



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, January 21, 2026

9:00 – 11:00 a.m.

SCOE – Waterman Conference Room

5100 Business Center Drive

Fairfield, CA 94534

1. Call to Order & Roll Call Action
2. Approve Agenda Action
3. Approve Governance and Finance Committee Meeting Minutes from December 17, 2025 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 comments will be limited to a combined total of 15 minutes.
5. SELPA Reports Information
 - 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. Vallejo Deaf/Hard of Hearing (DHH) Budget Update Information
 - 5.6. SELPA Funding Allocations Information
6. SELPA Business Action
 - 6.1. 2025-26 Fee for Service Schedule Action
 - 6.2. Discuss Solano COE Extensive Support Needs (ESN) Staffing Levels for 2026-27 Information
 - 6.3. Monitor Solano COE Extensive Support Needs (ESN) Program Average Daily Attendance (ADA) at P1 Information
 - 6.4. Solano County SELPA Local Plan Narrative Action
 - 6.5. Local Plan Procedural Manual Section R: SCOE Regional Programs Action
 - 6.6. Local Plan Procedural Manual Section S: District Regional Programs Action
 - 6.7. Local Plan Procedural Manual Section P: Continuum of Services Action
 - 6.7.1. Extensive Support Needs (ESN) Program Operator Timeline: Section P2 Action
 - 6.7.2. Extensive Support Needs (ESN) Program Fee for Service Model: Section P3 Action
7. Advance Planning
8. 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
December 17, 2025
Minutes**

1. Call to Order & Roll Call: Andrew Ownby called the meeting to order at 9:08 a.m.

Members Present:

Solano County SELPA: Andrew Ownby, Erik Deadmond
Benicia USD: Trudy Barrington, Steve Phillips
Dixon USD: Joanne Ahola, Angela Walker
Fairfield-Suisun USD: Stavros Gougoumis, Laneia Grindle
Solano COE: Emie Ambrose, Siobhan Dill, Michelle Henson, Becky Lentz, Clarissa Tuttle
Travis USD: Tiffany Benson, Deanna Brownlee, Ashley Hague, Gabriel Moulaison
Vacaville USD: Kelly Burks, Karine Fickes, Aumrey Moland

2. Approval of Agenda

Move to approve the agenda.
Motion by: Stavros Gougoumis
Second by: Deanna Brownlee
Final Resolution: Motion Carries
Yes: Joanne Ahola, Trudy Barrington, Deanna Brownlee, Kelly Burks, Siobhan Dill, Stavros Gougoumis, Laneia Grindle, Michelle Henson, Aumrey Moland, Gabriel Moulaison, Steve Phillips, Angela Walker

3. Approval of Governance and Finance Committee Minutes from November 19, 2025

Move to approve minutes.
Motion by: Deanna Brownlee
Second by: Steve Phillips
Final Resolution: Motion Carries
Yes: Joanne Ahola, Trudy Barrington, Deanna Brownlee, Kelly Burks, Siobhan Dill, Stavros Gougoumis, Laneia Grindle, Michelle Henson, Aumrey Moland, Gabriel Moulaison, Steve Phillips, Angela Walker

4. Public Comment – No public comment was received.

5. SELPA Reports

- 5.1. Nonpublic School (NPS) Expenditure Update** Information item. No concerns were reported.
- 5.2. Mental Health as a Related Service (MHRs) Pool Update** Information item. No concerns were reported.
- 5.3. Legal Pool Update** Information item. No concerns were reported.
- 5.4. Legal Education Fund Update** Information item. No concerns were reported.
- 5.5. Vallejo Deaf/Hard of Hearing (DHH) Budget** Information item. No concerns were reported.
- 5.6. SELPA Funding Allocations** Information item. No concerns were reported.

6. SELPA Business

6.1. Solano County SELPA Regional Programs Funding Model Options

Kelly Burks distributed a packet outlining two funding model options (see attached): Option A was to remain “off the top,” with Solano COE and Vacaville USD operating the Extensive Support Needs (ESN) programs. Option B proposed to continue funding some programs “off the top,” with remaining funds directed to districts. The group engaged in a discussion regarding the implications of each option. Becky Lentz distributed a packet reflecting the current “off the top” model, with the average program cost and cost recovery basis.

Motion to recommend that the Council of Superintendents adopt Option B for implementation in the 2027-28 school year, to develop a fee for service model to be determined by the Governance and Finance Committee and establish a timeline for changes in ESN program operator.

Motion by: Gabriel Moulaison

Second by: Joanne Ahola

Final Resolution: The motion did not pass due to a tie vote of 6-6.

Yes: Joanne Ahola, Angela Walker, Laneia Grindle, Stavros Gougoumis, Gabriel Moulaison, Deanna Brownlee
No: Trudy Barrington, Steve Phillips, Michelle Henson, Siobhan Dill, Kelly Burks, Aumrey Moland

A subsequent motion was made to defer a decision to the next Governance and Finance Committee meeting, scheduled for January 21, 2026, request assurances from Solano COE and Vacaville USD regarding their willingness to continue operating the ESN program under a potential fee for service model, clarify what would be included in the fee for service schedule, and establish a timeline for changes in ESN program operator.

Motion by: Laneia Grindle

Second by: Kelly Burks

Final Resolution: The motion carries by a vote of 8-4.

Yes: Trudy Barrington, Steve Phillips, Laneia Grindle, Stavros Gougoumis, Michelle Henson, Siobhan Dill, Kelly Burks, Aumrey Moland

No: Joanne Ahola, Angela Walker, Gabriel Moulaison, Deanna Brownlee

6.2. Solano County SELPA Local Plan Narrative

Andrew Ownby reported that the Local Plan Narrative was shared for information. No questions or concerns were reported.

6.3. Solano County SELPA Regional Programs Staffing and Enrollment

Andrew Ownby shared that the data collected on regional program staffing ratios, as well as typical and maximum class sizes, would be presented to the Council of Superintendents at their meeting on December 18, 2025.

6.4. Projected Solano COE Extensive Support Needs (ESN) Program Enrollment for 2026-27

Siobhan Dill reviewed Solano COE's ESN program enrollment for the 2026-27 school year.

6.5. Projected Vacaville USD Extensive Support Needs (ESN) Program Enrollment for 2026-27

Aumrey Moland reviewed Vacaville USD's ESN program enrollment for the 2026-27 school year.

6.6. Review Solano COE Extensive Support Needs (ESN) Program First Interim Budget Revision

Information item. No questions or concerns were reported.

7. Governance and Finance Committee Member Requests/Items

7.1. Local Control Funding Formula (LCFF) Transfer Factor Calculation for 2025-26 Fee for Service Schedule Discussion

The LCFF transfer factor was discussed. Becky Lentz will send Erik Deadmond the exhibit to determine the average and share a recommendation at the next meeting.

8. Advance Planning

The January 21, 2026, agenda will include:

- Solano County SELPA Regional Programs Funding Model Options
- 2025-26 Fee for Service Schedule
- Discuss Solano COE Extensive Support Needs (ESN) Staffing Levels for 2026-27
- Discuss Vacaville USD Extensive Support Needs (ESN) Staffing Levels for 2026-27
- Monitor Solano COE Extensive Support Needs (ESN) Program Average Daily Attendance (ADA) at P1

9. Adjournment – The meeting adjourned at 11:45 a.m.

Minutes submitted by: Monica Hurtado.

Reviewed by: Andrew Ownby.

Option A - Stay as is, "Off the Top"
2025-26 SELPA Allocations - SCOE and VUSD Operate Programs

	IDEA	IDEA Preschool	AB 602	Total Revenue
Revenue	10,762,852	351,950	41,384,236	52,499,038
SCOE Direct Allocation	(819,335)		(23,658,813)	
VUSD Direct Allocation	(198,627)		(5,735,470)	
Pooled Allocations			(1,095,994)	
SELPA Allocation			(1,776,230)	
VCUSD DHH Program			(991,463)	
Balance to Districts	9,744,890	351,950	8,126,266	18,223,106

(24,478,148)
(5,934,097) **(30,412,245)**
Same amount split between SCOE and VUSD
No restrictions of the total amount "off the top"

District	2024-25 Annual ADA	\$ of Total ADA	District Allocation IDEA (3310)	Proportionate Share (transfer from 3310 to 3311)	District Allocation Preschool (3315)	District Allocation AB 602 (6500)	Total Allocations by District
BUSD	4,111.95	9.61%	936,114	14,163	33,809	780,626	1,750,549
DUSD	2,739.84	6.40%	623,744	3,147	22,527	520,140	1,166,411
FSUSD	18,823.83	43.98%	4,285,377	20,458	154,772	3,573,577	8,013,726
TUSD	5,145.08	12.02%	1,171,314	15,737	42,304	976,759	2,190,376
VUSD	11,984.44	28.00%	2,728,342	56,654	98,538	2,275,165	5,102,044
Total	42,805.14	100.00%	9,744,890	110,159	351,950	8,126,266	18,223,106

Just a transfer

	Current 2025-26 SELPA Funding Allocations	District Direct LCFF Transfer to SCOE (not SELPA)	ESN Special Ed Enrollment	Other District Sp Ed Enrollment: Resource, Speech, RISE, RSP	Total Sp Ed Enrollment	Average Cost per Student	Option A 2025-26 SELPA Funding Allocations	Change in Funding from Current Model
SCOE Operated ESN Preschool - 22, Centralized Services, Regional Related Services, Regionalized Programs	30,412,245	2,360,880	324	0	324	101,152	26,839,028	(5,934,097)
VUSD Operated ESN 3 - 18	0		62	0	62	95,711	5,934,097	5,934,097
BUSD	1,750,549		22	462	484	3,617	1,750,549	0
DUSD	1,166,411		44		44	26,509	1,166,411	0
FSUSD	8,013,726		173	2,605	2,778	2,885	8,013,726	0
TUSD	2,190,376		42	769	811	2,701	2,190,376	0
VUSD	5,102,044		105	2,059	2,164	2,358	5,102,044	0
Pooled Allocations	1,095,994				0		1,095,994	0
SELPA Allocation	1,776,230				0		1,776,230	0
VCUSD DHH Program	991,463				0		991,463	0
Total	52,499,041	2,360,880	386	5,895	6,281		54,859,918	2,360,877

52,499,041

SCOE Continue to Operate	33	80.49%
VUSD Operate	8	19.51%
Total	41	100.00%

Option B

2025-26 SELPA Allocations - Fund some Programs "off the top", remaining funds direct to districts

	IDEA	IDEA Preschool	AB 602	Total Revenue
Revenue	10,762,852	351,950	41,384,236	52,499,038
No direct allocations to operators				
Pooled Allocations			(1,095,994)	
SELPA Allocation			(1,776,230)	
VCUSD DHH Program			(991,463)	
SCOPE Operated Regional Related Services (24-25 figures)				
JDF			(138,826)	
Assistive Technology			(334,603)	
Physical Therapy			(344,686)	
Preschool Assessments			(282,846)	
Regional DHH/Audiologist			(555,522)	
SCOPE Operated, Separate Class - not a regional related service				
DHH Classes (AB 602)			(695,221)	
SCOPE Operated Centralized Services				
Custodial & Grounds			(307,200)	
Leases: Golden Hills, Larsen, & TC			(70,382)	
Utilities: Larsen			(12,600)	
Balance to Districts	10,762,852	351,950	34,778,663	45,893,465

DHH Elementary

3 FTE, can a reduction in staffing be made? what is the case load? How many assessments? email Siobhan 12/15/2025

This wasn't decided. 1.55 FTE, How many assessments by district? BUSD: 1, DUSD:3, FSUSD: 20, TUSD:4, VUSD: 11, Total:39

Non-classroom based. Not in specialized classes. provide interpreting at districts. 3.92 FTE go out to district sites

Are in specialized classes, 11 students, Green Valley & Rodriguez (middle & high). There is an MOU and Vallejo is providing Elementary.

Golden Hills, Larsen, and TC: 3.84 FTE for Adult Transition Programs. Regional Related Services are provided at these sites too.

Larsen Adult (owned by the state, prison property, have a 40 year lease)
 Larsen Lease: \$70,380 2026-27 to 2067-68 @ cap , Golden Hills Lease: FSUSD, 40 year lease @ \$1, and TC Preschool Lease: FSUSD, 40 year lease @ \$1

District	2024-25 Annual ADA	\$ of Total ADA	District Allocation IDEA (3310)	Proportionate Share (transfer from 3310 to 3311)	District Allocation Preschool (3315)	District Allocation AB 602 (6500)	Total Allocations by District
BUSD	4,111.95	9.61%	1,033,902	14,163	33,809	3,340,910	4,408,621
DUSD	2,739.84	6.40%	688,901	3,147	22,527	2,226,087	2,937,515
FSUSD	18,823.83	43.98%	4,733,032	20,458	154,772	15,294,136	20,181,940
TUSD	5,145.08	12.02%	1,293,670	15,737	42,304	4,180,316	5,516,290
VUSD	11,984.44	28.00%	3,013,347	56,654	98,538	9,737,214	12,849,099
Total	42,805.14	100.00%	10,762,852	110,159	351,950	34,778,663	45,893,465

Just a Transfer

	Current 2025-26 SELPA Funding Allocations	District Direct LCFF Transfer Stay with Districts, not Transfer to SCOPE (not SELPA)	ESN Special Ed Enrollment	Other District Sp Ed Enrollment: Resource, Speech, RISE, RSP	Total Sp Ed Enrollment	Average Cost per Student	Option B 2025-26 SELPA Funding Allocations	Change in Funding from Current Model
SCOPE Operated Centralized Services, Regional Related Services, Regionalized Programs	30,412,242	(2,360,880)	324	0	324	86,578	2,741,886	(25,309,476)
VUSD Operated ESN 3 - 18	0		62		62		0	0
BUSD	1,750,549	226,791	22	462	484	3,617	4,408,621	2,431,281
DUSD	1,166,411	151,113	44		44	26,509	2,937,515	1,619,991
FSUSD	8,013,726	1,038,212	173	2,605	2,778	2,885	20,181,940	11,130,003
TUSD	2,190,377	283,772	42	769	811	2,701	5,516,290	3,042,140
VUSD	5,102,046	660,991	105	2,059	2,164	2,358	12,849,099	7,086,062
Pooled Allocations	1,095,994				0		1,095,994	0
SELPA Allocation	1,776,230				0		1,776,230	0
VCUSD DHH Program	991,463				0		991,463	0
Total	52,499,038	(0)	386	5,895	6,281		52,499,038	(0)

Districts can contract with SCOPE for ESN

Schedule for ESN Classes	Option B Rate	24-25 Actuals	25-26 1st interim
K-12 Elem	\$75,000	67,500	69,951
K-12 Secondary	\$70,000	67,500	69,951
Adult	\$55,000	53,324	55,444
Preschool	\$60,000	61,770	59,641

Total Cost per Student
 (instructional, related svcs, admin, indirect)
 Not Included: Centralized & Regional Related Svcs

2024-25 SCOE Centralized Budget

Costs to support the entire program and costs that are not allocable to the individual classroom.

	FTE	Amount	
Instruction	0.00	\$60,604	Becky's Note: Items that support all classes - such as sub onboarding, general supplies for all sites, software for all, CPR training, interpreting services. Contracts for interpreting: Maybe for documents. Emie to double check. Solution: Can eliminate this cost
ESY Instructional	0.00	\$645,139	Timecards for ESY, 4.0 hr/day for 20 days. Solution: Can include this cost in cost per student.. \$1,667/per student
Vision, O&M, Adaptive PE	0.00	\$343,883	Becky's Note: small cost and challenge to allocate to each class. Question: How many FTE/Staff? Answer: districts provide the service and FTE. SCOE contracts with the districts, based on the fee for service schedule. Invoices sent by districts to SCOE for the service. Solution: will continue to invoice based on the fee for service schedule.
Vehicle Costs	0	\$27,786	Question: What are the vehicle costs for? Answer: Maint. Costs, charged to instruction. Solution: Can eliminate this cost
Centralized/Program Admin	1.20	\$311,768	Becky's Note: site admin & site clerical are allocated to classes. Question: What site admin & clerical? If they are allocated to sites, why included in centralized too? Answer: Not allocated to classrooms. Solution: Can include this cost in cost per student. \$806/per student
Centralized clerical (including info tech) & campus monitor	3.13	\$479,871	Becky's Note: site admin & site clerical are allocated to classes. Question: Then why listed under centralized? Answer: Not allocated to classrooms Solution: Can include this cost in cost per student. \$1,240 per student
School Nurses	2.65	\$431,676	SCOE ESN classrooms, not county-wide. There are 3 staff, part charged to infant. Is any of this cost for infant? yes. Answer: Need to include this cost in the cost per student. Solution: Can include this cost in cost per student. \$1,115/per student
Interpreting/translating	0.86	\$56,284	We already have the DHH interpreting direct charged. What is this interpreting/translating for? Yes: FTE assigned. Sits in on IEPs. What position? Solution: Can eliminate this cost
Related Services: Expenses not allocable to individual classrooms - extra hours, supplies, travel, expenses for related services providers	0.00	\$155,844	General Centralized Costs. Solution: Can eliminate this cost.
Teacher: Support Provider	1.00		Funded by EEF for 24-25 (and 25-26). For 24-25 Cost: \$167,760. Mentor Teacher. Training for classroom teachers. Using EEF for pay for the teacher, so not included in the costs. Solution: Can eliminate this cost.
ESY support services per Emie "classroom related services" for ESY Other, such as extraordinary leave costs if someone has to be fully covered (long term)	0.67	\$203,725	Becky's Note: centralized as classes as collapsed during ESY and would disproportionately impact some classes. Answer: Per Becky & Emie: OT: 0.14 FTE & Behavior Analyst: 0.30 FTE, SLP: .45 FTE & Timecards. Solution: Can include this cost in the cost per student. \$526/per student Becky's Note: we could do a centralized by service area - if bill back how would we charge for students outside their district?
Facility costs for 3 sites: Custodial, grounds, custodial/grounds vehicle, utilities, P&L insurance, Larsen rent, etc.	3.84	\$812,284	Which portions to fund off the top and which to reduce or eliminate? 3.84 FTE custodial & grounds, Larsen Rent \$60,996, will be \$70,380 for 2026-27 to 2067-2068, Property and Liability Insurance based on program size. Solution: Continue Custodian/Grounds \$307,200, Leases \$70,382, Utilities \$12,600. Total \$390,182 Eliminate the other costs \$422,102
SCOE Indirect		\$170,354	Solution: Can eliminate this cost.
Totals (FTE and Amounts)	13.35	\$3,699,218	
Per Centralized Support 24-25 budget	13.35	\$3,699,218	
Difference	0.00	\$0	

2024-25 SCOE Centralized Budget Solutions

Proposal for 2026-27 for Centralized Costs

Costs to be eliminated	FTE	Amount
Instruction	0.00	\$ (60,604)
Vehicle Costs	0	\$ (27,786)
Interpreting/translating	0.86	\$ (56,284)
Related Services: Expenses not allocable to individual classrooms - extra hours, supplies, travel, expenses for related services providers	0.00	\$ (155,844)
Teacher: Support Provider	1.00	\$ -
SCOE Indirect		\$ (170,354)
Facilities Costs for Larsen, Golden Hills, and TC McDaniel		
Eliminate other operating costs: P & L Insurance		\$ (422,102)
Total		\$ (892,974)

Figured into the Enrollment/Cost per Student (Not off the top anymore)			Cost per Student
ESY Instructional	0.00	\$ (645,139)	\$1,667
Centralized/Program Admin	1.20	\$ (311,768)	\$806
Centralized clerical (including info tech) & campus monitor	3.13	\$ (479,871)	\$1,240
School Nurses	2.65	\$ (431,676)	\$1,115
ESY support services	0.67	\$ (203,725)	\$526
Total		\$ (2,072,179)	\$5,354

Invoice Based on Fee for Service Schedule (Not off the top anymore)			
Vision, O&M, Adaptive PE	0.00	\$ (343,883)	Invoices will be sent, this is the current practice, so no change, just not funded off the top anymore

Facilities Costs for Larsen, Golden Hills, and TC McDaniel

Fund Custodian/Grounds, Leases, Utilities off the top	3.84	\$ (390,182)	Stay off the top
---	------	--------------	------------------

Grand Total **\$ (3,699,218)**

2024-25 SCOE Regional Related Services Budget

Regional Related Services \$2,010,001

Costs to be Eliminated

Indirect for Regional Related Services	\$ (95,714)
--	-------------

Figured into the Enrollment/Cost per Student (Not Eliminated, but Reduced)

Home Hospital	\$ (257,805)
---------------	--------------

Continue to Fund Off the Top

JDF	\$ (138,826)
Assistive Technology	\$ (334,603)
Physical Therapy	\$ (344,686)
Preschool Assessments	\$ (282,846)
Regional DHH	\$ (555,522)

Total \$(2,010,001)

Projected 2026-27 Enrollment

Actual 2024-25 Enrollment

Benicia	# of Classes	Enrollment
3 - 18	2	16
Preschool	0	0
Adult	1	5
Total	3	21

First Interim 2025-26 Enrollment

Benicia	# of Classes	Enrollment
3 - 18	2	17
Preschool	0	0
Adult	1	5
Total	3	22

2026-27 Projected

Option B Funding Allocation								4,408,621
Benicia	# of Classes	Enrollment	Benicia	Non-Benicia	Grade Level	Cost Category	Cost per Student	Amount if Contract for Service
Mary Farnar Elementary	1	7	7	0	Elementary	Elementary	\$75,000	\$525,000
Benicia Middle	1	6	6	0	Middle	Secondary	\$70,000	\$420,000
Benicia High	1	15	15	0	High	Secondary/ 5 Adult Transition	\$70,000	\$1,050,000
Total	3	28	28	0			Total	\$1,995,000

Funds Remaining to put towards other Sp Ed Classes/Less Local Contribution **2,413,621**

Projected 2026-27 Enrollment

Actual 2024-25 Enrollment

Dixon	# of Classes	Enrollment
3 - 18	3	28
Preschool	1	10
Adult	2	14
Total	6	52

First Interim 2025-26 Enrollment

Dixon	# of Classes	Enrollment
3 - 18	3	26
Preschool	1	5
Adult	2	13
Total	6	44

2026-27 Projected

Dixon	# of Classes	Enrollment	Dixon	Non-Dixon	Grade Level	Cost Category	Cost per Student	Amount if Contract for Service
Gretchen Higgins Preschool	1	4	4		Elementary	Preschool	\$60,000	\$240,000
Gretchen Higgins I	1	9	9		Elementary	Elementary	\$75,000	\$675,000
Gretchen Higgins II	1	9	9		Elementary	Elementary	\$75,000	\$675,000
Dixon High	1	10	10		High	Secondary	\$70,000	\$700,000
Dixon Adult I	1	11	11		Adult	Adult	\$55,000	\$605,000
Dixon Adult II	1	10	10		Adult	Adult	\$55,000	\$550,000
Total	6	53	53	0			Total	\$1,855,000

Option B Funding Allocation 2,937,515

Seems like a high # for Dixon

Are any students in these classes from other districts?

Funds Remaining to put towards other Sp Ed Classes/Less Local Contribution (1,180,000)

Projected 2026-27 Enrollment

Actual 2024-25 Enrollment

FSUSD	# of Classes	Enrollment
3 - 18	11	73
Preschool	1	5
Adult	6	84
Total	18	162

First Interim 2025-26 Enrollment

FSUSD	# of Classes	Enrollment
3 - 18	10	86
Preschool	1	6
Adult	7	81
Total	18	173

2026-27 Projected

FSUSD	# of Classes	Enrollment	FSUSD	Non-FSUSD	Grade Level	Cost Category	Cost per Student	Amount if Contract for Service
Anna Kyle Elem 1	1	7	8	0	Elementary	Elementary	\$75,000	\$600,000
Anna Kyle Elem 2	1	8	9	0	Elementary	Elementary	\$75,000	\$675,000
Dan O. Root Elementary I	1	8	8	0	Elementary	Elementary	\$75,000	\$600,000
Dan O. Root Elementary II	1	9	9	0	Elementary	Elementary	\$75,000	\$675,000
K. I. Jones Elementary I	1	8	8	0	Elementary	Elementary	\$75,000	\$600,000
K. I. Jones Elementary II	1	8	8	0	Elementary	Elementary	\$75,000	\$600,000
Grange Middle	1	9	9	0	Middle	Secondary	\$70,000	\$630,000
Green Valley Middle	1	7	8	0	Middle	Secondary	\$70,000	\$560,000
Fairfield High	1	10	10	0	High	Secondary	\$70,000	\$700,000
Armijo High	1	8	8	0	High	Secondary	\$70,000	\$560,000
Fairfield-Suisun Adult I	1	9	14	0	Adult	Adult	\$55,000	\$770,000
Fairfield-Suisun Adult II	1	13	12	0	Adult	Adult	\$55,000	\$660,000
Fairfield-Suisun Adult III	1	11	11	0	Adult	Adult	\$55,000	\$605,000
Fairfield-Suisun Adult IV	1	15	14	0	Adult	Adult	\$55,000	\$770,000
Fairfield-Suisun Adult V	1	12	12	0	Adult	Adult	\$55,000	\$660,000
Golden Hills Special Ed I	1	13	14	0	Adult	Adult	\$55,000	\$770,000
Golden Hills Special Ed II	1	15	15	0	Adult	Adult	\$55,000	\$825,000
Golden Hills Special Ed III	1	12	12	0	Adult	Adult	\$55,000	\$660,000
T.C. Preschool - AM/PM	1	7	7	0				
T.C. McDaniel Center - TK	1	7	7	0	Elementary	Elementary		
Green Valley Middle DHH		4	4	0				
Rodriguez High DHH		6	6	0				
Total	19	189	213	0			Total	\$11,920,000

Funds Remaining to put towards other Sp Ed Classes/Less Local Contribution **8,261,940**

Full Cost Recovery (Invoiced)
Should this one be included?
Already "off the top", don't include
Already "off the top", don't include

Projected 2026-27 Enrollment

Actual 2024-25 Enrollment

Travis	# of Classes	Enrollment
3 - 18	2	28
Preschool	0	2
Adult	0	12
Total	2	42

First Interim 2025-26 Enrollment

Travis	# of Classes	Enrollment
3 - 18	2	31
Preschool	0	3
Adult	0	8
Total	2	42

2026-27 Projected

							Option B Funding Allocation	5,516,290
Travis	# of Classes	Enrollment	Travis	Non-Travis	Grade Level	Cost Category	Cost per Student	Amount if Contract for Service
Travis Elementary I	1	8	8	0	Elementary	Elementary	\$75,000	\$600,000
Travis Elementary II	1	8	8	0	Elementary	Elementary	\$75,000	\$600,000
Total	2	16	357	0			Total	\$1,200,000

Funds Remaining to put towards other Sp Ed Classes/Less Local Contribution **4,316,290**

Where are the other students being served?

Will need to pay for the other slots in other districts

How many and where?

Actual 2024-25 Enrollment

VUSD	# of Classes	Enrollment
3 - 18	8	69
Preschool	0	0
Adult	4	41
Total	12	110

First Interim 2025-26 Enrollment

VUSD	# of Classes	Enrollment
3 - 18	8	62
Preschool	0	0
Adult	4	43
Total	12	105

Projected 2026-27 Enrollment

2026-27 Projected

VUSD	# of Classes	Enrollment	VUSD	Non-VUSD	Grade Level	Cost Category	Cost per Student	Amount if Contract for Service
BV-1	1	8	6	2	Elementary	Elementary	\$75,000	\$450,000
BV-2	1	8	6	2	Elementary	Elementary	\$75,000	\$450,000
BV-3	1	8	6	2	Elementary	Elementary	\$75,000	\$450,000
Hemlock Elementary I	1	8	5	3	Elementary	Elementary	\$75,000	\$375,000
Hemlock Elementary II	1	8	7	1	Elementary	Elementary	\$75,000	\$525,000
Sierra Vista	1	8	8	0	Elementary	Elementary	\$75,000	\$600,000
Vaca Pena Middle	1	13	11	2	Middle	Secondary	\$70,000	\$770,000
Will C. Wood High 1	1	11	9	2	High	Secondary	\$70,000	\$630,000
Will C. Wood High 2	1	11	6	5	High	Secondary	\$70,000	\$420,000
Vacaville High	1	11	9	2	High	Secondary	\$70,000	\$630,000
Irene Larsen Adult I	1	9	9	0	Adult	Adult	\$55,000	\$495,000
Irene Larsen Adult II	1	9	9	0	Adult	Adult	\$55,000	\$495,000
Irene Larsen Adult III	1	13	13	0	Adult	Adult	\$55,000	\$715,000
Irene Larsen Adult IV	1	13	13	0	Adult	Adult	\$55,000	\$715,000
Total	14	138	117	21			Total	\$7,720,000

Option B Funding Allocation 12,849,099

SCOE said they plan to close this class in 2026-27
 SCOE said they plan to close this class in 2026-27
 VUSD had to open this class, wait list for SCOE, need to serve them, MOU with Union
 All VUSD students are TK-6 grade (SV is a TK - 8)
 VUSD had to open this class, wait list for SCOE, need to serve them, MOU with Union

Funds Remaining to put towards other Sp Ed Classes/Less Local Contribution 5,129,099

	Option B Funding Allocation	12,849,099
	Contract with SCOE for Adult - 4 classes @ Larsen	(2,420,000) Due to SCOE
	Invoice Travis for Students	425,000 Due from Travis
	Funds Remaining	10,854,099
Elementary - 1	\$75,000	
Middle - 2	\$140,000	
High - 3	\$210,000	
Travis	Total	\$425,000

LEA	Program	Grade Span	Staff to Students	Staff FTE to Students	Students per class	Teachers	Paras	Para FTE	Total Staff	Total FTE
SCOE	ESN	PreK	1:1.5	1:1.7	6	1	3	0.87	4	3.61
SCOE	ESN	Elem	1:2	1:2.2	8	1	3	0.87	4	3.61
SCOE	ESN	Middle	1:2.5	1:2.8	10	1	3	0.87	4	3.61
SCOE	ESN	High	1:2.8	1:3	11	1	3	0.87	4	3.61
SCOE	ESN	Adult (transition)	1:3.5	1:3.9	14	1	3	0.87	4	3.61
SCOE	ESN	Adult (severe)	1:2.5	1:2.8	10	1	3	0.87	4	3.61

Provided by SELPA

Solano SELPA funding allocation model review 25-26
Analysis of 24/25 SpEd year end data (some amounts may be off slightly due to rounding)

SELPA Summary:

Revenue

AB602/Property tax:	41,648,475
IDEA	10,529,704

Allocations

SELPA	1,985,444
SCOE	25,829,686
SCOE IDEA	1,017,962
Districts	12,777,788
Districts IDEA	9,511,742
VCUSD DHH	1,055,556

TOTAL 52,178,178

SCOE Program:

Revenue Pro-ration by district & revenue source	LCFF	AB602/Prop Tax incl LI	IDEA (same pro-ration as AB602)	Totals	LCFF Earned (revenue received by District) P2	LCFF Rcv'd by district greater than allocation to SCOE	Net cost to district after LCFF adjustment	VCUSD DHH ADA Proration	Adjusted Cost
	PY P1 SE ADA 2,131,889	PY P1 Total ADA 25,829,686	1,017,962						
Benicia	96,625	2,482,233	97,826	2,676,684	224,707	128,082	2,548,602	101,439	2,650,041
Dixon	239,589	1,681,513	66,269	1,987,371	502,911	263,322	1,724,049	68,717	1,792,766
Fairfield-Suisun	915,452	11,380,560	448,514	12,744,526	2,123,507	1,208,055	11,536,471	465,078	12,001,549
Travis	269,775	3,115,060	122,766	3,507,601	473,421	203,646	3,303,955	127,300	3,431,255
Vacaville	610,448	7,170,321	282,586	8,063,355	1,165,874	555,426	7,507,929	293,022	7,800,951
Total revenues + Indirect over 5% - SCOE contribution				28,979,537	4,490,420	2,358,531		1,055,556	27,676,562
Other revenue				114,179					
Total				30,208,446					

Breakdown by budget section:		Avg enrollment:	% class enrollment	ADA Pro-ration %	Notes:
Centralized	3,699,218				centralized admin & clerical, school nurses, interpreting/translating, support provider, ESY, Vision, O&M, APE, RS extra hours, facility costs
Regionalized Related Svcs	1,739,305				
Home Hospital	270,696	12.00			[Home Hospital], JDF, Services to district & SCOE served: Psychology, DHH Regionalized, Physical Therapy, Assistive Technology, Preschool Assessments
DHH Classes	1,088,983	11.09			
DHH Classes - offset	(393,135)	(4.01)			Part of Regionalized Related Services - pulled out for this review; point in time enrollment
VCUSD DHH	1,055,556	11.71			
Benicia program area	1,631,295	20.50	5.66%	9.61%	is BUSD SpEd:Gen Ed ratio lower?
Dixon program area	3,356,149	50.00	13.81%	6.51%	is DUSD SpEd:Gen Ed ratio higher?
Fairfield-Suisun program area	9,180,878	152.50	42.13%	44.06%	
Travis program area	1,148,552	42.00	11.60%	12.06%	
Vacaville program area	6,978,641	97.00	26.80%	27.76%	
	29,756,138	392.79			

Extensive Needs Program	Benicia USD	Dixon USD	Fairfield-Suisun USD	Travis USD	Vacaville USD	<u>Year Average</u>
Extensive Needs Pre K (AM/PM)	0	8.5	2.5	2	2	15
Extensive Needs Elementary	7	16.5	45	19.5	34	121
Extensive Needs Secondary	10	9	29	8.5	24	81
Extensive Needs Adult Transition	3.5	16	76	12	37	145
Totals	20.5	50	152.5	42	97	362
Percentage of total ESN Enrollment	5.66%	13.81%	42.13%	11.60%	26.80%	
DHH	0	0	6.08	0	1	
VCUSD DHH	1.52		9.01		1.18	
HH	1.00		4.00	3.00	4.00	

Average cost per class	PS	K12	Adult	DHH Class	VCUSD DHH	HH
Total cost by grade span	926,543	13,642,340	7,726,632	1,088,983	1,055,556	270,696
Instructional	36,533	48,853	37,503	81,062	90,133	22,558
Instructional & related svcs	56,279	61,738	48,609	89,457		
Total avg cost per class	61,770	67,500	53,324	98,195		

If change in model:

With decisions on off the top:

SELPA Summary:

Revenue

AB602/Property tax:	41,648,475
IDEA	10,529,704
Total Revenue	52,178,179

OTT Allocations

SELPA	1,985,444
SCOE Regionalize Related	
Svcs (excl HH)	1,739,305
SCOE DHH (net)	695,848
VCUSD DHH	1,055,556
SCOE Centralized*	3,699,218
Total	9,175,371
Balance	43,002,808

Revenue allocation	ADA	AB602	IDEA	LCFF	Total
Benicia	9.61%	4,002,418	1,011,905	224,707	5,239,030
Dixon	6.51%	2,711,316	685,484	502,911	3,899,711
Fairfield-Suisun	44.06%	18,350,318	4,639,388	2,123,507	25,113,213
Travis	12.06%	5,022,806	1,269,882	473,421	6,766,109
Vacaville	27.76%	11,561,617	2,923,046	1,165,874	15,650,537
		41,648,475	10,529,705	4,490,420	56,668,600

LCFF funds are received directly by the district

Expense current model

allocation:	ADA	OTT	Balance (Rev Alloc - OTT)
Benicia	9.61%	2,834,519	2,404,511
Dixon	6.51%	1,920,158	1,979,553
Fairfield-Suisun	44.06%	12,995,723	12,117,490
Travis	12.06%	3,557,159	3,208,950
Vacaville	27.76%	8,187,954	7,462,583
29,495,513		29,495,513	27,173,087

This doesn't take into account the difference w/the LCFF amount to SCOE based on SE ADA

Expense allocation:	ADA	SELPA	OTT	Total
Benicia	9.61%	190,801	690,952	881,753
Dixon	6.51%	129,252	468,064	597,316
Fairfield-Suisun	44.06%	874,787	3,167,882	4,042,669
Travis	12.06%	239,445	867,105	1,106,550
Vacaville	27.76%	551,159	1,995,924	2,547,083
		1,985,444	7,189,927	9,175,371

Average cost (similar to set fee for service)	Classrooms - HH Avg cost avg class cost	HH Avg cost per utilization	Total	Plus SELPA & OTT	Balance to Allocate(Rev - Exp)	LCFF alloc to SCOE	Difference from current model:
Benicia	1,334,134	22,558	1,356,692	2,238,445	3,000,585	96,625	692,699
Dixon	3,099,479		3,099,479	3,696,795	202,916	239,589	(1,537,048)
Fairfield-Suisun	9,202,049	90,232	9,292,281	13,334,950	11,778,263	915,452	576,225
Travis	2,653,428	67,674	2,721,102	3,827,652	2,938,457	269,775	(718)
Vacaville	6,011,528	90,232	6,101,760	8,648,843	7,001,694	610,448	149,560
Total	22,300,618	270,696	22,571,314	31,746,685	24,921,915		(119,283) (other revenue \$114,179)

Full cost of program	Classrooms - HH Avg cost actual class cost	HH Avg cost per utilization	Total	Plus SELPA & OTT	Balance to Allocate(Rev - Exp)	LCFF alloc to SCOE	Difference from current model:
Benicia	1,631,295	22,558	1,653,853	2,535,606	2,703,424	96,625	395,538
Dixon	3,192,967		3,192,967	3,790,283	109,428	239,589	(1,630,536)
Fairfield-Suisun	8,863,535	90,232	8,953,767	12,996,436	12,116,777	915,452	914,739
Travis	1,953,053	67,674	2,020,727	3,127,277	3,638,832	269,775	699,657
Vacaville	6,654,665	90,232	6,744,897	9,291,980	6,358,557	610,448	(493,577)
Total	22,295,515	270,696	22,566,211	31,741,582	24,927,018		(114,180) (other revenue \$114,179)

what the cost by district student at a different site doesn't tell us is if either district has students w/additional supports (1:1, H/A Para, etc.)

slight rounding variations

Cost by enrollment in SCOE	Enrollment - classes & HH	Total	Plus SELPA & OTT	Balance to Allocate(Rev - Exp)	LCFF alloc to SCOE	Difference from current model:
Benicia	1,277,248	1,277,248	2,159,001	3,080,029	96,625	772,143
Dixon	3,116,394	3,116,394	3,713,710	186,001	239,589	(1,553,963)
Fairfield-Suisun	9,507,145	9,507,145	13,549,814	11,563,399	915,452	361,361
Travis	2,617,680	2,617,680	3,724,231	3,041,878	269,775	102,703
Vacaville	6,047,745	6,047,745	8,594,827	7,055,710	610,448	203,575
Total	22,566,211	22,566,211	31,741,582	24,927,018		(114,180) (other revenue \$114,179)

22,566,211

2025-2026 NPS FUND UPDATE - January 2026 Meeting

<u>Expenditures:</u>	25/26 Budget	1/14/2026	Projected as of 6/30/26	Projected as of 6/30/26 (78% attendance estimate)
Non-Public School (NPS):	12,204,885	5,274,239	14,562,351	11,358,633
Day Treatment:	675,259	339,247	1,390,090	1,084,270
Direct District Contribution:				
<u>NPS</u>				
BUSD	276,680	118,783	339,854	265,086
DUSD	1,107,628	494,793	1,459,158	1,138,143
FSUSD	6,126,988	2,826,234	7,730,269	6,029,610
TUSD	1,627,748	842,834	1,960,971	1,529,558
VUSD	3,065,841	991,595	3,072,099	2,396,237
	12,204,885	5,274,239	14,562,351	11,358,633
<u>Day Treatment</u>				
BUSD	59,181	14,732	74,825	58,364
DUSD	65,999	17,015	107,215	83,628
FSUSD	227,995	176,505	658,870	513,919
TUSD	153,270	92,045	273,060	212,987
VUSD	168,815	38,950	276,120	215,374
	675,260	339,247	1,390,090	1,084,270

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

2025-2026 MHRS POOL UPDATE - January 2026 *Meeting*

Fund Balance:	25/26 Budget	Projected as of 6/30/26	
24/25 Ending Balance - 6546	300,000		300,000
<hr/>			
<u>Expenditures:</u>	24/25 Budget	1/14/2026	Projected as of 6/30/26
Residential Placements	300,000	-	-
<hr/>			
<i>Projected Residential Placement Ending Balance:</i>			300,000

2025-2026 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>2025-2026 Annual Cost</i>		\$ 39,680.00									
			215 Hours								
7/31/25	July	\$ 3,305.00	1.00	0.10	0.20	7.60	1.60	0.20	-	10.70	204.30
8/31/25	August	\$ 3,350.07	4.10	2.30	1.00	0.30	2.00	0.30	-	10.00	194.30
9/30/25	September	\$ 3,485.28	21.70	1.70	2.60	2.90	0.80	1.10	-	30.80	163.50
10/31/25	October	\$ 3,305.00	2.50	0.90	1.00	0.20	1.60	1.60	-	7.80	155.70
11/30/25	November	\$ 3,351.18	4.20	2.20	0.20	0.20	0.90	1.90	-	9.60	146.10
										-	146.10
										-	146.10
										-	146.10
										-	146.10
										-	146.10
										-	146.10
										-	146.10
										-	146.10
Total											
		\$ 16,796.53	33.50	7.20	5.00	11.20	6.90	5.10	-	68.90	
<i>Usage of hours to Date</i>			48.62%	10.45%	7.26%	16.26%	10.01%	7.40%	0.00%		

2025-2026 DHH UPDATE - January 2026 Meeting

<u>Expenditures:</u>	25/26 Budget	Projected 6/30/26
DHH Fee for Service	\$ 101,817.52	\$ 90,132.96
DHH Students	13	10.33
25/26 AB602 OTT	\$ 1,323,627.76	\$ 1,323,627.76
25/26 Projected DHH Cost	\$ 1,323,627.76	\$ 931,073.48
Remaining Balance	\$ -	\$ 392,554.28

2025/2026 SELPA Allocations

1/14/2026

Revenue:			IDEA		IDEA Preschool		AB602
Revenue			\$ 10,762,852		\$ 351,950		\$ 41,384,236
Deductions :							
SCOE Direct Allocation			(1,017,962)				(29,394,283)
Pooled Allocations							(1,095,994)
SELPA Allocation							(1,776,230)
VCUSD DHH Program							(931,073)
			\$ 9,744,890		\$ 351,950		\$ 8,186,656
DISTRICT	24/25 Annual ADA	% of Total ADA	District Allocation IDEA (3310)	Proportionate Share (transfer from 3310 to 3311)	District Allocation Preschool (3315)	Proportionate Share (transfer from 3315 to 3317)	District Allocation AB602 (6500)
BUSD	4,111.95	9.61%	936,114	14,163	33,809	-	786,427
DUSD	2,739.84	6.40%	623,744	3,147	22,527	-	524,005
FSUSD	18,823.83	43.98%	4,285,377	20,458	154,772	-	3,600,133
TUSD	5,145.08	12.02%	1,171,314	15,737	42,304	-	984,017
VUSD	11,984.44	28.00%	2,728,342	56,654	98,538	1,075	2,292,073
Total:	42,805.14	100%	9,744,890	110,159	351,950	1,075	8,186,656

SCOE ENROLLMENT*
Projections for 2026-2027

*NUMBERS MAY VARY SLIGHTLY AS ENROLLMENTS CONTINUE TO BE PROCESSED.

Site	Teacher	Updated Projections 2026-2027	Notes for Projections 2026-2027
BENICIA			
Benicia Adult @ Benicia High	Taylor Van Blake	13	9 adults, 4 high school
Benicia Middle	Karen Gong	8	
Mary Farmer	Tammy Harley	9	
DIXON			
Dixon Adult I	Grace Garcia	0	Close, open in the Vacaville area ^
Dixon Adult II	Amy Samrick	12	
Dixon High	Tony Phillips	10	
Gretchen Higgins I	Maricela Schrunck	8	
Gretchen Higgins II	Cam Velamar	9	
Gretchen Higgins Preschool AM/PM split	Emily Pihl	6	
FAIRFIELD-SUISUN			
Anna Kyle I	Vanessa Cordova	7	
Anna Kyle II	Corrie Filstrup	8	
Armijo High	Nick Lillard	11	2 DUSD, 1 VUSD
Dan O. Root	Diane dela Cruz	8	with anticipation of +1 returning to district
Dan O. Root	TBD	8	Open, close Vacaville area upper elementary
Fairfield High	Jacqueline Brezinski	10	
FS Adult I	Angela Guido	9	
FS Adult II	Lori Fox	13	
FS Adult III	John Dempsey	10	
FS Adult IV	Aliya Cromartie	13	
FS Adult V	Jason Hicks	12	
Golden Hills Adult I	Christian Cotsakos	14	
Golden Hills Adult II	Maria Conley	14	
Golden Hills Adult III	Dave Tannehill	12	
Grange	Stephen Ginocchio	8	
Green Valley	Doneshia Poindexter	8	
KI Jones I	Cindy Carpenter	7	
KI Jones II	Karea Simpson	8	
T.C. Preschool - AM/PM split	Megan Von Borstel	4	1 VUSD
T.C. Transitional Kindergarten	Shaquita Banks	7	
VACAVILLE			
Browns Valley I	Katherine McKinney	6	
Browns Valley II	Anamarie Alvarez	0	Close Vacaville area upper elementary, open @DOR
Hemlock I	Kinsey Kuhn	6	1 is DUSD
Hemlock II	Autumn Clark	8	
Larsen Adult I	Lucas Bernal	9	
Larsen Adult II	Catherine Renardson	9	
Larsen Adult III	Tara Clark	13	
Larsen Adult IV	Rylee Gresham	13	
VUSD Adult Overflow ^	TBD	12	Open, close Dixon area ATP
Sierra Vista (3-8)	Brittany Morrow	8	
Vaca High	Cat Caughrean	10	
Vaca Pena	Jennifer Buntman	11	
Will C. Wood	George Wales	10	
TRAVIS			
Travis I	Teresa Walker	8	
Travis II	Katherine Garner	8	
Home Instruction (FTE 1.0)	John Bolden (Vacaville)		Consider students served by District to reduce FTE
Home Instruction (FTE 0.5)	TBH (Served by current ESN teacher)	9	
Total Pre K thru Adult		406	
REGIONALIZED PROGRAMS		Regional	
DHH Itinerant* (FTE 2.0)	Carly Davis and Julie Sublet	98	
DHH Itinerant* Preschool (0.5)	Kymber Azevedo		
DHH Green Valley Middle School	Tara Piediscalzi	4	
DHH Rodriguez High School	Katherine Reyes	6	
JDF	Stephen Wong	TBD	
FULL COST OF SERVICE			
T.C. SCIL - AM/PM	Ashley Krebs	1	OPENINGS

Solano County Office of Education - 2026/27

Projections as of December 2025

Overview of SCOE School Age (3-22) Class/Program by Type and Program Location

Related Services and Regionalized Services are not included

SCOE Class Type	# of Classes by Type by Program Location						Para-educator Staffing Ratio (average):			Average Paras Per Class	1:1, Additional Support	Para Admin Hold
	Benicia Area	Dixon Area	Fairfield-Suisun Area	Travis Area	Vacaville Area	Total Classes	Paras	Staff : Student Ratio	Para : Student Ratio			
Extensive Needs Pre K (AM/PM) ^a	*	1	1	*	*	2	4	1:1.5	1:2	2.00	0	
Extensive Needs Elementary	1	2	7	2	4	16	48	1:1.9	1:2.5	3.00	11	
Extensive Needs Secondary	1.5	1	4	*	3	9.5	30	1:2.2	1:2.9	3.16	13	
Extensive Needs Adult Transition	0.5	1	8	*	5	14.5	47	1:2.5	1:3.2	3.24	14	
Totals	3	5	20	2	12	42	129	1:2.3	1:3.0	3.07	38	8

* Students are transported to attend program located outside the district

Benicia has a secondary/adult blended classroom, total programs is (3)

Staffing ratio is the typical configuration of a teacher and para-educators per class, excludes additional support per IEP; actual staffing may vary dependent on student needs and class sizes; 1 Teacher per class

Staffing for Preschool is based on seats available as referrals occur year round; positions are not filled unless needed

^aFull enrollment is 12 per PreK Program, used for staffing ratio

Projected ESN Enrollment by Type/District	Enrollment Projected-Current							
	Benicia USD	Dixon USD	Fairfield-Suisun USD	Travis USD	Vacaville USD	Projected Enrollment 26/27	First Interim Enrollment 25/26	Percent change
Extensive Needs Pre K (AM/PM)	0	4	3	2	1	10	17	
Extensive Needs Elementary	9	16	56	16	25	122	122	
Extensive Needs Secondary	12	13	28	11	29	93	88	
Extensive Needs Adult Transition	9	9	98	6	50	172	151	
Extensive Needs Home Instruction	0	0	4	2	3	9	11	
Totals	30	42	189	37	108	406	389	4%
% of Projected Enrollment	7.71%	10.80%	48.59%	9.51%	27.76%			

Regional Programs

District	Deaf & Hard of Hearing Itinerant*	Deaf & Hard of Hearing class	Juvenile Detention Facility	Me Too Teacher - PS Assess.
Benicia	10	0		
Dixon	10	0		
Fairfield-Suisun	39	4		
Travis	12	1		
Vacaville	27	1		
Outside SELPA		4		
Total Students	98	10		
Teacher FTE	2.5	2	0.5	0.8
Caseload Factor	24			

Agreement is to seek additional service contract with existing teacher prior to hiring for Home Hospital

*DHH Itinerant excludes infant age students

DHH classes at GVMS and RHS

SCIL not reflected as it is Fee For Service

SOLANO COUNTY OFFICE OF EDUCATION

Special Education 2026-2027

Enrollment and Staffing Projections

Enrollment projections as of December 2025.

SCOE is projecting an enrollment **increase of 17 students** and pending preschool referrals in 26/27, which is an increase of 4%.

- Includes all received referrals and assumes 10 referrals to a district program. All classes at typical to maximum enrollment.
- Additional Classrooms: **none**
- Staffing needs: **none**
 - Convert 1 HA Para to Para
 - Administrative Hold:
 - 8 Para Educators
 - 1 Health Assistant Paraeducator (LVN)

Considerations:

- The District of Residence provides some Home Instruction to overflow students
 - Reduce 1.0 FTE Home Instruction Teacher
- Fund Support Provider Teacher through Medi-Cal Funding
 - Reduce 1.0 FTE Support Provider from ESN Budget

**Solano County Office of Education
Special Education
26-27 Proposed FTE Summary for SCOE Operated Programs**

	FTE by Category 25-26	Proposed FTE by Category 26-27	Adopted - 1st Interim
Teachers	49.30	49.30	-
Pupil Support	18.02	18.02	-
<i>Audiologist</i>	0.25	0.25	-
<i>Psychologist</i>	4.72	4.72	-
<i>School Nurse</i>	2.65	2.65	-
<i>Speech & Language Pathologist</i>	10.40	10.40	-
Supervisor & Admin	4.39	4.39	-
<i>Executive Director, Specialized Services</i>	0.75	0.75	-
<i>Director, Special Education</i>	0.75	0.75	-
<i>Program Administrator, Special Education</i>	2.89	2.89	-
Other Certificated	2.00	2.00	-
<i>Assistive Technology Specialist</i>	2.00	2.00	-
Total Certificated	73.71	73.71	-
Instructional	150.13	152.35	2.22
<i>Interpreter - DHH</i>	5.50	5.50	-
<i>Paraeducator - DHH</i>	1.71	1.71	-
<i>Interpreter 1</i>	2.00	2.00	-
<i>Paraeducator - Special Education</i>	140.92	143.14	2.22
Support (Custodial & Grounds)	3.84	3.84	-
Supervisor & Admin	-	-	-
Clerical, Tech & Office	7.49	7.49	-
Other Classified	30.83	30.87	0.04
<i>Behavior Assistant</i>	5.75	5.75	-
<i>Behavior Analyst</i>	2.94	2.94	-
<i>Health Assistant/Paraeducator</i>	11.00	11.00	-
<i>Occupational Therapist</i>	6.43	6.47	0.04
<i>Physical Therapist</i>	2.00	2.00	-
<i>College and Career Development Specialist</i>	1.50	1.50	-
<i>Interpreter/Translator II</i>	0.86	0.86	-
<i>Campus Monitor</i>	0.35	0.35	-
Total Classified	192.29	194.55	2.26
Total FTE	266.00	268.26	2.26

Administrative Hold (Not included in above totals)

Teacher Mentor/Coach (Alternatively Funded in 25/26)	1.00	1.00	-
Paraeducator - Special Education	7.73	6.37	(1.36)
Health Assistant/Para Educator	2.00	1.00	(1.00)
Total	10.73	8.37	(2.36)



**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

LP Narrative Substantive Revisions

Item #	Proposed Revision	Source:
B1	Change COS meeting participation to allow for: <ol style="list-style-type: none"> 1. prearranged substitutes when a known calendar conflict exists, and 2. participation by an acting superintendent when a superintendent is unable to perform their duties 	Discussed at COS
B1	Add under functions of COS, approval of SELPA personnel changes.	Prior COS direction for pre-approval of filling vacancies
C2	Under program specialist qualifications, included possession of a license to practice OT or PT, consistent with recently approved AB 1009 creating a pathway for OTs and PTs to obtain an administrative credential.	SELPA recommendation
A	State that the SELPA served a mixed urban and rural portion of Solano County	CDE requested addition
F10	Clarified under Low Incidence – LI equipment is distributed based upon pupil needs	CDE requested addition
C3	Added language to address nomenclature of programs to provide consistency across the SELPA. “Each LEA shall use the Solano SELPA’s adopted nomenclature for special education classes and programs to ensure programmatic alignment and clear communication.”	Study session recommendation
F1	Added to off the top funding: <ul style="list-style-type: none"> • Regional programs: DHH, audiology, physical therapy, and assistive technology. • Added pooled resources for Vallejo City USD DHH placements 	SELPA recommendation to ensure the funding model is accurately described
NEW F1	Created two sections for off-the-top funding: <ul style="list-style-type: none"> • First section for 2026-2027, which includes the ESN programs, and • Next section for 2027-2028, and thereafter, removing the ESN programs from off-the-top funding. 	Consistent with the direction from the COS on 12/18/2025

Links to Solano County SELPA Local Plan Narrative Draft:

- [Draft with detailed markup – reflects all proposed revisions](#)
- [Clean draft – version without markup, for ease of review](#)

Solano County SELPA

Local Plan Narrative

Governance and Administration



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

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

CONTENTS

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

A. Solano County SELPA Participating Local Educational Agencies.....3

B. Governance and Administrative Structure3

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

B2. Governance and Finance Committee 65

B3. Community Advisory Committee..... 65

B4. Special Focus Committees..... 7

B5. Changes in the Governance Structure or Membership..... 87

C. Regionalized Services and Program Specialists87

C1. Local Assurances..... 87

C2. Program Specialists 98

C3. Administration of Regional Operations and Services 109

D. Roles and Responsibilities of Participating Entities.....18

D1. Administrative Unit 18

D2. Local Educational Agency 18

D3. LEA Governing Boards 19

D4. LEA Superintendents 19

D5. LEA Special Education Administrators 2019

E. Federal Assurances20

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

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

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

E4. Individualized Education Program and Individualized Family Service Plan 20

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

E6. Procedural Safeguards 20 USC § 1412 (a)(6) 21

E7. Evaluation 20 USC § 1412 (a)(7) 21

E8. Confidentiality 20 USC § 1412 (a)(8) 21

E9. Part C, Transition 20 USC § 1412 (a)(9)..... 21

E10. Private Schools 20 USC § 1412 (a)(10) 21

E11. Local Compliance Assurances 20 USC § 1412 (a)(11) 21

E12. Interagency 20 USC § 1412 (a)(12)..... 21

E13. Governance 20 USC § 1412 (a)(13) 21

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

E14.	Personnel Qualifications 20 USC § 1412 (a)(14)	<u>2224</u>
E15.	Performance Goals and Indicators 20 USC § 1412 (a)(15)	22
E16.	Participation in Assessments 20 USC § 1412 (a)(16)	22
E17.	Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)	22
E18.	Maintenance of Effort 20 USC § 1412 (a)(18)	22
E19.	Public Participation 20 USC § 1412 (a)(19)	22
E20.	Rule of Construction 20 USC § 1412 (a)(20)	22
E21.	State Advisory Panel 20 USC § 1412 (a)(21)	22
E22.	Suspension/Expulsion 20 USC § 1412 (a)(22)	22
E23.	Access to Instructional Materials 20 USC § 1412 (a)(23)	<u>2322</u>
E24.	Overidentification and Disproportionality 20 USC § 1412 (a)(24)	23
E25.	Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)	23
E26.	Distribution of Funds 20 USC § 1411(e),(f)(1-3)	23
E27.	Data 20 USC § 1418 (a-d)	23
E28.	Reading Literacy (State Board Requirement, 2/99)	23
E29.	Charter Schools (EC 56207.5 (a-c))	23
F.	Additional Elements of the Local Plan	23
F1.	Allocation Plan and Maintenance of Effort	23
F2.	Monitoring the use of State and Federal Funds	25
F3.	Annual Budget Plan	<u>2625</u>
F4.	Annual Service Plan	<u>2625</u>
F5.	Programs for Early Childhood Special Education	<u>2625</u>
F6.	Oversight of Nonpublic School Placements	<u>2625</u>
F7.	Utilization of General Education Resources	<u>2625</u>
F8.	Access to Core Curriculum	26
F9.	Services to Incarcerated Adult Students	26
F10.	Low Incidence Funds	<u>2726</u>
F11.	Request for SELPA Membership by a Charter School	<u>2726</u>
G.	Policies, Procedures, and Local Agreements	27
G1.	Interagency Agreements	<u>2827</u>
G2.	Public Addressing the Governing Body	<u>2827</u>
G3.	Dispute Resolution	<u>2827</u>
G4.	Legal References	<u>2827</u>

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

~~SOLANO COUNTY SELPA SPECIAL EDUCATION LOCAL PLAN NARRATIVE~~ SOLANO COUNTY SPECIAL EDUCATION LOCAL PLAN NARRATIVE

A. Solano County SELPA Participating Local Educational Agencies

The Solano County SELPA serves a mixed urban and rural portion of Solano County. 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. Member districts and the county office of education are responsible for coordinating and implementing the local plan through regular participation in the Council of Superintendents and Governance and Finance Committee meetings. Additionally, a special education director or designee participates in each meeting of the Community Advisory Committee~~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 (GFC); 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~~ administration of the SELPA and the implementation of the local plan. The COS, ~~Governance and Finance Committee~~GFC, 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~~GFC 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.

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

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

superintendent of schools. In recognizing the importance of each superintendent's role in the COS, the designation of alternative representatives to the COS are ~~not~~ permitted only under specified circumstances as follows:

1. when the COS member is unable to perform their duties and an acting superintendent is appointed or
2. when a scheduling conflict or emergency competes with a COS member's attendance, a superintendent may appoint a proxy to serve in their place by notifying the COS chairperson and the Assistant Superintendent, SELPA, in advance of the meeting.

In the event multiple requests for proxy representation at COS meetings occur in a school year, the COS may review and determine the appropriateness of future proxy appointments for that LEA.

The COS, with input from the ~~Governance and Finance Committee~~ GFC 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 ~~C~~county ~~O~~office of ~~E~~education, and to be responsive to any special education concerns, ~~which that~~ require ~~ing~~ an executive decision by the superintendents. The COS also establishes policies 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 of community members may also be addressed to the Assistant Superintendent, SELPA.

A superintendent is selected as chairperson of the COS, serving a two-year term, or until replaced by vote of the Council. A vice chairperson is also elected, who serves as chairperson ~~in the event that~~ if the elected chairperson is unable to fulfill ~~his/her~~ their 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 chairperson. Each district has one vote on the COS. Actions are approved by a simple majority of those members present.

Specific functions of the CO~~S~~ouncil of Superintendents include:

- a) Employment, superviseion, and evaluateion of the Assistant Superintendent, SELPA.
 - i) By September 30, the COS and Assistant Superintendent, SELPA, shall establish goals for the school year.
 - ii) ~~On-By or near~~ January 31 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- d) Adopting executive rules, administrative regulations, and procedures for the management of special education programs and services, including the implementation of agreements within 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~~ regarding 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 member LEAs board~~ regarding SELPA-related issues, concerns, special education programs and services.
- i) Directing that data be ~~gathered~~ collected, interpreted, and reported regarding the implementation, administration, and operation of the local plan.
- j) Reviewing data about the current status and accomplishments of special education programs within the respective member districts ~~LEAs.~~
- 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~~ (CAC).
- 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~~ COS.
- p) Conducting public hearings on and approving annual service and budget ~~program~~ plans. The Assistant Superintendent, SELPA shall ensure public notice is posted, at least 15 days ~~notice before~~ 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~~ nonpublic school placements.
- s) Bi-annually selecting a ~~Chair~~ person and vice chairperson and annually determining the date and time of the regular meetings.
- t) Approving SELPA budgets and expenditures for regionalized services, program specialists, and annual entitlements and grants.
- u) Approving certificated and classified SELPA personnel actions, including hires, leaves, resignations, and retirements.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

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 administrators of the ~~Local Education Agencies~~ and along with the Assistant Superintendent, SELPA. The ~~Governance and Finance committee~~ GFC is comprised of district special education directors and business officials, the SELPA Assistant Superintendent, ~~and~~ SELPA Fiscal Analyst, and the chair person of the COS. The ~~Governance and Finance Committee~~ GFC discusses, reviews, and develops recommendations, as appropriate, for ~~the~~ consideration ~~of~~ by the COS. The need for flexibility in this process is understood ~~as t~~. The goal is to provide COS with vetted, fully informed, ~~z~~ recommendations.

There shall be twelve (12) voting members of the ~~Governance and Finance Committee~~ GFC; 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 (CAC)

Each participating ~~district and the Solano County Superintendent of Schools~~ local education agency authorizes the SELPA to establish a Special Education Community Advisory Committee (CAC).

Annually, the ~~chair~~ person of the CAC prepares a report to the ~~Council of Superintendents~~ COS ~~detailing~~ summarizing the activities ~~of from~~ the prior year and identifying goals for the ~~next upcoming school~~ year. The Assistant Superintendent, SELPA provides ongoing information to the CAC. A ~~S~~ special ~~E~~ education ~~D~~ director from a member LEA serves as a liaison to the CAC.

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

The Assistant Superintendent, SELPA serves as ~~S~~ secretary of the CAC and as liaison for the CAC to the ~~COS~~ Council of Superintendents.

The ~~S~~ special ~~E~~ education ~~d~~ irectors 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~~ CAC may include parents and/or legal guardians, of students with disabilities enrolled in public school, students and adults with disabilities, ~~regular~~ general education teachers, special education teachers, other school personnel, representatives of other public and private agencies, and persons

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

concerned with the needs of individuals with exceptional needs. A majority of the ~~committee~~ CAC 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~~ COS regarding the development, amendment, and review of the local plan.

To facilitate this process:

- i) A draft of the ~~local p~~ Plan is submitted to the CAC at least 30 days prior to submission to the COS for review.
 - ii) The ~~c~~ Chairperson signs the plan on behalf of the ~~committee~~ CAC to indicate confirm 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 ~~local P~~ plan through a written report to the Assistant Superintendent, SELPA.
 - c) Assists in parent education outreach efforts and in recruiting parents and other volunteers, who may contribute to the implementation of the ~~local P~~ 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 by their respective school district, 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 general 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

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

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 member D~~istrict ~~S~~uperintendents,
- c) the Chair of the Council of Superintendents, and
- d) the Assistant Superintendent, SELPA

The ~~Council-COS c~~Chair~~person~~ follows procedures for conflict resolution specified in the SELPA ~~Policy and Procedurales~~ Manual. If mediation fails, the superintendents working with the Governance and Finance Committee 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 ~~L~~ocal ~~p~~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,

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- 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) ~~H~~holds a valid special education credential, clinical services credential, health services credential, ~~or~~ a school psychologist authorization or license to practice occupational therapy or physical therapy,
- b) ~~H~~holds a valid administrative services authorization, and
- c) ~~H~~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-education~~ 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~~their 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) 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 for~~ 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 costs of ~~the~~ 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~~ COS. 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~~ SELPA staff; recruiting county and district personnel; and conducting child-find and public awareness procedures.
- (b) Providing overall coordination of the local plan implementation through ongoing program review.
- (c) Assisting in the development and coordinating of 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- (j) Providing technical assistance to local education agency special education program ~~managers~~administrators.
- (k) Prepare an annual budget for the various special education resources to be submitted to the ~~SELPA Governance and Finance Committee~~GFC, for review and input, ~~and, 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 superintendents.
- (p) Acting as an ex-officio member of all SELPA standing committees and appointed ~~task forces~~special focus committees.
- (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~~LEA 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 for~~ensuring 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.

Each LEA shall use the Solano SELPA's adopted nomenclature for special education classes and programs to ensure programmatic alignment and clear communication.

b) Coordinated system of identification and assessment:

(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~~coordinates 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~~information;
 - (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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

(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) 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 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) 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.

(2) Role of the SELPA Administrator:

The SELPA works cooperatively with ~~Matrix Parents Network~~ the region's family empowerment center, 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.

(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) 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- (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 adopt state-approved curriculum for students and will determine their needs for curriculum development and ensure any specialized curriculum is in 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) 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.
- (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 the~~ development, ~~and~~ implementation, and monitoring activities of LEA improvement plans.
- (3) Role of the individual LEAs:
Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, LEA Annual Determination Letters, 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) 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.
- (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:

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- The LEAs are responsible for data entry, quality, and integrity. The LEAs approve the CALPADS submission as required by the CDE.
- h) Coordination of interagency agreements:
- (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 and partnering agencies annually reviews and renew interagency agreements ensuring alignment with state and federal laws and regulations. Interagency agreements are ~~renewed annually~~ approved by the agency and SELPA Assistant Superintendent and posted on the SELPA website.
 - (3) Role of the individual LEAs:
Through their representative to the COS, LEAs implement interagency agreements as appropriate.
- i) Coordination of services to medical facilities:
- (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 medical 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~~ and 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) 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- (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.

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

- l) Fiscal and logistical support of the CAC:
 - (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.

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

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- 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, 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) 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.
- o) Assurance of full educational opportunity:
- (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.
 - (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 are 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.
- p) 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) Role of the RLA/AU:

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- 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.
- (2) Role of the SELPA Administrator:
The SELPA administrator will facilitate the distribution of funds in accordance ~~to~~with 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.
- q) Direct instructional program support that may be provided by program specialists in accordance with EC Section 56368:
- (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, 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.

D. Roles and Responsibilities of Participating Entities

D1. Administrative Unit

Participating ~~districts~~LEAs, 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~~ eEducation ~~a~~Agency and has status equal to other ~~Local~~ eEducation ~~a~~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 ~~member~~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~~SELPA budgets, and the Council of Superintendents reviews, amends, and approves the budget. 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 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 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. 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- 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 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.
- c) Input on SELPA policies and procedures through the superintendent of the LEA.
- 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-serve~~ on the Council of Superintendents and assist in the development and approval of policies for the operation of the ~~Special Education Local Plan Area~~ Solano County SELPA.

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)-s~~ 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 participate~~ing~~ 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

D5. LEA Special Education Administrators

The directors ~~for of~~ special education are responsible for the primary operation of programs and services associated with special education within their respective ~~districts~~ LEAs. 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, ~~r~~ 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.~~

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

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

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.

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, 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

Infant Discretionary funds are allocated pursuant to applicable state and federal laws, and are used to fund regionalized, county-operated special education programs for eligible 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 ~~m~~Model ~~include~~includes 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~~c) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- ~~e~~d) IDEA Preschool Staff Development, Part B, (RS 3345)
- ~~f~~e) IDEA Alternative Dispute Resolution (RS 3395)
- ~~g~~f) State Special Education and property tax, also referred to as AB 602, (RS 6500)
- ~~h) State Special Education: Mental Health Services, also referred to as AB 114, (RS 6546)~~
- ~~i~~g) 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).

During the 2026-2027 school year, Rregionalized 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:
 - (1) LCFF (general education funds) blended rate ~~(as of 2023-2024 that rate is \$7,309)~~ generated by the pupils in the ESN program;
 - (2) lottery funds, based upon the January Governor's budget proposal, 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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

- b) ~~SCOE-operated~~ Deaf Hard-of-Hearing (DHH) program, audiology, physical therapy, and assistive technology.
- c) ~~SCOE--~~provided mental health services in the Juvenile Detention Facility
- d) SELPA ~~o~~Operations and ~~s~~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, rent, and utilities;
 - 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
 - iii)iv) Vallejo City USD DHH Regional Placement
 - iv) ~~Catastrophic cost~~

Effective 2027-2028 and thereafter, regionalized operations and services, funded prior to distribution of revenue apportioned for 3-22-year-old students, include:

- a) Deaf Hard-of-Hearing (DHH) program, audiology, physical therapy, and assistive technology.
- b) SCOE-provided mental health services in the Juvenile Detention Facility
- c) 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, rent, and utilities;
 - iii) special education database contract;
 - iv) low incidence revenue; and
 - v) staff development funds.
- d) 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) Vallejo City USD DHH Regional Placement

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.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

F3. Annual Budget Plan

The SELPA shall adopt an annual budget plan at a public hearing scheduled at a 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.

F4. Annual Service Plan

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

F5. Programs for Early Childhood Special Education

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.

F6. Oversight of Nonpublic School Placements

Each LEA, including the Solano County SELPA, where appropriate, 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~~they are 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.

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, 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.

F8. Access to Core Curriculum

Each LEA shall ensure that students with disabilities will have access to required core curriculum, including state-adopted core curriculum and supplementary materials.

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

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

student's appointed representative. Upon referral from the Solano County Sheriff, the Solano County SELPA shall ensure the provision of special education services for incarcerated adult students ~~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~~ incarcerated adult student 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 incarcerated adult student ~~inmate~~ identified by the Sheriff, the Solano SELPA shall make every effort to identify and contact the responsible district/SELPA.

F10. Low Incidence Funds

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are ~~restricted-intended~~ 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, and~~ development of procedures for exchange of equipment, ~~and reporting to the state.~~ Specialized equipment purchased with low incidence funds are distributed based upon the needs of pupils as determined by the IEP team.

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 are available on the Solano SELPA website.

~~Solano County SELPA Special Education Local Plan Narrative~~ Solano County Special Education Local Plan Narrative

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) Marin Center for Independent Living / Matrix Parent Network
- e) Child Start, Inc.
- f) Multi-SELPA Agreement to operate programs for students s who are Deaf / Hard-of-Hearing

G2. Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns, in-person at public meetings or in writing, 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 cChairperson of the COS mediates the differences between the participating districts. If the cChairperson is a party to the disagreement, an impartial superintendent participates in the mediation process. When resolution cannot be reached, a three-person panel composed of the Assistant Superintendent, SELPA; the cChairperson 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, 2 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

Solano County SELPA

Local Plan Narrative

Governance and Administration



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

CONTENTS

Solano County Special Education Local Plan Narrative.....	3
A. Solano County SELPA Participating Local Educational Agencies.....	3
B. Governance and Administrative Structure	3
B1. Council of Superintendents (COS).....	3
B2. Governance and Finance Committee	6
B3. Community Advisory Committee.....	6
B4. Special Focus Committees.....	7
B5. Changes in the Governance Structure or Membership.....	7
C. Regionalized Services and Program Specialists.....	8
C1. Local Assurances.....	8
C2. Program Specialists	8
C3. Administration of Regional Operations and Services	9
D. Roles and Responsibilities of Participating Entities.....	17
D1. Administrative Unit.....	17
D2. Local Educational Agency.....	17
D3. LEA Governing Boards.....	18
D4. LEA Superintendents	18
D5. LEA Special Education Administrators.....	19
E. Federal Assurances	19
E1. Free Appropriate Public Education 20 United States Code (USC) Section (§) 1412 (a)(1) ...	19
E2. Full Educational Opportunity 20 USC § 1412 (a)(2).....	19
E3. Child Find 20 USC § 1412 (a)(3)	19
E4. Individualized Education Program and Individualized Family Service Plan	19
E5. Least Restrictive Environment 20 USC § 1412 (a)(5)	20
E6. Procedural Safeguards 20 USC § 1412 (a)(6)	20
E7. Evaluation 20 USC § 1412 (a)(7).....	20
E8. Confidentiality 20 USC § 1412 (a)(8).....	20
E9. Part C, Transition 20 USC § 1412 (a)(9).....	20
E10. Private Schools 20 USC § 1412 (a)(10)	20
E11. Local Compliance Assurances 20 USC § 1412 (a)(11)	20
E12. Interagency 20 USC § 1412 (a)(12).....	21
E13. Governance 20 USC § 1412 (a)(13)	21
E14. Personnel Qualifications 20 USC § 1412 (a)(14)	21

Solano County Special Education Local Plan Narrative

E15.	Performance Goals and Indicators 20 USC § 1412 (a)(15)	21
E16.	Participation in Assessments 20 USC § 1412 (a)(16)	21
E17.	Supplementation of State/Federal Funds 20 USC § 1412 (a)(17)	21
E18.	Maintenance of Effort 20 USC § 1412 (a)(18)	21
E19.	Public Participation 20 USC § 1412 (a)(19)	21
E20.	Rule of Construction 20 USC § 1412 (a)(20)	21
E21.	State Advisory Panel 20 USC § 1412 (a)(21)	22
E22.	Suspension/Expulsion 20 USC § 1412 (a)(22)	22
E23.	Access to Instructional Materials 20 USC § 1412 (a)(23)	22
E24.	Overidentification and Disproportionality 20 USC § 1412 (a)(24)	22
E25.	Prohibition on Mandatory Medicine 20 USC § 1412 (a)(25)	22
E26.	Distribution of Funds 20 USC § 1411(e),(f)(1-3)	22
E27.	Data 20 USC § 1418 (a-d)	22
E28.	Reading Literacy (State Board Requirement, 2/99)	22
E29.	Charter Schools (EC 56207.5 (a-c))	22
F.	Additional Elements of the Local Plan	22
F1.	Allocation Plan and Maintenance of Effort	22
F2.	Monitoring the use of State and Federal Funds	24
F3.	Annual Budget Plan	25
F4.	Annual Service Plan	25
F5.	Programs for Early Childhood Special Education	25
F6.	Oversight of Nonpublic School Placements	25
F7.	Utilization of General Education Resources	25
F8.	Access to Core Curriculum	25
F9.	Services to Incarcerated Adult Students	25
F10.	Low Incidence Funds	26
F11.	Request for SELPA Membership by a Charter School	26
G.	Policies, Procedures, and Local Agreements	26
G1.	Interagency Agreements	26
G2.	Public Addressing the Governing Body	27
G3.	Dispute Resolution	27
G4.	Legal References	27

SOLANO COUNTY SPECIAL EDUCATION LOCAL PLAN NARRATIVE

A. Solano County SELPA Participating Local Educational Agencies

The Solano County SELPA serves a mixed urban and rural portion of Solano County. 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. Member districts and the county office of education are responsible for coordinating and implementing the local plan through regular participation in the Council of Superintendents and Governance and Finance Committee meetings. Additionally, a special education director or designee participates in each meeting of the Community Advisory Committee.

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 (GFC); 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 administration of the SELPA and the implementation of the local plan. The COS, GFC, 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 GFC meetings operate under the requirements of the Ralph M. Brown Act (Brown Act). The CAC operates under Education Code 35147.

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 of schools. In recognizing the importance of each superintendent's role in the COS, the designation of alternative representatives to the COS are permitted only under specified circumstances as follows:

1. when the COS member is unable to perform their duties and an acting superintendent is appointed or

Solano County Special Education Local Plan Narrative

2. when a scheduling conflict or emergency competes with a COS member's attendance, a superintendent may appoint a proxy to serve in their place by notifying the COS chairperson and the Assistant Superintendent, SELPA, in advance of the meeting.

In the event multiple requests for proxy representation at COS meetings occur in a school year, the COS may review and determine the appropriateness of future proxy appointments for that LEA.

The COS, with input from the GFC 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 that require an executive decision by the superintendents. The COS also establishes policies 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 of community members may also be addressed to the Assistant Superintendent, SELPA.

A superintendent is selected as chairperson of the COS, serving a two-year term, or until replaced by vote of the Council. A vice chairperson is also elected, who serves as chairperson if the elected chairperson is unable to fulfill their 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 chairperson. Each district has one vote on the COS. Actions are approved by a simple majority of those members present.

Specific functions of the COS include:

- a) 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) By January 31 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, 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.
- d) Adopting executive rules, administrative regulations, and procedures for the management of special education programs and services, including the implementation of agreements within the local plan area.
- 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.

Solano County Special Education Local Plan Narrative

- g) Providing executive direction to the Assistant Superintendent, SELPA regarding 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 member LEAs regarding SELPA-related issues, concerns, special education programs and services.
- i) Directing that data be collected, interpreted, and reported regarding the implementation, administration, and operation of the local plan.
- j) Reviewing data about the current status and accomplishments of special education programs within member LEAs.
- 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 (CAC).
- 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 COS.
- p) Conducting public hearings on and approving annual service and budget plans. The Assistant Superintendent, SELPA shall ensure public notice is posted at least 15 days before 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 nonpublic school placements.
- s) Bi-annually selecting a chairperson and vice chairperson and annually determining the date and time of the regular meetings.
- t) Approving SELPA budgets and expenditures for regionalized services, program specialists, and annual entitlements and grants.
- u) Approving certificated and classified SELPA personnel actions, including hires, leaves, resignations, and retirements.

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.

Solano County Special Education Local Plan Narrative

B2. Governance and Finance Committee

Policy development and implementation for the SELPA is a joint responsibility of the superintendents, chief business officials, and special education administrators of the local education agencies along with the Assistant Superintendent, SELPA. The GFC is comprised of district special education directors and business officials, the SELPA Assistant Superintendent, SELPA Fiscal Analyst, and the chairperson of the COS. The GFC discusses, reviews, and develops recommendations, as appropriate, for consideration by the COS. The need for flexibility in this process is understood as the goal is to provide COS with vetted, fully informed recommendations.

There shall be twelve (12) voting members of the GFC; 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 (CAC)

Each participating local education agency authorizes the SELPA to establish a Special Education Community Advisory Committee (CAC).

Annually, the chairperson of the CAC prepares a report to the COS summarizing the activities from the prior year and identifying goals for the upcoming school 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 coordinated 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 CAC to the COS.

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 CAC may include parents and/or legal guardians of students with disabilities enrolled in public school, students and adults with disabilities, general 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 CAC 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:

Solano County Special Education Local Plan Narrative

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

To facilitate this process:

- i) A draft of the local plan is submitted to the CAC at least 30 days prior to submission to the COS for review.
 - ii) The chairperson signs the plan on behalf of the CAC to confirm 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 local plan through a written report to the Assistant Superintendent, SELPA .
- c) Assists in parent education outreach efforts and in recruiting parents and other volunteers, who may contribute to the implementation of the local 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 by their respective school district, 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 general 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) member district superintendents,
- c) the Chair of the Council of Superintendents, and

Solano County Special Education Local Plan Narrative

- d) the Assistant Superintendent, SELPA

The COS chairperson follows procedures for conflict resolution specified in the SELPA Procedural Manual. If mediation fails, the superintendents working with the Governance and Finance Committee will:

- a) Modify the Solano County Local Plan and
- b) Notify the California 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, a school psychologist authorization or license to practice occupational therapy or physical therapy,
- b) Holds a valid administrative services authorization, and

Solano County Special Education Local Plan Narrative

- 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 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 education 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 their area(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) 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 for 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 costs of the SELPA office.

Solano County Special Education Local Plan Narrative

(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 COS. 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 SELPA staff; recruiting county and district personnel; and conducting child-find and public awareness procedures.
- (b) Providing overall coordination of the local plan implementation through ongoing program review.
- (c) Assisting in the development and coordination of 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 administrators.
- (k) Prepare an annual budget for the various special education resources to be submitted to the GFC, for review and input, and 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 superintendents.
- (p) Acting as an ex-officio member of all SELPA standing committees and appointed special focus committees.
- (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:

Solano County Special Education Local Plan Narrative

Each LEA 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 for ensuring 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.

Each LEA shall use the Solano SELPA's adopted nomenclature for special education classes and programs to ensure programmatic alignment and clear communication.

b) Coordinated system of identification and assessment:

(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 coordinates child find activities through:

- (i) Annual distribution of child find materials to local childcare facilities, private schools, medical offices, nonprofit organizations focused on serving children, and interested parties;
- (ii) staffing community events and distributing child find information;
- (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.

c) Coordinated system of procedural safeguards:

(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:

Solano County Special Education Local Plan Narrative

- 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) 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.
 - (2) Role of the SELPA Administrator:
The SELPA works cooperatively with the region's family empowerment center, a non-profit agency to provide parent and guardian education. The SELPA administrator will provide needed training and support as requested, or determined appropriate, for each LEA.
 - (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) 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 adopt state-approved curriculum for students and determine their needs for curriculum development and ensure any specialized curriculum is in alignment with the core curriculum.
- f) Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:
- (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.
 - (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,

Solano County Special Education Local Plan Narrative

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

- (3) Role of the individual LEAs:
Individual LEAs review and monitor Annual Performance Reports, the California School Dashboard, LEA Annual Determination Letters, 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) 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.

 - (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.

- h) Coordination of interagency agreements:
 - (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 and partnering agencies annually review and renew interagency agreements ensuring alignment with state and federal laws and regulations. Interagency agreements are approved by the agency and SELPA Assistant Superintendent and posted on the SELPA website.

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

- i) Coordination of services to medical facilities:
 - (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.

Solano County Special Education Local Plan Narrative

- (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 medical facilities located within the geographical area of the LEA. Each LEA shall first consider services operated by the LEA, and 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) 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.
 - (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.
- k) Preparation and transmission of required special education local plan area reports:
- (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.
- l) Fiscal and logistical support of the CAC:
- (1) Role of the RLA/AU:

Solano County Special Education Local Plan Narrative

- 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.
- m) Coordination of transportation services for individuals with exceptional needs:
- (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 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) 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.
- o) Assurance of full educational opportunity:
- (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.
 - (2) Role of the SELPA Administrator:

Solano County Special Education Local Plan Narrative

Through approval of the Annual Service 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 are 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.

- p) 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) 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.

(2) Role of the SELPA Administrator:

The SELPA administrator will facilitate the distribution of funds in accordance with 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.

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

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

Solano County Special Education Local Plan Narrative

(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.

D. Roles and Responsibilities of Participating Entities

D1. Administrative Unit

Participating LEAs, through the Council of Superintendents, designate 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 member 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 SELPA budget, and the Council of Superintendents reviews, amends, and approves the budget.

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 functions as an LEA and has status equal to other LEA district program operations.

Each district board appoints members to the 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. 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

Solano County Special Education Local Plan Narrative

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 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.
- c) Input on SELPA policies and procedures through the superintendent of the LEA.
- 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 serve on the Council of Superintendents and assist in the development and approval of policies for the operation of the Solano County SELPA.

Local superintendents are responsible for preparing their 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 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;

Solano County Special Education Local Plan Narrative

- d) designate an individual to participate 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.

D5. LEA Special Education Administrators

The directors of special education are responsible for the primary operation of programs and services associated with special education within their respective LEAs. They provide 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.

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

Solano County Special Education Local Plan Narrative

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.

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.

Solano County Special Education Local Plan Narrative

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, legal defense, legal education, 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 eligible students.

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.

Revenue subject to the SELPA allocation model includes the following:

- a) IDEA Basic Local Assistance Entitlement, Part B (RS 3310),
- b) IDEA Local Preschool Grant, Part B (RS 3315)
- c) IDEA Early Intervention Grants, also referred to as Part C, Early Start (RS 3385)
- d) IDEA Preschool Staff Development, Part B, (RS 3345)
- e) IDEA Alternative Dispute Resolution (RS 3395)
- f) State Special Education and property tax, also referred to as AB 602, (RS 6500)
- g) 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 3345, RS 3395, RS 6500 and RS 6512, are allocated based upon prior year Average Daily Attendance (ADA).

During the 2026-2027 school year, 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:
 - (1) LCFF (general education funds) blended rate generated by the pupils in the ESN program;
 - (2) lottery funds, based upon the January Governor's budget proposal, 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.

Solano County Special Education Local Plan Narrative

- 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) Deaf Hard-of-Hearing (DHH) program, audiology, physical therapy, and assistive technology.
- 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, rent, and utilities;
 - 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) Vallejo City USD DHH Regional Placement

Effective 2027-2028 and thereafter, regionalized operations and services, funded prior to distribution of revenue apportioned for 3-22-year-old students, include:

- a) Deaf Hard-of-Hearing (DHH) program, audiology, physical therapy, and assistive technology.
- b) SCOE-provided mental health services in the Juvenile Detention Facility
- c) 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, rent, and utilities;
 - iii) special education database contract;
 - iv) low incidence revenue; and
 - v) staff development funds.
- d) 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) Vallejo City USD DHH Regional Placement

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.

F3. Annual Budget Plan

The SELPA shall adopt an annual budget plan at a public hearing scheduled at a 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.

F4. Annual Service Plan

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

F5. Programs for Early Childhood Special Education

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.

F6. Oversight of Nonpublic School Placements

Each LEA, including the Solano County SELPA, where appropriate, 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 they are 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.

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, 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.

F8. Access to Core Curriculum

Each LEA shall ensure that students with disabilities will have access to required core curriculum, including state-adopted core curriculum and supplementary materials.

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

Solano County Special Education Local Plan Narrative

SELPA shall ensure the provision of special education services for incarcerated adult students 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 incarcerated adult student 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 incarcerated adult student identified by the Sheriff, the Solano SELPA shall make every effort to identify and contact the responsible district/SELPA.

F10. Low Incidence Funds

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are intended to support 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, and development of procedures for exchange of equipment. Specialized equipment purchased with low incidence funds are distributed based upon the needs of pupils as determined by the IEP team.

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 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:

Solano County Special Education Local Plan Narrative

- 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) Marin Center for Independent Living / Matrix Parent Network
- e) Child Start, Inc.
- f) Multi-SELPA Agreement to operate programs for students who are Deaf / Hard-of-Hearing

G2. Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns, in-person at public meetings or in writing, 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 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

R. SCOE Regional Programs

SCOE Regional Programs include:

1. Extensive Support Needs Program, serving students from age 3 through 12th grade [and Adult Transition Program](#)
2. Assistive Technology (AT) Services
3. Deaf/Hard of Hearing (DHH) Program and Services
4. Physical Therapy (PT) Services
- ~~5. Adult Transition Program~~
- ~~6.5~~ Structured Class for Intensive Learning (SCIL), operated by SCOE

The Council of Superintendents (COS) annually approves funding for Solano County Office of Education (SCOE) to operate ~~the Extensive Support Needs Program in certain districts,~~ Assistive Technology (AT) Services, the DHH program, Physical Therapy, and the Adult Transition Program, and to provide necessary special education and related services to students at the Solano County Juvenile Detention Facility. In the event SCOE requires a budget augmentation during the fiscal year for these programs, approval will be sought through the COS. SCOE shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year shall be distributed to the member district based upon ADA.

Physical Therapy (PT) Services provided by SCOE to students not enrolled in a SCOE Extensive Support Needs program is funded on a per pupil cost-recovery basis by member districts utilizing the service. Structured Class for Intensive Learning (SCIL), operated by SCOE, is funded on a per pupil cost-recovery basis by member districts utilizing the service.

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

R1. Extensive Support Needs [and Adult Transition](#) Programs

[During the 2026-2027 school year, Extensive Supports Needs Programs, including the Adult Transition Program, are funded off-the-top, prior to distribution of special education revenue to the member districts.](#)

[Effective in the 2027-2028 school year and thereafter, funding for operating Extensive Support Needs Program, including the Adult Transition Program, is distributed to the member districts. SCOE may](#)

[operate Extensive Support Needs or Adult Transition programs on behalf of member districts. Such programs shall be funded on a fee-for-service basis.](#)

Referral Guidelines: Extensive Support Needs Program [and Adult Transition Program](#)

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

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

A copy of the completed IEP shall be provided to SCOE which is responsible for disseminating the information, as appropriate. IEPs must be redacted unless the parent has consented to the release of the information.

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

If it is determined that an Extensive Support Needs [or Adult Transition](#) placement may be appropriate, the District will convene an IEP meeting to include SCOE representatives to consider the placement.

Transfer Students: Extensive Support Needs Program [and Adult Transition Program](#)

For transfer-in students, with special education services similar to those in an Extensive Support Needs [or Adult Transition](#) Program, the DSEA will provide all documentation, prior to the intake appointment, to the SCOE Program Administrator.

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

Programmatic Responsibility: Extensive Support Needs Program [and Adult Transition Program](#)

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in an Extensive Support Needs [or Adult Transition](#) Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

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

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

Monitoring timelines is a joint responsibility.

The DOS is responsible for assigning a case manager and conducting assessments related to the services being provided in the SCOE Regional Program, including psycho-educational, academic, speech and

language, OT, mental health as a related service, as appropriate. The DSEA is responsible for any additional assessments. The DOS is responsible for coordinating the development of assessment plans and the related prior written notice with the DSEA.

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

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

R2. Assistive Technology (AT) Services

Referrals Guidelines: AT Services

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

Transfer Students: AT Service

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

Programmatic Responsibility: AT Services

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

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

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

R3. Deaf/Hard of Hearing (DHH) Program

The DHH program includes:

1. Related Services:
 - a. Audiology Assessment
 - b. Itinerant DHH serving students enrolled in member districts

- c. Interpreters and Captioning provided to students in the member districts and DHH SDC
2. Special Education Programs:
- a. DHH Program
 - b. Out-of-SELPA DHH program operated by Vallejo USD

Referrals Guidelines: Audiology Assessment

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

Transfer Students: Audiology Assessment

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

Programmatic Responsibility: Audiology Assessment

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

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

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

Referral Guidelines: DHH Itinerant Services

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

Transfer Students: DHH Itinerant Services

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

Programmatic Responsibility: DHH Services

[DHH Services are special education services provided by a teacher possessing an Education Specialist Deaf and Hard of Hearing \(DHH\) credential. A DHH teacher may serve as a sole special education provider for a student. When serving as the sole special education provider for a student, and with mutual agreement of both the district and SCOE administration, a DHH Service provider may also serve as a student’s case manager.](#)~~As a related service provider, DHH Specialists shall not serve as the primary case manager.~~

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

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

Referral Guidelines: DHH Interpreter/Captioning Services

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

Transfer Students: DHH Interpreter or Captioning Services

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

Programmatic Responsibility: DHH Interpreter or Captioning Services

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

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

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

Referral Guidelines: DHH Program

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

A copy of the completed IEP shall be provided to SCOE which is responsible for disseminating the information, as appropriate. IEPs must be redacted unless the parent has consented to the release of the information.

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

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

Transfer Students: DHH Program

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

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

Programmatic Responsibility: DHH Program

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

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

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

Monitoring timelines is a joint responsibility.

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

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

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

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

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

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

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

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

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

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

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

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

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

R4. Physical Therapy (PT) Services

Referrals Guidelines: PT Services

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

Transfer Students: PT Service

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

Programmatic Responsibility: PT Services

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

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

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

~~R5. — Adult Transition Program~~

~~Referral Guidelines: Adult Transition Program~~

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

~~A copy of the completed IEP shall be provided to SCOE which is responsible for disseminating the information, as appropriate. IEPs must be redacted unless the parent has consented to the release of the information.~~

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

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

~~Transfer Students: Adult Transition Program~~

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

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

~~Programmatic Responsibility: Adult Transition Program~~

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

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

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

~~Monitoring timelines is a joint responsibility.~~

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

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

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

R6-R5. Structured Class for Intensive Learning (SCIL), Operated by SCOE

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

Referral Guidelines: SCIL, Operated by SCOE

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

A copy of the completed IEP shall be provided to SCOE which is responsible for disseminating the information, as appropriate. IEPs must be redacted unless the parent has consented to the release of the information.

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

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

Transfer Students: SCIL, Operated by SCOE

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

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

Programmatic Responsibility: SCIL, Operated by SCOE

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

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

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

Monitoring timelines is a joint responsibility.

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

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

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

S. District Regionalized Programs

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

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

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

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

District Regional Programs include:

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

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

S1. SCIL, TAP, FA, PERL Programs

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

Referral Guidelines: SCIL, TAP, FA and PERL Programs

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

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

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

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

Transfer Students: SCIL, TAP, FA and PERL Programs

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

Programmatic Responsibility: SCIL, TAP, FA and PERL Programs

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

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

Monitoring timelines is a joint responsibility.

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

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

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

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

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

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

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

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

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

Low Vision Services are special education services provided by a teacher possessing an Education Specialist in Visual Impairment (VI) credential. As such, a VI specialist may serve as a sole special education provider for a student and be the case manager when there are no other special education providers serving a particular student.

O&M and APE are related services provided to ensure pupils benefit from their special education program. O&M and APE shall not be provided as a "stand-alone" and those specialists shall not serve as the case manager for a student.

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

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

S3. Dynamic Education Linked to Achievement (DELTA)

Referrals Guidelines: DELTA

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

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

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

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

Transfer Students: DELTA

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

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

Programmatic Responsibility: DELTA

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

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

Monitoring timelines is a joint responsibility.

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

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

Notwithstanding parents right to request stay-put in due process proceedings, placement in DELTA program may be terminated with or without cause by the DOS. To terminate the placement the DOS shall give twenty (20) calendar days written notice to the DSEA and parent. Prior to issuing a 20-day notice, the DOS shall have attempted to address the concerns by convening an IEP meeting and taking

other appropriate actions, e.g., conducting a behavioral assessment and attempting interventions. At the time of termination, DOS shall provide to the DSEA any and all pupil records. If requested, the DOS shall participate in an IEP team meeting to support the student's transition to another program.

Funding: DELTA

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

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

S4. District Operated Extensive Support Needs Program

Effective in the 2027-2028 school year and thereafter, funding for operating Extensive Support Needs Program, including the Adult Transition Program, is distributed to the member districts and districts may operate Extensive Supports Needs Programs as a part of the district's regional programs.

Referral Guidelines: Extensive Support Needs Program and Adult Transition

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

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

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

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

If it is determined that an Extensive Support Needs or Adult Transition placement may be appropriate, the district will convene an IEP meeting to include district representatives to consider the placement.

Transfer Students: Extensive Support Needs and Adult Transition Program

For transfer-in students, with special education services similar to those in an Extensive Support Needs or Adult Transition Program, the DSEA will provide all documentation, prior to the intake appointment, to the district Program Administrator.

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

Programmatic Responsibility: Extensive Support Needs [and Adult Transition Program](#)

DSEA is responsible for ensuring that all assessments pending at the time of enrollment in a district operated Extensive Support Needs [or Adult Transition](#) Program (i.e., assessments of out-of-state transfers and overdue assessments) are completed by the DSEA.

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

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

Monitoring timelines is a joint responsibility.

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

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

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

~~Funding: District Operated Extensive Support Needs~~

~~The Council of Superintendents (COS) annually approves funding for districts to operate the Extensive Support Needs program located within its boundaries. In the event a district operated Extensive Support Needs program requires a budget augmentation during the fiscal year, approval will be sought through the COS. The district operating the Extensive Support Needs Program shall maintain a reserve of 3% of projected expenditures. Unspent fund balance identified at closing in the subsequent year shall be distributed to the member district based upon ADA.~~

P. Continuum of Services

P1. Continuum of Services

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

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

District Base Programs	SCOE Regional Programs	District Regional Programs
Resource Specialist Program (RSP) or Learning Center Program	Extensive Support Needs Program, age 3-22, including the -Adult Transition Program	Structured Class for Intensive Learning (SCIL)
Early Childhood Special Education Preschool	Assistive Technology (AT) Services	Transitional Academic Program (TAP)
Special Day Class (SDC)	Deaf/Hard of Hearing (DHH) Program and Services	Functional Academics (FA) Program
Speech/Language Services	Physical Therapy (PT) Services	Program for Effective Relations in Learning (PERL)
Psychological Services and Assessment	Adult Transition Program	Low Vision Services
Occupational Therapy (OT)	Structured Class for Intensive Learning (SCIL)	Orientation & Mobility (O&M)
Behavior Services		Adaptive Physical Education (APE)
Mental Health Services		Dynamic Education Linked to Achievement (DELTA)
Health and Nursing Services		Extensive Support Needs Program age 3-22, including the Adult Transition Program

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

P2. Changes in Regional Program Operations

Each member district has the right to operate programs to serve their students. SCOE, at its discretion, operates programs on behalf of member districts.

Change in the operation of a regional program may involve either:

1. a member district initiating or ceasing to provide a regional program, or
2. SCOE initiating or ceasing to provide a regional program to member districts.

Timely notice of intent to change the operation of a regional program allows all impacted member LEAs adequate time to address parent/guardian notification, budget preparation, staffing changes, and other related issues.

Written notice of intent to initiate or cease operation of a regional program (e.g., Extensive Support Needs Programs, Functional Academic Programs, etc.), shall be provided to the SELPA Assistant Superintendent and the chairperson of the COS, by the LEA initiating the change, no later than July 1 of the year prior to the change taking effect. This one-year notice shall not be considered a program transfer, and the provisions of Education Code 56207 do not apply.

P3. Fee-For-Service

The cost for placing a student in a program operated by another LEA shall be billed on a Fee-For-Service (FFS) Schedule. The FFS Schedule for TAP, SCIL, FA, PERL, APE, Speech, OT, Vision Services, Orientation and Mobility, and Behavior Services is developed annually by the SELPA, reviewed by the GFC and approved by the COS. Data are based upon actual costs per FTE for service providers, employees and contractors, in the same position types from the prior year. Examples:

- To determine the per FTE cost for an APE specialist, total employee salary and benefits for all APE specialists, including any agency APE teachers, for the prior year is collected from the member LEAs and divided by the total FTE. The same methodology applies to behavior specialists/analysts, Speech and language specialists, Vision specialists, Orientation and Mobility Specialists across all LEAs employing these position types.
- To determine the PERL Teacher cost per FTE, the salary and benefits of only teachers, including any agency contract teachers, serving in the PERL program is collected from the member LEAs and divided by the total FTE of PERL teachers.
- To determine the Paraeducator per FTE cost by program type, the salary and benefits of paraeducators, including any contract paraeducators, serving in the specific program (Paras in PERL are counted toward the average PERL Paraeducator cost per FTE) is collected and the total is divided by the total FTE to yield a per FTE cost. Finally, multiply the per FTE cost by the average FTE use for staffing the program type.

Costs for program staff are totaled from these SELPA-wide, prior year, averages. For placement in a SCIL, TAPFA or PERL program, staff costs include a teacher and two instructional assistants. Additionally, 0.2 FTE of a behaviorist is included for SCIL and TAP classes and 0.4 FTE of a school psychologist FTE is included for PERL classes.

Staff costs are increased by a 5% factor for “Direct” costs. This includes costs related to clerical, administration, program specialist, travel, mileage, supplies, materials, equipment, start-up, events, staff training and all other direct costs.

Additionally, a fixed 5% for indirect costs is then added to the subtotal of staff and direct costs to yield the program costs.

The costs are divided by the “billing factor” to provide the per pupil placement cost.

Solano County SELPA Procedural Manual

The per pupil cost is reduced by the LCFF blended rate. This rate is based upon (PLACEHOLDER)

Pupil placements are billed in two installments at mid-year and end-of-year based upon days of enrollment in the program.