,848,338	6,238,128

Direct District Contribution:

BUSD	97,368	123,318	158,668
DUSD	668,746	478,887	616,162
FSUSD	2,474,708	1,978,749	2,545,962
TUSD	839,318	702,527	903,908
VUSD	2,045,523	1,564,858	2,013,428
	6,125,663	4,848,338	6,238,128

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

2022-2023 MHRS POOL UPDATE - May 2023 Meeting

Revenues & Fund Balance:	22/23 Budget	Projected as of 6/30/23	
21/22 Ending Balance - 6546	364,397		364,397
21/22 CARE Clinic Development (ending balance)	1,008,975		1,008,975
<i>Subtotal:</i>	1,373,372		1,373,372
22/23 IDEA MH (RS 3327) Award	532,180		532,180
22/23 AB114 (RS 6546) Award	3,257,358		3,257,358
<i>Subtotal:</i>	3,789,538		3,789,538
TOTAL:	5,162,910		5,162,910
<hr/>			
<u>Expenditures:</u>	22/23 Budget	5/8/2023	Projected as of 6/30/23
22/23 - CARE Clinic Non-medicare Eligible	500,000	31,163	106,163
<i>Subtotal:</i>	500,000	31,163	106,163
District MH Allocation (RS 6546)	3,257,358	2,605,432	3,257,358
District MH Allocation (RS 3327)	532,180	-	532,180
SCOE JDF MH	30,000	-	30,000
SELPA MH Expenses	-	-	-
Residential Placements (2 placements)	300,000	-	300,000
<i>Subtotal:</i>	4,119,538	2,605,432	4,119,538
TOTAL:	4,619,538	2,636,595	4,225,701
<hr/>			
<i>Projected Ending Balance:</i>			937,209
<i>22/23 CARE Clinic Ending Balance</i>			902,812
<i>22/23 Undesignated Fund Balance</i>			34,397

2022-2023 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
<i>2022-2023 Annual Cost</i>		\$ 38,400.00									
			160 Hours								
7/31/22	July	\$ 3,200.00	-	0.70	-	-	0.80	-	4.90	6.40	153.60
8/31/22	August	\$ 3,239.98	-	1.90	-	1.50	3.30	-	9.00	15.70	137.90
9/30/22	September	\$ 3,200.00	16.60	1.20	-	0.20	0.50	0.40	-	18.90	119.00
10/31/22	October	\$ 3,309.29	16.40	1.00	-	0.50	1.80	0.40	-	20.10	98.90
11/30/22	November	\$ 3,200.00	13.40	0.40	-	-	4.70	-	-	18.50	80.40
12/31/22	December	\$ 3,200.00	4.40	0.80	-	1.30	1.50	-	-	8.00	72.40
1/31/23	January	\$ 3,200.00	2.20	-	1.10	0.40	6.90	-	-	10.60	61.80
2/28/23	February	\$ 3,200.00	5.00	0.30	-	2.10	2.70	-	-	10.10	51.70
3/31/23	March	\$ 3,200.00	4.70	0.30	-	3.30	0.60	-	-	8.90	42.80
										-	42.80
										-	
Total		\$ 28,949.27	62.70	6.60	1.10	9.30	22.80	0.80	13.90	117.20	
<i>Usage of hours to Date</i>			53.50%	5.63%	0.94%	7.94%	19.45%	0.68%	11.86%		

2022 / 2023 SELPA Allocations

5/8/2023

Revenue:			IDEA	IDEA Preschool	IDEA MHRS	AB602	AB114 - 6546
Revenue			\$ 9,690,856	\$ 349,079	\$ 532,180	\$ 39,747,306	\$ 3,257,358
Deductions :							
SCOE Direct Allocation			(1,017,962)			(23,078,492)	
Pooled Allocations						(847,545)	
SELPA Allocation						(1,584,708)	(80,000)
			\$ 8,672,894	\$ 349,079	\$ 532,180	\$ 14,236,561	\$ 3,177,358
DISTRICT	21/22 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 (6546)
BUSD	4,010.79	9.60%	832,235	33,497	51,067	1,366,114	304,893
DUSD	2,773.17	6.63%	575,430	23,161	35,309	944,569	210,812
FSUSD	18,743.58	44.84%	3,889,273	156,541	238,651	6,384,245	1,424,855
TUSD	4,920.40	11.77%	1,020,978	41,094	62,649	1,675,936	374,040
VUSD	11,349.35	27.15%	2,354,978	94,787	144,505	3,865,698	862,758
Total:	41,797.29	100%	8,672,894	349,079	532,180	14,236,561	3,177,358

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Solano SELPA

Fiscal Year

2023–24

LOCAL PLAN

Section D: Annual Budget Plan

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

2023–24 Local Plan Submission

Section D: Annual Budget Plan

SELPA Solano SELPA

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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: 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. California *Education Code (EC)* Section 56048

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

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TABLE 1

Special Education Projected Revenue Reporting (Items D-1 to D-3)

D-1. Special Education Revenue by Source

Using the fields below, identify the special education projected revenue by funding source. The total projected 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	<input type="text" value="34,473,159"/>	63.84%
AB 602 Property Taxes	<input type="text" value="5,608,377"/>	10.39%
Federal IDEA Part B	<input type="text" value="10,039,935"/>	18.59%
Federal IDEA Part C	<input type="text" value="47,966"/>	0.09%
State Infant/Toddler	<input type="text" value="0"/>	0.00%
State Mental Health	<input type="text" value="3,257,358"/>	6.03%
Federal Mental Health	<input type="text" value="532,180"/>	0.99%
Other Projected Revenue	<input type="text" value="36,107"/>	0.07%
Total Projected Revenue:	53,995,082	100.00%

D-2. "Other Revenue" Source Identification

Identify all revenue identified in the "Other Revenue" category above, by revenue source, that is received by the SELPA specifically for the purpose of special education, including any property taxes allocated to the SELPA pursuant to *EC* Section 2572. *EC* Section 56205(b)(1)(B)

D-3. Attachment II: Distribution of Projected Special Education Revenue

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

Section D: Annual Budget Plan

SELPA

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TABLE 2

Total Projected Budget Expenditures by Object Code (Items D-4 to D-6)

D-4. Total Projected Budget by Object Code

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	<input type="text" value="42,946,735"/>	34.17%
Object Code 2000—Classified Salaries	<input type="text" value="29,737,959"/>	23.66%
Object Code 3000—Employee Benefits	<input type="text" value="33,105,959"/>	26.34%
Object Code 4000—Supplies	<input type="text" value="1,319,925"/>	1.05%
Object Code 5000—Services and Operations	<input type="text" value="14,871,670"/>	11.83%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="3,690,290"/>	2.94%
Total Projected Expenditures:	125,672,538	100.00%

D-5. Attachment III: Projected Local Educational Agency Expenditures by Object Code

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

D-6. Code 7000—Other Outgo and Financing

Include a description for the expenditures identified under object code 7000:

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SELPA

Fiscal Year

TABLE 3

Federal, State, and Local Revenue Summary (Items D-7 to D-8)

D-7. Federal Categorical, State Categorical, and Local Unrestricted Funding

Using the fields below, enter the projected funding by revenue jurisdiction. The "Total Revenue From All Sources" and the "Percentage of Total Funding" fields are automatically calculated.

Revenue Source	Amount	Percentage of Total Funding
Projected State Special Education Revenue	<input type="text" value="43,357,079"/>	29.34%
Projected Federal Revenue	<input type="text" value="10,638,003"/>	7.20%
Local Contribution	<input type="text" value="93,792,233"/>	63.46%
Total Revenue from all Sources:	147,787,315	100.00%

D-8. Attachment IV: Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency

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

D-9. Special Education Local Plan Area Allocation Plan

- a. Describe the SELPA's allocation plan, including the process or procedure for allocating special education apportionments, including funds allocated to the RLA/AU/responsible person pursuant to *EC* Section 56205(b)(1)(A).

Allocation model provides off the top funding for the County Office of Education and the SELPA, after which funds are distributed to districts based on prior year Annual ADA.

- b. YES NO

If the allocation plan specifies that funds will be apportioned to the RLA/AU/AE, or to the SELPA administrator (for single LEA SELPAs), the administrator of the SELPA, upon receipt, distributes the funds in accordance with the method adopted pursuant to *EC* Section 56195.7(i). This allocation plan was approved according to the SELPA's local policymaking process and is consistent with SELPA's summarized policy statement identified in Local Plan Section B: Governance and Administration item B-4. If the response is "NO," then either Section D should be edited, or Section B must be amended according to the SELPA's adopted policy making process, and resubmitted to the COE and CDE for approval.

Section D: Annual Budget Plan

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TABLE 4

Special Education Local Plan Area Expenditures (Items D-10 to D-11)

D-10. Regionalized Operations Budget

Using the fields below, identify the total operating expenditures projected for the SELPA, exclusively. Expenditure line items are according SACS object codes. Include the projected amount budgeted for the SELPA's exclusive use. The "Percent of Total" expenses is automatically calculated. NOTE: Table 4 does not include district LEA, charter LEA, or COE LEA expenditures, there is no Attachment to be completed for Table 4.

Accounting Categories and Codes	Amount	Percentage of Total
Object Code 1000—Certificated Salaries	<input type="text" value="771,397"/>	27.46%
Object Code 2000—Classified Salaries	<input type="text" value="297,060"/>	10.57%
Object Code 3000—Employee Benefits	<input type="text" value="385,585"/>	13.72%
Object Code 4000—Supplies	<input type="text" value="140,200"/>	4.99%
Object Code 5000—Services and Operations	<input type="text" value="1,122,013"/>	39.94%
Object Code 6000—Capital Outlay	<input type="text" value="0"/>	0.00%
Object Code 7000—Other Outgo and Financing	<input type="text" value="93,314"/>	3.32%
Total Projected Operating Expenditures:	2,809,569	100.00%

D-11. Object Code 7000 --Other Outgo and Financing Description

Include a description of the expenditures identified under "Object Code 7000—Other Outgo and Financing" by SACS codes. See Local Plan Guidelines for examples of possible entries.

Section D: Annual Budget Plan

SELPA Solano SELPA

Fiscal Year 2023–24

TABLE 5

Supplemental Aids and Services and Students with Low Incidence Disabilities (D-12 to D-15)

The standardized account code structure (SACS), goal 5760 is defined as "Special Education, Ages 5–22." Students with a low incidence (LI) 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.

D-12. Defined Goals for Students with LI Disabilities

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 are accounted for at the SELPA level. Districts submit expenses for reimbursement.

D-13. Total Projected Expenditures for Supplemental Aids and Services in the Regular Classroom and for Students with LI Disabilities

Enter the projected expenditures budgeted for Supplemental Aids and Services (SAS) disabilities in the regular education classroom.

325,010

D-14. Total Projected Expenditures for Students with LI Disabilities

Enter the total projected expenditures budgeted for students with LI disabilities.

785,400

D-15. Attachment V: Projected Expenditures by LEA for SAS Provided to Students with Exceptional Needs in the Regular Classroom and Students with LI Disabilities

Using the current CDE-approved template provided for Attachment V, enter the SELPA's projected funding allocations to each LEA for the provision of SAS to students with exceptional needs placed in the regular classroom setting and for those who are identified with LI disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5.

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

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



California Department of Education
Special Education Division
2023–24 Local Plan Annual Submission

Section E: Annual Service Plan

SELPA: Solano County SELPA

Fiscal Year: 2023–24

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/
Specially Designed 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*

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

These services include conducting assessments in: nutritional history and dietary intake; anthropometric, biochemical, and clinical variables; feeding skills and feeding problems; and food habits and food preferences.

- 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

Section E: Annual Service Plan

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related to enhancing the skill development of the child; and working with the child to enhance 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,

Section E: Annual Service Plan

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pitch, or loudness; fluency; hearing loss; or the acquisition, comprehension, or expression of 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

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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

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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)).

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).

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525–Social Worker

Service is Not Currently Provided

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

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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)).

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

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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)

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*

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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.

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.

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.

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.

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.

760–Recreation Service, Including
Therapeutic Recreation *Service is Not Currently Provided*

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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.

820–College Awareness *Service is Not Currently Provided*

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

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.

840–Career Awareness *Service is Not Currently Provided*

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

850–Work Experience Education *Service is Not Currently Provided*

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

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baccalaureate or advanced degree. (34 CFR 300.26).

855–Job Coaching *Service is Not Currently Provided*

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*

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.

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*

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

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IEP.

890–Other Transition Services *Service is Not Currently Provided*

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

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SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education
Special Education Division

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

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

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

(Local Plan Narrative Section A)

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

The Solano County SELPA is a multi-district SELPA comprised of six local education agencies: five (5) local school districts and the Solano County Office of Education. The LEAs are joined together to provide for the coordinated delivery of programs and services to students with special needs. The Solano County Office of Education is the designated Responsible Local Agency (RLA) or Administrative Unit (AU) for the Solano County SELPA. The Solano County Office of Education is considered an LEA for all purposes of this agreement except where

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referred to as the AU. Member districts and the county office of education are responsible for coordinating and implementing the local plan through regular participation in the COS and Governance and Finance Committee meetings. Additionally, a special education director or designee participates in each meeting of the CAC.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs and consists of the Council of Superintendents (COS), the executive decision-making body; the Governance and Finance Committee; and the Community Advisory Committee (CAC), both of which serve as advisory bodies to the COS. The SELPA Assistant Superintendent may convene additional committees. The SELPA Assistant Superintendent is responsible for the coordination of the SELPA and the implementation of the local plan. The COS, Governance and Finance Committee, and CAC are public meetings providing a method by which members of the public may address questions or concerns to the governing body. The COS and Governance and Finance Committee meetings operate under the requirements of the Ralph M. Brown Act (Brown Act). The CAC operates under the Ralph M. Brown Act as modified by Education Code 35147.

(Local Plan Narrative Section B)

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

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

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

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vote on the COS. Actions are approved by a simple majority of those members present.
(Local Plan Narrative Section B1)

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

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

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

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

Annually, the chair of the CAC prepares a report to the Council of Superintendents detailing the activities of the year and identifying goals for the next year. The Assistant Superintendent, SELPA provides ongoing information to the CAC. A Special Education Director from a member LEA serves as a liaison to the CAC.

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

The Assistant Superintendent, SELPA serves as Secretary of the CAC and as liaison for the

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CAC to the Council of Superintendents.

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

District boards appoint members to the CAC of the Solano County SELPA from a list of selected candidates compiled for each district. Compilation of district candidates is the responsibility of each district's special education director or designee, with assistance from the local advisory council, where they exist.

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

Participating district board-appointed CAC members and COS appointed agency representatives are the voting members of the CAC and participate in all voting activities.

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

The CAC:

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

To facilitate this process:

- i) A draft of the Plan is submitted to the CAC at least 30 days prior to submission for review.
- ii) The Chairperson signs the plan on behalf of the committee to indicate a 30-day review period and compliance with the membership requirements of the CAC.
- iii) The CAC forwards any recommended revisions and comments regarding the local plan in writing to the respective chairs of the Special Education Council and the Council of Superintendents for review.

- b) Recommends annual priorities to be addressed by the Plan through a written report to the Assistant Superintendent, SELPA

- c) Assists in parent education and in recruiting parents and other volunteers, who may contribute to the implementation of the Plan

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

(Local Plan Narrative Section B3)

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

At regular meetings of the CAC, input on the local plan is gathered from CAC members and the community, including special and regular education teachers, and administrators selected by the groups they represent and parents. These representatives may be members of the CAC. A summary of the input from the CAC is shared with the COS.

(Local Plan Narrative Section B3)

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

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

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

(a) Receipt and distribution of special education funds to district accounts for the special education programs and services, pursuant to state and federal law.

(b) Receipt and distribution of special education funds to accounts exclusively designated for

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SELPA use.

(c) The employment of staff to support SELPA functions.

- (i) Receiving, transferring, and expending funds, based upon the budget as approved by COS.
- (ii) Establishing and maintaining an office of the Solano County SELPA.
- (iii) Employment of the Assistant Superintendent, SELPA to coordinate implementation of the local plan throughout the Solano County SELPA and with other SELPAs, as appropriate.
- (iv) Participating in funding the administrative cost of SELPA office.

(Local Plan Narrative Section D1 and C3)

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

Board policy of each LEA member of the Solano County SELPA Local Plan shall indicate that the LEA is responsible for educating students with disabilities in the least restrictive environment. Students with disabilities are served in their home districts whenever the needs identified in the individualized education program can be met in the home district. However, it is recognized that some students with disabilities have unique educational needs that cannot be met in their home districts. Because of such identified unique needs, some students receive services from other districts or the Solano County Office of Education. The local plan serves as the contractual agreement for students with disabilities placed in regional programs.

(Local Plan Narrative Section D2)

10. For multi-LEA local plans, specify:

a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

The local governing boards of member school districts and the Solano County Superintendent of Schools responsibilities include:

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

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c) Input on SELPA policies and procedures through the superintendent of the LEA.
d) Appointment of individuals to the CAC.
(Local Plan Narrative Section D3)

b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

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

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

Responsibilities of the LEA (County/District) Superintendent in the implementation of the plan include the following:

- a) appoint administrators to represent the LEA and serve on SELPA organized committees;
- b) advising their respective agencies on policy development;
- c) collecting information on program operations and reporting that information to the Assistant Superintendent, SELPA;
- d) designate an individual to participating in the recruiting, screening, and interviewing process for SELPA staff who have a local plan area function;
- e) managing and operating LEA programs and services;
- f) providing mutual technical assistance in due process and complaint procedures;
- g) participating in establishing local plan area standards, procedures, and processes for implementation of the local plan; and
- h) assisting in the identification of special education program and service needs for the SELPA.

Each LEA shares in a cooperative effort to provide for the special education needs of all students with disabilities within this SELPA.
(Local Plan Narrative Section D4)

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- c. The responsibilities of district and county administrators of special education in coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

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

The directors assess the need for professional learning, special education program development, , and regional programs. The administrators facilitate the collection and aggregation of data by providing accurate and timely information to the local plan area regarding student assessment, placement, identifying data, student movement, and progress. In addition, the administrators participate in internal local plan area.

(Local Plan Narrative Section D5)

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

- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

The COS is responsible for the employment, supervision and evaluation of the Assistant Superintendent, SELPA.

- i) By September 30, the COS and Assistant Superintendent, SELPA, shall establish goals for the school year.
- ii) On or near January of each year, the COS shall provide the Assistant Superintendent, SELPA with a mid-year check-in.
- iii) By June 30, of each year, the COS shall provide the Assistant Superintendent, SELPA, with an end of year performance evaluation.

SELPA staff are supervised, evaluated and disciplined at the direction of the Assistant Superintendent, SELPA in coordination with the AU.

(Local Plan Narrative Section B1)

- b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

State Special Education Revenue and Federal Local Assistance Grant funds, are distributed on an Average Daily Attendance (ADA) basis, after regionalized services are funded first. These

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services include partial funding for county operated programs, SELPA office operations, pooled funds for a variety of purposes including, legal defense, legal education, catastrophic costs, etc. All direct allocations to districts are distributed proportionally, based on ADA. All property taxes allocated to the SELPA are used to partially fund county operated special education programs.

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

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

Revenue subject to the SELPA allocation Model include the following:

- a) IDEA Basic Local Assistance Entitlement, Part B (RS 3310),
- b) IDEA Local Preschool Grant, Part B (RS 3315)
- c) IDEA Mental Health Allocation Plan, Part B (RS 3327)
- d) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- e) IDEA Preschool Staff Development, Part B, (RS 3345)
- f) IDEA Alternative Dispute Resolution (RS 3395)
- g) State Special Education, also referred to as AB 602, (RS 6500)
- h) State Special Education: Mental Health Services, also referred to as AB 114, (RS 6546)
- i) State Special Education: Infant Discretionary Funds (RS 6515)

Age 0-3 years, Infant/Toddler Funds

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

Age 3-22 years, School Age Funds

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

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

- a) Extensive Support Needs (ESN) program,
 - i) Funding for the ESN program includes all related services, except transportation.
 - ii) Revenue for the ESN program shall include:

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- (1) LCFF (general education funds) generated by the pupils in the ESN program;
 - (2) lottery funds generated by the pupils in the ESN program;
 - (3) property taxes, which are an offset to the AB 602 allocation, are used to partially fund the ESN programs to reduce the state revenue apportioned to fund the ESN program. These funds shall be prorated based upon enrollment to the LEAs operating the ESN; and
 - (4) state and federal special education funds.
- iii) LEAs operating an ESN program shall annually submit a proposed budget to the COS in accordance with the annually approved budget development calendar.
- b) SCOE operated Deaf Hard-of-Hearing (DHH) program
- c) SCOE provided mental health services in the Juvenile Detention Facility
- d) SELPA Operations and Services, as directed by the COS annually, including but not limited to:
- i) the SELPA office and SELPA personnel,
 - ii) funds for California Children's Services equipment,
 - iii) special education database contract,
 - iv) low incidence revenue, and
 - v) staff development funds.
- e) Pooled resources, at an amount determined annually by the COS, including but not limited to the following:
- i) Legal Education
 - ii) Legal Defense
 - iii) Residential Placement
 - iv) Catastrophic cost
- (Local Plan Narrative Section F1)

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

Each district board approves programs to be operated within its jurisdiction. The Solano County Office of Education establishes and maintains special education programs and services that are most effectively provided by the Superintendent's office, as determined by the COS and as specified in the annual budget and service plans. The Office of the County Superintendent

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functions as an LEA and has status equal to other LEA district program operations.
(Local Plan Narrative Section D2)

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

Each LEA is independently audited annually.

For the purpose of reviewing and submitting mandatory reports, including the Excess Cost Calculation, Special Education Maintenance of Effort - Actual, and Special Education Maintenance of Effort - Budget, the SELPA annually collects and aggregates LEA special education financial data. SELPA aggregates data for federal grants, including calculation of proportionate share.

(Local Plan Narrative Section F2)

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

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

(Local Plan Narrative Section F10)

Policies, Procedures, and Programs

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

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1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending

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private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes No

**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP):
20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic

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programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes No

9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)

Policy/Procedure Number:

Document Title:

Document Location:

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

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adopted by the SELPA as stated:

Yes No

14. Personnel Qualifications; EC 56205(a)(13)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)

Policy/Procedure Number:

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Document Title:

Document Location:

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

Yes No

17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes No

20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other

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students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes No

22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

- (1) Role of the RLA/AU:
- The Administrative Unit (AU) for the Solano County SELPA shall be responsible for functions such as, but not limited to:
- (a) Receipt and distribution of special education funds to district accounts for the special education programs and services, pursuant to state and federal law.
 - (b) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
 - (c) The employment of staff to support SELPA functions.
 - (i) Receiving, transferring, and expending funds, based upon the budget as approved by COS.
 - (ii) Establishing and maintaining an office of the Solano County SELPA.
 - (iii) Employment of the Assistant Superintendent, SELPA to coordinate implementation of the local plan throughout the Solano County SELPA and with other SELPAs, as appropriate.
 - (iv) Participating in funding the administrative cost of SELPA office.
- (2) Role of the SELPA Administrator:
- The Assistant Superintendent, SELPA is a full-time employee who serves as Executive Secretary to the COS and is a non-voting member of the Council. Under the direction of the COS, the Assistant Superintendent, SELPA's responsibilities include:
- (a) Implementing regionalized services based upon annual priorities that include: administering personnel development programs; coordinating program evaluation; supervising data collection, information management, and reporting; supporting curriculum development and proficiency standards; coordinating ongoing monitoring of local plan implementation through program review;

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Description:

- supervising and evaluating program specialists; recruiting county and district personnel; and conducting child-find and public awareness procedures
- (b) Providing overall coordination of the local plan implementation through program review
- (c) Assisting in development and coordinating master contracts with nonpublic schools and agencies providing services to students with disabilities
- (d) Participating in or designating appropriate personnel to participate in IEP team meetings for students considered for placement in other local plan areas and/or nonpublic school placements, as requested by member districts
- (e) Providing technical assistance to local education agencies in due process and complaint procedures
- (f) Coordinating and facilitating establishment of local plan area standards, procedures, processes, and regulations for the implementation of the local plan
- (g) Acting as liaison between the local plan area and the California Department of Education (CDE)
- (h) Applying for discretionary funds and other grants that become available to the SELPA
- (i) Assisting in identification of special education program and service needs for the SELPA
- (j) Providing technical assistance to local education agency special education program managers
- (k) Prepare an annual budget for the various special education resources to be submitted to the SELPA Governance and Finance Committee for review and input, to the COS for adoption
- (l) Recommend employment of, supervise, evaluate and discipline SELPA personnel
- (m) Accounting to LEAs for funds received and expended through the office, inclusive of the regionalized services budget
- (n) Coordinating the preparation and submission of all state mandated reports required for the SELPA
- (o) Resolving differences and acting as a mediator to reach consensus when differences of opinion occur between LEA directors or

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superintendents

(p) Acting as an ex-officio member of all SELPA standing committees and appointed task forces

(q) Meet and consult regularly with the special education directors of member LEAs, school districts and the county office of education

(r) Submitting the local plan to the Solano County Superintendent of Schools for signature, assuring coordination of the Local Plans within the county, in compliance with requirements of Education Code section 56140

(3) Role of the individual LEAs:

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

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

(Local Plan Narrative Section C3.a)

2. Coordinated system of identification and assessment:

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

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

(2) Role of the SELPA Administrator:

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

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Description:

through:

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

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

(3) Role of the individual LEAs:

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

(Local Plan Narrative Section C3.b)

3. Coordinated system of procedural safeguards:

Document Title:

Solano County SELPA Special Education Local Plan Narrative

Document Location:

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

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

(2) Role of the SELPA Administrator:

The SELPA provides alternate dispute resolution services for districts and parents. The SELPA assists parents with filing complaints with the Office of Administrative Hearings when requested. The SELPA also assures procedural safeguards by providing technical assistance

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Description:

and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement. The SELPA will also provide parents with a copy of their procedural safeguards upon request and maintain a copy on the Solano County SELPA website.

(3) Role of the individual LEAs:

The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

(Local Plan Narrative Section C3.c)

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

Document Title:

Solano County SELPA Special Education Local Plan Narrative

Document Location:

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description:

(1) Role of the RLA/AU:

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

(2) Role of the SELPA Administrator:

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

(3) Role of the individual LEAs:

The LEAs provide procedural safeguards to parents consistent with

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the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

(Local Plan Narrative Section C3.c)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description: (1) Role of the RLA/AU:
The role of the RLA/AU related to the coordinated system of curriculum development and alignment with the core curriculum is the same as the role of each LEA.

(2) Role of the SELPA Administrator:
The SELPA administrator will provide technical assistance and staff development, as requested or determined appropriate.

(3) Role of the individual LEAs:
LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

(Local Plan Narrative Section C3.e)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

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Description:

The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

The SELPA administrator:

(a) ensures the COS receives annual input on the local plan from required stakeholders, including parents of the CAC, general and special education staff and administrators,

(b) reports monthly to the COS in a public meeting, a summary of the SELPA's activities on behalf of its members,

(c) participates in monitoring activities and development and implementation of LEA improvement plans.

(3) Role of the individual LEAs:

Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.

(Local Plan Narrative Section C3.f)

7. Coordinated system of data collection and management:

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:
The role of the RLA/AU related to the coordinated system of data

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Description:

collection and management is the same as the role of each LEA.

(2) Role of the SELPA Administrator:
 The SELPA administrator:
 (a) approves the California Longitudinal Assessment and Pupil Data System (CALPADS) submission of each member LEA as required by the CDE,
 (b) provides technical assistance and training to LEAs,
 (c) ensures timely collection of data for state reporting

(3) Role of the individual LEAs:
 The LEAs are responsible for data entry, quality and integrity. The LEAs approve the CALPADS submission as required by the CDE.
 (Local Plan Narrative Section C3.g)

8. Coordination of interagency agreements:

Document Title:

Solano County SELPA Special Education Local Plan Narrative

Document Location:

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description:

(1) Role of the RLA/AU:
 The role of the RLA/AU related to the coordination of interagency agreements is the same as the role of each LEA.

(2) Role of the SELPA Administrator:
 The SELPA administrator annually reviews interagency agreements. Interagency agreements are renewed annually and posted on the SELPA website.

(3) Role of the individual LEAs:
 Through their representative to the COS, LEAs implement interagency agreements as appropriate.

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(Local Plan Narrative Section C3.h)

9. Coordination of services to medical facilities:

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description:

(1) Role of the RLA/AU:
The role of the RLA/AU related to the coordination of services to medical facilities is the same as the role of each LEA.

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

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

(Local Plan Narrative Section C3.i)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office

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Document Location: www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordination of services to LCIs and foster family homes is the same as the role of each LEA.

(2) Role of the SELPA Administrator:

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

Description: (3) Role of the individual LEAs:

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

(Local Plan Narrative Section C3.j)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

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

(2) Role of the SELPA Administrator:

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Description:

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

(3) Role of the individual LEAs:

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

(Local Plan Narrative Section C3.i)

(1) Role of the RLA/AU:

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

(2) Role of the SELPA Administrator:

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

(3) Role of the individual LEAs:

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

(Local Plan Narrative Section C3.k)

12. Fiscal and logistical support of the CAC:

Document Title:

Solano County SELPA Special Education Local Plan Narrative

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office

Section B: Governance and Administration

SELPA Solano County SELPA

Fiscal Year 2023-24

Document Location: www.SolanoCountySELPA.net/governance/local-plan

Description:

- (1) Role of the RLA/AU:
The role of the RLA/AU related to the fiscal and logistical support of the CAC is the same as the role of each LEA.
- (2) Role of the SELPA Administrator:
The SELPA administrator:
 - (a) provides logistical support to the CAC, and
 - (b) ensures the local plan is reviewed by the CAC
- (3) Role of the individual LEAs:
Voting members are appointed by local governing boards to the CAC.
(Local Plan Narrative Section C3.I)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description:

- (1) Role of the RLA/AU:
The responsibility for coordination of transportation is not the responsibility of the RLA/AU. If the RLA/AU provides transportation, it is unrelated to the role of that LEA as the RLA/AU.
- (2) Role of the SELPA Administrator:
The SELPA will provide technical assistance as requested.
- (3) Role of the individual LEAs:
Individual LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program. The Solano COE provides

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transportation, to the extent possible, for students attending programs outside of the geographic boundaries of the SELPA. In the event the Solano COE does not provide transportation, the responsibility for transportation is assigned to the District of Special Education Accountability (DSEA).

(Local Plan Narrative Section C3.m)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description: (1) Role of the RLA/AU:
The role of the RLA/AU related to the coordination of career and vocational education and transition services is the same as the role of each LEA.

(2) Role of the SELPA Administrator:
The SELPA administrator will provide technical assistance and staff development as needed.

(3) Role of the individual LEAs:
Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law.

(Local Plan Narrative Section C3.n)

15. Assurance of full educational opportunity:

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

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Description:

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

(2) Role of the SELPA Administrator:

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

(3) Role of the individual LEAs:

The individual LEAs:

(a) monitor student's IEP to ensure that all services documented are provided, without delay, and at no cost to the parent;

(b) regularly review and monitor special education data to ensure services and annual and triennial IEPs are implemented and reviewed per mandated timeframes, and

(c) through the IEP process, review the special education services provided to students to ensure adequate yearly progress is occurring.

(Local Plan Narrative Section C3.o)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

(1) Role of the RLA/AU:

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

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Description:

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

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

(Local Plan Narrative Section C3.p)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

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

(2) Role of the SELPA Administrator:
 The SELPA Administrator:

(a) coordinates and provides staff development and training for general and special education administrators and staff,

(b) develops and disseminates forms, policies, and procedures throughout the SELPA, and

(c) assists in preparation, implementation, and follow-up of state reviews,

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Description:

including those that are part of the Compliance and Improvement Monitoring (CIM) process.

(3) Role of the individual LEAs:

Individual LEAs are responsible for:

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

(Local Plan Narrative Section C3.q)

Special Education Local Plan Area Services

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office

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Document Location: www.SolanoCountySELPA.net/governance/local-plan

Description: A collaborative between North Bay California Regional Center, Early Head Start, California Children's Services, and Warmline Family Resource Center ensures services to infants and their families. For a listing of programs for early childhood special education programs and services for children aged three through five years of age, see the Annual Service Plan.

(Local Plan Narrative Section F5)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

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

(Local Plan Narrative Section G2)

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

Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
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The process for mediation at the COS level is as follows: The Chairperson of the COS mediates the differences between the participating districts. If the Chairperson is a party to the disagreement,

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Description:

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

In the event a dispute involves multiple members LEAs rendering it not feasible or practicable to form a mediating committee, the COS may direct the Assistant Superintendent, SELPA to engage a neutral third party to provide the mediation.

(Local Plan Narrative Section G3)

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

Document Title:

Solano County SELPA Special Education Local Plan Narrative

Document Location:

5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description:

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, as appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. The LEA shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of intervention strategies.

(Local Plan Narrative Section F7)

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

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Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
www.SolanoCountySELPA.net/governance/local-plan

Description:

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

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

(Local Plan Narrative Section F6)

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

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

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

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Document Title: Solano County SELPA Special Education Local Plan Narrative

Document Location: 5100 Business Center Drive, Fairfield, CA 94534, SELPA Office
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Description: Enrollment and Intake Procedures

Students who were found eligible for special education services prior to incarceration in the Solano County Detention Center, shall be identified by the Solano County Sheriff, the adult student or the adult student's appointed representative. Upon referral from the Solano County Sheriff, the Solano County SELPA shall ensure the provision of special education services for inmates who remain eligible for such services, and

- a) whose parent or conservator currently resides within the Solano County SELPA's boundaries; or
- b) whose parents resided within the Solano County SELPA's boundaries when the inmate turned 18, and who remain residents of the SELPA.

Responsible Agency

It shall be the responsibility of the DSEA to provide services to the identified individual in the Solano County Detention Center, or the SCOE, on behalf of the responsible district, may provide services at the Solano County Detention Center. If the Solano SELPA is not the responsible SELPA for an inmate identified by the Sheriff, the Solano SELPA shall make every effort to identify and contact the responsible district/SELPA.

(Local Plan Narrative Section F9)

Solano County SELPA

Local Plan Narrative

Governance and Administration



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

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SOLANO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN NARRATIVE

A. Solano County SELPA Participating Local Educational Agencies

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

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

B. Governance and Administrative Structure

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

Member districts and the county office of education are responsible for coordinating and implementing the local plan through regular participation in the COS and Governance and Finance Committee meetings. Additionally, a special education director or designee participates in each meeting of the CAC.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs and consists of the Council of Superintendents (COS), the executive decision-making body; the Governance and Finance Committee; and the Community Advisory Committee (CAC), both of which serve as advisory bodies to the COS. The SELPA Assistant Superintendent may convene additional committees. The SELPA Assistant Superintendent is responsible for the coordination of the SELPA and the implementation of the local plan. The COS, Governance and Finance Committee, and CAC are public meetings providing a method by which members of the public may address questions or concerns to the governing body. ~~The COS and Governance and Finance Committee meetings~~ operate under the requirements of the Ralph M. Brown Act (Brown Act). The CAC operates under the Ralph M. Brown Act as modified by Education Code 35147. ~~providing a method by which members of the public may address questions or concerns to the governing body.~~

B1. Council of Superintendents (COS)

The governing board of the Solano County Special Education Local Plan Area is the Council of Superintendents (COS). The COS consists of five (5) district superintendents and the county superintendent. In recognizing the importance of each superintendent's role in the COS, the designation of alternative representatives to the COS are not permitted. The COS, with input from the Governance and Finance Committee and the CAC, provides leadership in the development of statements of policies and procedures, goals, priorities, and plans for the comprehensive and systematic provision

of special education programs and services and recommending their adoption by participating boards. ~~The COS make executive decisions and provides for communication between district superintendents and the Solano County Superintendent of Schools.~~ The primary function of the Council is to promote cooperation and communication among the districts, and the County Office of Education, and to be responsive to any special education concerns, which require an executive decision by the superintendents. The COS also establishes policy and guidelines in compliance with procedures set forth in this local plan for special education. The regular meetings of the COS shall be open to the public and provide for community input. Questions or concerns may also be addressed to the Assistant Superintendent, SELPA.

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

Specific functions of the Council of Superintendents include:

- a) Employ, supervise, and evaluate the Assistant Superintendent, SELPA.
 - i) By September 30, the COS and Assistant Superintendent, SELPA, shall establish goals for the school year.
 - ii) On or near January of each year, the COS shall provide the Assistant Superintendent, SELPA with a mid-year check-in.
 - iii) By June 30, of each year, the COS shall provide the Assistant Superintendent, SELPA, with an end of year performance evaluation.
- b) Directing the allocation and utilization of special education management and support services, and other resources within the local plan area, in accordance with the provisions of the local plan
- c) Reviewing special education issues and recommending effective solutions to agencies
- d) Adopting executive rules, administrative regulations, and procedures for the management of special education programs and services in the local plan area and the implementation of agreements
- e) Monitoring special education programs and services with respect to both planned and actual efforts, progress, and results
- f) Adopting guidelines and procedures for conducting special education programs and services available through the local plan
- g) Providing executive direction to the Assistant Superintendent, SELPA for regionalized services and to the superintendent of the AU, when appropriate, regarding the implementation, administration, and operation of special education programs and services in accordance with the local plan
- h) Making recommendations to the local education agency board

- i) Directing that data be gathered, interpreted, and reported regarding the implementation, administration, and operation of the local plan
- j) Reviewing data about the current status and accomplishment of special education programs in the respective districts
- k) Providing mutual technical assistance to the Local Education Agency Directors, as necessary
- l) Providing leadership for inter-district actions pertaining to the implementation, administration, and operation of the local plan
- m) Coordinating each local education agency's portion of the special education programs and services, in accordance with the provisions of the local plan
- n) Facilitating liaison with community resources, the local education agencies, the AU, and the Community Advisory Committee
- o) Coordinating and facilitating the participation of district special education personnel and utilizing other available district resources for special education, in accordance with the provisions of the local plan and decisions made by the Council
- p) Conducting public hearings on and approving annual service and budget program plans. The Assistant Superintendent, SELPA shall ensure public notice, at least 15 days notice of the hearing
- q) Receiving regular notification of all requests for due process hearings and compliance complaints filed throughout the Special Education Local Plan Area
- r) Reviewing all IEP team recommendations requesting private school placements
- s) Bi-annually selecting a Chair and annually determining the date and time of the regular meeting
- t) Approving SELPA budgets and expenditures for regionalized services, program specialists, and annual entitlements and grants

Responsibilities of the Chair of the Council of Superintendents include:

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

B2. Governance and Finance Committee

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

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

B3. Community Advisory Committee

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

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

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

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

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

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

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

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

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

The CAC:

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

To facilitate this process:

- i) A draft of the Plan is submitted to the CAC at least 30 days prior to submission for review.

- ii) The Chairperson signs the plan on behalf of the committee to indicate a 30-day review period and compliance with the membership requirements of the CAC.
- iii) The CAC forwards any recommended revisions and comments regarding the local plan in writing to the respective chairs of the Special Education Council and the Council of Superintendents for review.
- b) Recommends annual priorities to be addressed by the Plan through a written report to the Assistant Superintendent, SELPA
- c) Assists in parent education and in recruiting parents and other volunteers, who may contribute to the implementation of the Plan
- d) Encourages community involvement in development and review of the local plan
- e) Supports activities on behalf of individuals with exceptional needs
- f) Assists in parent awareness of the importance of regular school attendance
- g) Supports community involvement in the parent advisory committee established pursuant to Education Code 52063 and encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Education code 42238.01.

At regular meetings of the CAC, input on the local plan is gathered from CAC members and the community, including special and regular education teachers, and administrators selected by the groups they represent and parents. These representatives may be members of the CAC. A summary of the input from the CAC is shared with the COS.

B4. Special Focus Committees

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

B5. Changes in the Governance Structure or Membership

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

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

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

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

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

C. Regionalized Services and Program Specialists

C1. Local Assurances

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

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

C2. Program Specialists

Program Specialist duties shall be performed by SELPA Coordinators.

SELPA Coordinator personnel requirements:

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

Allocation, Selection, and Supervision

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

Role and Function of a SELPA Coordinator

A coordinator may, as directed, perform the following tasks upon direction of supervisors or as requested by district administration

- a) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special class teachers
- b) Plan programs, coordinate curricular resources, monitor, and evaluate the effectiveness of programs for individuals with exceptional needs
- c) Assist with staff development, program development and innovation of special methods and approaches
- d) Provide coordination, consultation, and program development in his/her areas(s) of expertise
- e) Assure that students, regardless of district, have full educational opportunity
- f) Coordinate inter- and intra-SELPA placements and transportation of students
- g) Serve as liaison and consultant to other professionals, agencies, and the community
- h) Provide consultation to principals and administrators who operate special education programs at their school sites, upon the request of district director
- i) Provide consultative services as a member of the Individualized Education Program team as appropriate

C3. Administration of Regional Operations and Services

- a) Coordination of the SELPA and the implementation of the local plan:

~~(1) Direct instructional support provided by program specialists:~~

~~Program Coordinator support services shall be available to individuals with exceptional needs, their families, and district staff.~~

~~(2)~~(1) Role of the RLA/AU:

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

- (a) Receipt and distribution of special education funds to district accounts for the special education programs and services, pursuant to state and federal law.
- (b) Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
- (c) The employment of staff to support SELPA functions.
 - (i) ~~Submitting all SELPA budgets for Board approval, r~~Receiving, transferring, and expending ~~those~~ funds, based upon the ~~needs of special education students residing in the local plan area, as recommended by the Council of Superintendents~~budget as approved by COS.
 - (ii) Establishing and maintaining an office of the Solano County ~~Special Education Local Plan Area~~SELPA.
 - (iii) Employment of ~~t~~he Assistant Superintendent, SELPA ~~shall be employed to~~ coordinate implementation of the local plan throughout the Solano County

~~Special Education Local Plan Area~~SELPA and with other SELPAs, as appropriate.

- (iv) Participating in funding the administrative cost of ~~Special Education Local Plan Area~~SELPA office.

~~(3)~~(2) Role of the SELPA Administrator:

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

- (a) Implementing regionalized services based upon annual priorities that include: administering personnel development programs; coordinating program evaluation; supervising data collection, information management, and reporting; supporting curriculum development and proficiency standards; coordinating ongoing monitoring of local plan implementation through program review; supervising and evaluating program specialists; recruiting county and district personnel; and conducting child-find and public awareness procedures
- (b) Providing overall coordination of the local plan implementation through program review
- (c) Assisting in development and coordinating ~~implementation of interagency master contracts agreements~~ with nonpublic schools and agencies providing services to ~~exceptional~~ students with disabilities
- (d) Participating in or designating appropriate personnel to participate in IEP team meetings for students considered for placement in other local plan areas and/or nonpublic school placements, as requested by member districts
- (e) Providing technical assistance to local education agencies in due process and complaint procedures
- (f) Coordinating and facilitating establishment of local plan area standards, procedures, processes, and regulations for the implementation of the local plan
- (g) Acting as liaison between the local plan area and the ~~following agencies: the California Department of Education (CDE), the Special Education Council, the Council of Superintendents, and the Community Advisory Committee (CAC)~~
- (h) Applying for discretionary funds and other grants that become available to the SELPA
- (i) Assisting in identification of special education program and service needs for the SELPA
- (j) Providing technical assistance to local education agency special education program managers
- (k) Prepare an annual budget for the various special education resources ~~SELPA budgets~~ to be submitted to the SELPA Governance and Finance Committee for review and input, to the ~~Council of Superintendents~~COS for ~~recommendation,~~ and to the ~~Superintendent of the AU for board~~ adoption

- (l) Recommend employment of, ~~supervise, assign, and~~ evaluate and discipline SELPA personnel
- (m) Accounting to ~~local education agencies~~ LEAs for funds received and expended through the office, inclusive of the regionalized services budget
- (n) Coordinating the preparation and submission of all state mandated reports required for ~~the Local Plan area~~ the SELPA
- (o) Resolving differences and acting as a mediator to reach consensus when differences of opinion occur between ~~Local Education Agency~~ LEA directors or superintendents
- (p) Acting as an ex-officio member of all SELPA standing committees and appointed task forces
- (q) Meet and consult regularly with the special education directors of member ~~local education agencies~~ LEAs, school districts and the county office of education
- (r) Submitting the local plan to the Solano County Superintendent of Schools for signature, assuring coordination of the Local Plans within the county, in compliance with requirements of Education Code section 56140

~~(4)~~(3) Role of the individual LEAs:

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

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

b) Coordinated system of identification and assessment:

~~(1) Direct instructional support provided by program specialists:~~

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

- (a) The SELPA administrator assists the conduct of child find activities through:
 - (i) Annual distribution of child find materials to local child care facilities, private schools, medical offices, nonprofit organizations focused on serving children and interested parties;
 - (ii) staffing community events and distributing child find activities;

- (iii) maintain~~ing~~ child find information on the Solano County SELPA website;
and
- (iv) providing workshops on child find.
- (b) The SELPA provides technical support to LEAs and guidance to parents, as needed.

~~(4)~~(3) Role of the individual LEAs:

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

c) Coordinated system of procedural safeguards:

~~(1)~~ Direct instructional support provided by program specialists:

~~The Program Coordinators provide alternate dispute resolution districts as requested by parents. The program specialist assists parents with filing complaints with the Office of Administrative Hearings when requested. The program specialists also assure procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.~~

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

The LEAs provide procedural safeguards to parents consistent with the education code, assist parents with understanding them, and ensure that they are implemented. The LEAs assist parents with filing complaints with the Office of Administrative Hearings when requested.

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

~~(1)~~ Direct instructional support provided by program specialists:

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

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

~~(1) Direct instructional support provided by program specialists:~~

~~Program Coordinators provide curricular resources for students with disabilities.~~

~~(2)~~(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of curriculum development and alignment with the core curriculum is the same as the role of each LEA.

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA administrator will provide technical assistance and staff development, as requested or determined appropriate.

~~(4)~~(3) Role of the individual LEAs:

LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs.

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

~~(1) Direct instructional support provided by program specialists:~~

~~Program Coordinators provide assistance to LEAs with program review and consultation. Program Coordinators assist LEAs with state monitoring activities and development of improvement plans.~~

~~(2)~~(1) Role of the RLA/AU:

The role of the RLA/AU related to the coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system is the same as the role of each LEA.

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA administrator:

- (a) ensures the COS receives annual input on the local plan from required stakeholders, including parents of the CAC, general and special education staff and administrators,
- (b) reports monthly to the COS in a public meeting, a summary of the SELPA's activities on behalf of its members,
- (c) participates in monitoring activities and development and implementation of LEA improvement plans.

~~(4)~~(3) Role of the individual LEAs:

Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE.

g) Coordinated system of data collection and management:

~~(1) Direct instructional support provided by program specialists:~~

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

h) Coordination of interagency agreements:

~~(1) Direct instructional support provided by program specialists:~~

~~Not applicable.~~

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

i) Coordination of services to medical facilities:

~~(1) Direct instructional support provided by program specialists:~~

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

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

~~(1) Direct instructional support provided by program specialists:~~

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

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

~~(1) Direct instructional support provided by program specialists:~~

~~Not Applicable~~

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

l) Fiscal and logistical support of the CAC:

~~(1) Direct instructional support provided by program specialists:~~

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

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

~~(1)~~ Direct instructional support provided by program specialists:

~~Program Specialist will provide staff development as requested by LEAs.~~

~~(2)~~(1) Role of the RLA/AU:

~~The role of the RLA/AU related to the coordination of transportation services for individuals with exceptional needs is the same as the role of each LEA. The responsibility for coordination of transportation is not the responsibility of the RLA/AU. If the RLA/AU provides transportation, it is unrelated to the role of that LEA as the RLA/AU.~~

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA will provide technical assistance as requested.

~~(4)~~(3) Role of the individual LEAs:

Individual LEAs ensure that appropriate transportation services are provided for students with disabilities as specified in their individualized education program. ~~The Solano COE provides transportation for students who require transportation outside of their district of residence. The Solano COE provides transportation, to the extent possible, for students attending programs outside of the geographic boundaries of the SELPA. In the event the Solano COE does not provide transportation, the responsibility for transportation is assigned to the District of Special Education Accountability (DSEA).~~

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

~~(1)~~ Direct instructional support provided by program specialists:

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

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

o) Assurance of full educational opportunity:

~~(1) Direct instructional support provided by program specialists:~~

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

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

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

~~(4)~~(3) Role of the individual LEAs:

The individual LEAs:

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

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

~~(1) Direct instructional support provided by program specialists:~~

~~Not Applicable~~

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA administrator will facilitate the distribution of funds in accordance to the funding allocation plan approved by the ~~Council of Superintendents~~COS. The SELPA Administrator also ensures the development of the Annual Budget Plan.

~~(4)~~(3) Role of the individual LEAs:

Individual LEAs determine and approve the allocation of state and federal funds. Each LEA timely submits required fiscal reports to the SELPA for required by state and federal reporting.

- q) Direct instructional program support that maybe provided by program specialists in accordance with EC Section 56368:

~~(1)~~ Direct instructional support provided by program specialists:

~~Program Coordinators services related to direct instructional program support include:~~

- ~~(a) individual mentoring,~~
- ~~(b) professional development, and~~
- ~~(c) program consultation.~~

~~(2)~~(1) Role of the RLA/AU:

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

~~(3)~~(2) Role of the SELPA Administrator:

The SELPA Administrator:

- (a) coordinates and provides staff development and training for general and special education administrators and staff,
- (b) develops and disseminates forms, policies, and procedures throughout the SELPA, and
- (c) assists in preparation, implementation, and follow-up of state reviews, including those that are part of the ~~Focused Monitoring and the Quality Assurance~~Compliance and Improvement Monitoring (CIM) p-Process.

~~(4)~~(3) Role of the individual LEAs:

Individual LEAs are responsible for:

- (a) planning, directing, coordinating, and evaluating instructional programs
- (b) identifying needs and developing short and long-range plans for staff development, curriculum development, and program effectiveness.

- (c) providing staff development and training for general and special education administrators and staff.
- (d) developing and disseminating forms, policies, and procedures consistent with LEA policies.
- (e) representing the LEA on committees as directed.
- (f) assuring appropriate coordination of general and special education instructional resources for students.
- (g) providing support to the LEA in the area of positive behavior intervention.
- (h) assisting in the preparation, implementation, and follow-up of reviews by the state including those that are part of the Compliance and Improvement Monitoring (CIM) process. ~~Focused Monitoring and the Quality Assurance Process~~

D. Roles and Responsibilities of Participating Entities

D1. Administrative Unit

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

D2. Local Educational Agency

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

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

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

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

unique educational needs that cannot be met in their home districts. Because of such identified unique needs, some students receive services from other districts or the Solano County Office of Education. [The local plan serves as the contractual agreement for students with disabilities placed in regional programs.](#)

LEA responsibilities include:

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

D3. LEA Governing Boards

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

~~a) Approval of the local plan.~~

~~b)a)~~ Adoption of policies and procedures for special education programs and services within their districts.

~~c)b)~~ LEA compliance with all elements of the local plan.

~~d)c)~~ Input on SELPA policies and procedures through the superintendent of the LEA.

~~e)d)~~ Appointment of individuals to the CAC.

D4. LEA Superintendents

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

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

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

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

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

D5. LEA Special Education Administrators

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

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

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

E. Federal Assurances

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

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

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

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

E3. Child Find 20 USC § 1412 (a)(3)

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

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

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

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

It shall be the policy of each LEA in the SELPA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special class, separate schooling, or other removal of a student with disabilities from the general educational environment, occurs only when the nature or severity of the disability of the student is such that education in general classes with the use of supplemental aids and services cannot be achieved satisfactorily.

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

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

E7. Evaluation 20 USC § 1412 (a)(7)

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

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

It shall be the policy of each LEA in the SELPA that the confidentiality of personally identifiable data information and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act (FERPA).

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

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

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

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

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

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

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

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

E13. Governance 20 USC § 1412 (a)(13)

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

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

It shall be the policy of each LEA in the SELPA to ensure that personnel providing special education related services meet the highly qualified requirements as defined under federal law, including that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.

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

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

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

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

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

It shall be the policy of each LEA in the SELPA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA; will be used to supplement and not to supplant state, local and other Federal funds ~~those funds~~.

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

It shall be the policy of each LEA in the SELPA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities except as provided in Federal law and regulations.

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

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

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

(Federal requirement for State Education Agency only.)

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

(Federal requirement for State Education Agency only.)

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

The LEAs assure that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures and practices related to the development and implementation of the IEPs will be revised.

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

It shall be the policy of each LEA in the SELPA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state adopted National Instructional Materials Accessibility Standard.

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

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

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

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

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

(Federal requirement for State Education Agency only.)

E27. Data 20 USC § 1418 (a-d)

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

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

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

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

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

F. Additional Elements of the Local Plan**F1. Allocation Plan and Maintenance of Effort**

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

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

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

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

Revenue subject to the SELPA allocation Model include the following:

- a) IDEA Basic Local Assistance Entitlement, Part B (RS 3310),
- b) IDEA Local Preschool Grant, Part B (RS 3315)
- c) IDEA Mental Health Allocation Plan, Part B (RS 3327)
- d) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- e) IDEA Preschool Staff Development, Part B, (RS 3345)
- f) IDEA Alternative Dispute Resolution (RS 3395)
- g) State Special Education, also referred to as AB 602, (RS 6500)
- h) State Special Education: Mental Health Services, also referred to as AB 114, (RS 6546)
- i) State Special Education: Infant Discretionary Funds (RS 6515)

Age 0-3 years, Infant/Toddler Funds

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

School Age Funds

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

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

- a) ~~SCOE operated Moderate to Severe disabilities~~Extensive Support Needs (ESN)-Special Day Class (SDC) Pprogram,
 - i) ~~Funding for the ESN~~The Moderate to Severe SDC Pprogram includes all related services, except transportation.
 - ii) ~~All property taxes allocated to the SELPA are used to partially fund county operated special education programs to reduce the state revenue apportioned to SCOE.~~Revenue for the ESN program shall include:
 - (1) LCFF (general education funds) generated by the pupils in the ESN program;
 - (2) lottery funds generated by the pupils in the ESN program;
 - (3) property taxes, which are an offset to the AB 602 allocation, are used to partially fund the ESN programs to reduce the state revenue apportioned to fund the ESN program. These funds shall be prorated based upon enrollment to the LEAs operating the ESN; and
 - (4) state and federal special education funds.
 - iii) LEAs operating an ESN program shall annually submit a proposed budget to the COS in accordance with the annually approved budget development calendar.
- b) SCOE operated Deaf Hard-of-Hearing (DHH) program
- c) SCOE provided mental health services in the Juvenile Detention Facility
- d) SELPA Operations and Services, as directed by the COS annually, including but not limited to:
 - i) the SELPA office and SELPA personnel,
 - ii) funds for California Children's Services equipment,
 - iii) special education database contract,
 - iv) ~~Low incidence~~ revenue, and
 - v) ~~S~~staff development funds.
- e) Pooled resources, at an amount determined annually by the COS, including but not limited to the following:
 - i) Legal Education ~~pool~~
 - ii) Legal Defense ~~fund~~
 - iii) Residential Placement ~~pool~~
 - iv) ~~The~~ Catastrophic cost ~~pool~~

F2. Monitoring the use of State and Federal Funds

Each LEA is independently audited annually.

For the purpose of reviewing and submitting mandatory reports, including the Excess Cost Calculation, Special Education Maintenance of Effort – Actual, and Special Education Maintenance of Effort - Budget, the SELPA annually collects and aggregates LEA special education financial data. SELPA aggregates data for federal grants, including calculation of proportionate share.

F2,F3. Annual Budget Plan

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

F3,F4. Annual Service Plan

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

F4,F5. Programs for Early Childhood Special Education

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

F5,F6. Oversight of Nonpublic School Placements

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

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

F6,F7. Utilization of General Education Resources

Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where as appropriate, utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. The LEA shall ensure that evaluations of children suspected of having a disability are not delayed or denied because of the implementation of intervention strategies.

F7. — Reading Criteria

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

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

F8. Access to Core Curriculum

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

~~All~~ required core curriculum including state adopted core curriculum and supplementary materials.

~~a) Instructional materials and support.~~

F9. Services to Incarcerated Adult Students

Enrollment and Intake Procedures

Students who were found eligible for special education services prior to incarceration in the Solano County Detention Center, shall be identified by the Solano County Sheriff, the adult student or the adult student's appointed representative. Upon referral from the Solano County Sheriff, the Solano County SELPA shall ensure the provision of special education services for inmates who remain eligible for such services, and

a) whose parent or conservator currently resides within the Solano County SELPA's boundaries; or

b) whose parents resided within the Solano County SELPA's boundaries when the inmate turned 18, and who remain residents of the SELPA.

Responsible Agency

It shall be the responsibility of the DSEA to provide services to the identified individual in the Solano County Detention Center, or the SCOE, on behalf of the responsible district, may provide services at the Solano County Detention Center. If the Solano SELPA is not the responsible SELPA for an inmate identified by the Sheriff, the Solano SELPA shall make every effort to identify and contact the responsible district/SELPA.

F9,F10. Low Incidence Funds

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

F10,F11. Request for SELPA Membership by a Charter School

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

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

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

G. Policies, Procedures, and Local Agreements

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

G1. Interagency Agreements

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

- a) Solano County Health & Human Services/California Children's Services
- b) North Bay Regional Center – Part C
- c) North Bay Regional Center – Part B
- d) Matrix Parent Network
- e) Child Start, Inc.
- e)f) Multi-SELPA Agreement to operate programs for student who are Deaf / Hard-of-Hearing

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

G2. Public Addressing the Governing Body

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

G3. Dispute Resolution

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

In the event a dispute involves multiple members LEAs rendering it not feasible or practicable to form a mediating committee, the COS may direct the Assistant Superintendent, SELPA to engage a neutral third party to provide the mediation.

G4. Legal References

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

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

Z. Transportation

Z1. LEA Responsibility and Funding

When transportation is required as a service on a student's IEP, each district is responsible for coordinating and providing that transportation service when it is within the district's boundaries.

The Solano COE provides transportation, to the extent possible, for students attending programs outside of the geographic boundaries of the SELPA. In the event the Solano COE does not provide transportation, the responsibility for transportation is assigned to the District of Special Education Accountability (DSEA).

~~SCOE will transport students across district boundaries unless the:~~

- ~~1. transportation is provided by an NPS,~~
- ~~2. parents and district agree to mileage reimbursement, or~~
- ~~3. district contracts for transportation through another entity.~~

~~For the 2021-22 and 2022-23 school years, including Extended School Year 2022 and 2023, SCOE has first right of refusal for transportation across district lines. If SCOE is unable to transport across district lines, the district of special education accountability may transport the student across district lines or provide transportation reimbursement.~~

~~Solano County Office of Education (SCOE) may offset the cost of students transported across district boundaries with SCOE's transportation revenue. SCOE's excess transportation costs will be directly billed to member districts. Excess cost shall be billed based on mileage from the bus yard to home to school.~~

~~Additionally, districts may contract with SCOE separately for transportation of students within the district boundaries; such a contract will not be offset by SCOE transportation revenue.~~

Z2. Criteria for Providing Transportation

Transportation, as a related service to special education, is necessary when it is required for the student to benefit from their special education.

IEP teams shall consider the following when determining the need for transportation as a related service:

1. the severity of the student's disability having a direct effect on the provision of transportation services (e.g., mobility and ability)

2. ability of the student to function independently and responsibly
3. the student's education goals for transition from special education or into the community
4. least-restrictive environment and the promotion of independent living to the maximum extent possible.

An alternative method of transportation will be arranged to a special education program if a student is suspended from the bus. This is necessary in order to continue providing free, appropriate public education services as identified on the IEP. Alternative methods of transportation could include transportation by the parent, a taxi, or another public vehicle.

AB 130 - DPDR and LRP (ACSA Presentation - Dispute Prevention and Learning Recovery)

CSAM Procedure 765 - Recognition of Legal Obligations in Reporting for Federal Grants	
If the obligation is for . . .	The legal obligation is made . . .
Acquisition of real or personal property	On the date on which the LEA makes a binding written commitment to acquire the property
Personal services by an employee of the LEA	When the services are performed
Personal services by a contractor who is not an employee of the LEA	On the date on which the LEA makes a binding written commitment to obtain the services
Performance of work other than personal services	On the date on which the LEA makes a binding written commitment to obtain the work
Public utility services	When the LEA receives the services
Travel, conferences	When the travel is taken or conference attended
Rental of real or personal property	When the LEA uses the property
A pre-agreement cost that was properly approved in advance	On the first day of the grant or subgrant performance period

Reminders...

- MOE tracks expenditures using **GOAL** codes. MOE does not track the *revenue source* of special education funds.
 - For example, a revenue of \$100,000, and an expenditure of \$75,000, in a State Special Education fund creates an MOE of \$75,000.
 - For one-time DPR and LRS Funds –the only way expenditures will not impact MOE is to code in Object codes excluded from MOE such as 7140, 7141, 7142, 7143, which may not be feasible nor aligned with submitted plans.
- MOE does, however, identify any revenue *contribution amounts*, and it reassigns them to the MOE Local Actual Expenditure area.
 - For example, that same revenue of \$100,000, but an expenditure of \$125,000, may cause a local contribution of \$25,000. This \$25,000 would be *assigned* to the MOE Local Actual Expenditures area.
- Any activity that has a Goal Code of 5xxx will be pulled into MOE calculations.

Accounting Methods - Contribution vs. Direct Cost Transfer

Method 1 - Contribution

- Identify, document, and total qualifying prior year activities.
- Post a contribution up to the amount identified (using SACS Object 8990) from Resource 6536 and/or 6537, as appropriate, to Resource 0000 (or an unrestricted equivalent) and/or Resource 6500. Also, use the appropriate Goal 5xxx code.

- A contribution to Resource 6500 may be the most appropriate, depending on the activity. *This contribution may create an equivalent reduction to the LEA's overall general fund contribution to 6500.*
 - Example:
 - LEA had an initial contribution of \$50,000 to Resource 6500.
 - LEA identified \$20,000 in qualifying costs to Resource 6537 from the prior year.
 - LEA posts a contribution of \$20,000 from Resource 6537 to 6500.
 - LEA's total revenue increases by \$20,000.
 - LEA's initial contribution decreases from \$50,000 to \$30,000.
 - LEA's State & Local total for MOE remains the same. However, LEA's Local Only total decreases by \$20,000

Method 2 - Direct Cost Transfer

- If the LEA has documentation of qualifying costs that were used for actual goods and/or services from one department to another department within the organization, the LEA may consider a direct cost transfer.
- If no goods and/or services were received a direct cost transfer may not be permitted.
- If there are qualifying costs, then the LEA would complete a direct cost transfer (Object 5710) between 6500 and 6536/6537.
 - All the costs in 6536 and 6537 will have a Goal 5xxx, so you cannot do this between 0000 and 6536/6537 unless the expenses coming out of 0000 also had Goal 5xxx.
- **Qualifying Costs within Special Education**
 - If the LEA has documentation of qualifying costs that were used for actual goods and/or services from one department to another department within the organization, the LEA may consider a direct cost transfer
 - If no goods and/or services were received, a direct cost transfer may not be permitted
 - If there are qualifying costs, the LEA would complete a direct cost transfer (Object Code 5710) between Resource Code 6500 and Resource Code 6536/6537
 - All the costs in Resource Code 6536/6537 will have a Goal 5xxx
 - Funds will now be Resource Code 6500 and will no longer be restricted under Resource Code 6536/6537
- **Qualifying Costs within the General Fund**
 - A less common scenario may involve making a reimbursement for a qualifying cost that was paid out of the General Fund
 - If the LEA has incurred costs paid out of the General Fund, the LEA would follow this procedure to make a transfer between Resource Code 0000 and Resource Code 6536/6537
 - Verify that the expenses coming out of Resource Code 0000 also had Goal 5xxx
 - Funds will now be Resource Code 0000 and will no longer be restricted under Resource Code 6536/6537

SCOE TRANSPORTATION
2023/2024 TRANSPORTATION BUDGET

	2022/2023 Adopted Budget	2022/2023 Revised Budget	2023/2024 Projected Budget	Proposed Inc (Dec) Adopted	Proposed Inc (Dec) Revised
Revenue:					
Apportionment	937,834	937,834	937,834	-	-
SCOE Contribution to Indirect>5%	97,747	90,831	94,154	3,593	6,916
Revenue Total	1,035,581	1,028,665	1,031,988	(3,593)	3,323
Expenditures:					
Salaries and Benefits					
2000 Classified	942,220	816,220	862,321	(79,899)	46,101
3000 Benefits	527,823	458,215	544,827	17,004	86,612
Total Salaries and Benefits	1,470,043	1,274,435	1,407,148	(62,895)	132,713
4000 Books/Supplies					
Fuel	150,000	153,656	160,000	10,000	6,344
Other Supplies	42,675	52,418	37,675	(5,000)	(14,743)
Total Books/Supplies	192,675	206,074	197,675	5,000	(8,399)
5000 Services/Other Op Exp					
Vehicle Rentals	100,000	68,608	75,000	(25,000)	6,392
Maintenance/Toll/Uniforms	157,600	180,953	160,100	2,500	(20,853)
Repairs	65,000	55,555	60,000	(5,000)	4,445
Software	10,000	10,828	12,000	2,000	1,172
Conference/Travel	2,700	2,761	2,700	-	(61)
Operations	25,713	34,592	30,703	4,990	(3,889)
Total 5000 Services & Other	361,013	353,297	340,503	(20,510)	(12,794)
6000 Capital Outlay	-	-	-	-	-
7000 Other Outgo					
Bus payment	48,894	48,894	46,849	(2,045)	(2,045)
Indirect	101,187	94,027	97,266	(3,921)	3,239
Indirect over 5%	97,747	90,831	94,154	(3,593)	3,323
Total 7000 Other Outgo	247,828	233,752	238,269	(9,559)	4,517
Expenditures Total	2,271,559	2,067,558	2,183,595	(87,964)	116,037
Reserve	65,215	111,940	62,683	(2,532)	(49,257)
Total	2,336,774	2,179,498	2,246,278	(90,496)	66,780
Excess Cost	1,301,193	1,150,833	1,214,290	(86,903)	63,457

	Adopted FTE 22-23	Proposed FTE 23-24	Proposed-Adopted
Transportation Manager	1.00	0.85	(0.15)
Bus Driver Instructor	1.00	1.00	-
Dispatch/Office Technician	1.00	1.00	-
Bus Drivers	13.57	10.64	(2.93)
Transportation Assistant	3.71	3.71	-
Maintenance/Custodial	0.13	0.13	-
Total FTE	20.41	17.33	(3.08)

23/24 Projections:

Annual Avg Monthly Miles	26,315	*Based on 22/23 Projected usage at Mid Year
Cost/Mile	46.14	*Excess Cost / Annual Miles

District	Out of Dist. Miles	Total Cost
Benicia USD	-	-
Dixon USD	7,242	334,178
Fairfield USD	6,866	316,828
Travis USD	6,242	288,033
Vacaville USD	5,965	275,251
Total	26,315	1,214,291

Note: 22/23 Budget included the one time cost of Zonar equipment refresh
Reduction of 14 Routes to 11

FISCAL REPORT

PUBLIC EDUCATION'S POINT OF REFERENCE FOR MAKING EDUCATED DECISIONS

Mental Health Funds for 2023-24



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Ask SSC . . . In fiscal year (FY) 2023-24, state and federal mental health resources will shift from the Special Education Local Plan Areas (SELPAs) to flow directly to local educational agencies (LEAs) via the Principal Apportionment process. How will the funds be calculated for both state and federal mental health funds?

State and federal mental health funds have historically been allocated to SELPAs, based on the aggregate average daily attendance (ADA) for each SELPA, which utilize local decision-making to determine use of those resources to provide mental and behavioral health support for students with disabilities (SWDs) and for the behavioral and mental health services for any student with such needs. With the implementation of the funding shift from SELPAs to LEAs, the allocation methodology was amended in Education Code Section (EC §) 56836.07 to address the calculation of mental health services funds.

Starting in FY 2023-24, federal funds will be allocated based on prior-year ADA reported for each LEA as of the Second Principal Apportionment (P-2). LEAs should note that federal mental health funds will continue to be subject to the requirements of the Individuals with Disabilities in Education Act, and will require signature on grant award notifications, federal assurances, and federal expenditure tracking, reporting, and budget planning to support the needs of SWDs.

For state mental health funds, when there is a General Fund appropriation for this purpose, the funds will be allocated to LEAs based on current-year ADA for each LEA as of P-2. These resources will continue to be restricted to behavioral and mental health purposes but are not restricted to special education expenditure or goal code.

For those interested, the exact language of EC § 56836.07 (d) and (e) is noted [here](#).