

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



California Department of Education
Special Education Division

SELPA Santa Rosa City SELPA

Fiscal Year 2025-26

B. Governance and Administration

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

Participating Local Educational Agencies

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

Special Education Local Plan Area—Local Plan Requirements

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

The Santa Rosa City SELPA is a multi-district SELPA comprised of the City of Santa Rosa High School District and the City of Santa Rosa Elementary School District. Santa Rosa City SELPA serves all students in grades 7-12 within the SELPA's geographic area, as well as children from birth to grade 6 who reside within the geographic boundaries of the City of Santa Rosa Elementary School District.

Collectively, Santa Rosa City Schools comprise the largest geographic school district area in Sonoma County, located about one hour north of San Francisco. SRCS presently serves approximately 2,500 students from both the elementary and high school districts with disabilities from birth to 22 years old, offering the full continuum of services necessary for all 13 IDEA disability categories.

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

The City of Santa Rosa Elementary School District and the City of Santa Rosa High School District join together pursuant to California Education Code section 56195(b) to adopt a plan to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Santa Rosa City Special Education Local Plan Area (Santa Rosa City SELPA).

On April 26, 1983, the two districts' Board of Education approved Resolutions E-439 and H-578 which combined the City of Santa Rosa Elementary School District and the City of Santa Rosa High School District (together, "Santa Rosa City Schools") for certain purposes under Education Code sections 35110 et seq. Pursuant to this authority, SRCS is governed by a common Board of Education and one Superintendent. However, the Santa Rosa Elementary District and the Santa Rosa High School District function as individual agencies for certain purposes, including but not limited to fiscal management and data recording.

Governing Body of SELPA

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The Santa Rosa City Schools Board of Education is the governing body of the SRC SELPA. The Board, Superintendent, or SELPA Administrator may convene additional advisory committees as needed.

The Superintendent and SELPA Administrator, as the Superintendent's designee, are responsible for the coordination of the SELPA and implementation of the local plan.

The Superintendent and SELPA Administrator, as the Superintendent's designee, are responsible to the Board of Education.

SELPA Administration

The Superintendent and SELPA Administrator, as the Superintendent's designee, shall administer the local plan. The SRC's Executive Director, Special Services or equivalent administrator selected and hired by the Superintendent shall act as SELPA Administrator. The SELPA Administrator shall oversee the staffing and operations of the SELPA office.

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

The Superintendent and SELPA Administrator are responsible for ensuring the SELPA has policies and procedures necessary to coordinate and implement the local plan. They are responsible to the Board of Education.

In its role as governing body of the SRC SELPA, the Board's policy-making responsibilities shall include, but are not limited to:

1. Take action to approve or deny amendments to the local plan, including SELPA membership.
2. Review, approve, and monitor all budgets assigned to SELPA accounts.
3. Approve revisions to the allocation plan for the distribution of federal, state, and local funds allocated for special education programs.
4. Take action to approve or deny annual service and budget plans and revisions to those plans.
5. Establish and appoint members to a Community Advisory Committee (CAC).
6. Review and consider comments from the CAC.
7. Take action to approve or deny requests for program transfers.
8. Take action to approve or deny SELPA-wide policies, administrative regulations, procedures, resolutions, local interagency agreements and guidelines for the management and implementation of

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special education programs and services within the SELPA, as requested by staff.

9. Provide direction to the Superintendent and SELPA Administrator for regionalized and program specialist services.

Amendments to the Local Plan

The SELPA Administrator shall be responsible for coordinating the development of any proposed amendments to the local plan for submission to the Board of Education for approval or denial. Amendments to the permanent portion of the local plan (Part B) may be considered at any time. The Superintendent may conditionally approve changes to the local plan (Part B) on an interim basis, not to exceed one fiscal year. Amendments will be provided to the Community Advisory Committee for input and review and require the approval of the Board of Education. Following approval by the Board of Education, the SELPA Administrator will submit the local plan (Part B) to the Sonoma County Superintendent of Schools and California Department of Special Education for approval or denial.

New SELPA Membership

Any LEA may request to join the SELPA by submitting a letter of request for membership to the SELPA no later than January 15 of any school year for membership in the following fiscal year. LEAs may be required to join a Joint Powers Agreement (JPA) for purposes of membership and funding per action of the Board of Education.

The letter of request for membership must specify: Name of LEA, contact person with contact information; total enrollment (actual or projected); type of special education services currently offered; plan for delivery of special education services; and background information about the LEA.

The Board of Education shall review the membership request letter and supporting documentation. As necessary and appropriate, the Board of Education or designee may request additional information, including interview with representatives of the LEA. SELPA staff will conduct a special education review of the LEA, including, as appropriate, review of previous compliance reviews. Results of the review, including the willingness and ability of the LEA to resolve any non-compliance, shall be reported to the Board of Education.

A final decision shall be made by the SRCS Board of Education regarding membership and the projected start date.

The Board of Education may approve or deny any request for membership based on a review of fiscal and programmatic issues. Priority for approval shall be for requests where the programmatic issues are compatible with the SELPA Local Plan and fiscal issues are revenue neutral.

New members of the SELPA shall provide:

1. Agreement and adoption of all sections of the Local Plan by the new LEA's governance body, including policies, agreements, and the fiscal allocation plan approved by the SELPA governance structure. In addition, the member must adopt local policies and administrative regulations or

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procedures sufficient to support the Local Plan and in compliance with state or federal review.

2. Agreement of approved actions of the Board of Education in its role as the governing body of the SELPA, as contained in approved Board of Education minutes.
3. Agreement that the new member LEA/charter maintains responsibility for all aspects of providing special education and related services, including the contracting and cost of any nonpublic school or agency, attorney representation and legal costs attendant to mediation, due process/or compliance processing and other costs associated with the provision of special education and related services.
4. Agreement to participate in the SELPA approved information management system (Special Education Information System (SEIS) or similar) by providing hardware and staff consistent with required specifications.

Failure to comply with the criteria listed above will result in the withholding of any funding allocations or portions of allocation until compliance of those items is completed.

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

The local plan is submitted to the Sonoma County Superintendent of Schools for approval or denial in accordance with Education Code section 56140.

In accordance with Education Code sections 56195.1(e) and 56195.5, the Sonoma County Office of Education ("SCOE") may contractually provide education and services to SRC SELPA students with disabilities via SCOE-operated specialized programs for students with disabilities, as requested. SCOE also provides administrative supports to LEAs in the County including but not limited to, staff development, legal and fiscal guidance, and child find support.

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

Yes No

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

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

The Community Advisory Committee (CAC) for the Santa Rosa City SELPA has been established pursuant to EC 56190. The CAC is composed of parents of individuals with exceptional needs enrolled in public or private schools, parents of other students enrolled in schools, students and adults with disabilities, general and special education teachers, other school personnel, representatives of public and private agencies, and persons concerned with the needs of individuals with exceptional needs in accordance with Education Code section 56195.9.

The CAC shall have regularly scheduled meetings not less than two times per year.

The SELPA Administrator will present the CAC's input to the Superintendent or designee for consideration.

Announcements of CAC meetings and activities will be distributed to parents of children with special needs in the SELPA. In addition, information will be posted on the SELPA web page and in any other location required by law.

The CAC shall adopt bylaws, subject to approval by the Superintendent, consistent with legal requirements and the advisory role of the CAC. CAC procedures shall be outlined in the Community Advisory Committee Bylaws for the Santa Rosa City Schools SELPA.

The CAC shall act in an advisory capacity. The recommendations of the CAC will be directed to the Executive Director of Special Services/SELPA and the District Superintendent. The responsibility for action on any recommendation shall rest with the CAC **voting members**. The Executive Director of Special Services/SELPA shall provide each CAC member with a copy of the currently-approved Local Plan and shall continue to provide each CAC member with a copy of any proposed amendments or revisions to the currently-approved Local Plan.

The Community Advisory Committee shall have the authority and fulfill the responsibilities that are defined in the local plan. The responsibilities shall include, but need not be limited to, all the following:

- Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the CAC.

- Recommending annual priorities to be addressed by the plan.

- Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.

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- Encouraging community involvement in the development and review of the local plan.
- Supporting activities on behalf of individuals with exceptional needs.
- Assisting parent awareness of the importance of regular school attendance.
- Supporting community involvement in the parent advisory committee.

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

The Santa Rosa City SELPA Local Plan is developed with input from the following groups:

- The SELPA Administrator and SELPA Program Managers take the lead roles in coordination of activities to solicit regular collaboration on the Local Plan. The SELPA actively participates in revisions through committee and by reviewing proposed changes in regular meetings.
- General and special education administrators are selected by the Superintendent or his/her designee.
- Parent representatives who have been selected by the CAC may be nominated by the members of the CAC and referred to the Governing Board to be appointed CAC members (Education Code 56140, 56195, 56195.1, 56195.3, 56195.5)

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

The Santa Rosa City Schools shall act as the responsible local agency/administrative unit (RLA/AU) of SRC SELPA to perform functions such as the receipt and distribution of funds, provision of administrative support, and coordination of the implementation of the plan.

The responsibilities of the RLA/AU include the following:

- Receipt and allocation of regionalized services, funds, and the provision of administrative support.
- Develop and approve policies and procedures for special education programs and services according to the Local Plan and the Board of Education's direction. Such policies and procedures shall include, but not be limited to, all areas specified in applicable sections of the

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Education Code.

- Upon the recommendation of the Superintendent, the Board of Education, as the governing board of the RLA, is responsible for approval of the annual service and budget plans. The development of the annual service and budget plans shall coincide with the district budget process.

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

Santa Rosa City SELPA ensures a full continuum of services are available to its students, and has determined that:

- The majority of special education programs and services, to the maximum extent appropriate to student’s needs, shall be provided on general education campuses located throughout the Santa Rosa City SELPA. Children with disabilities will be served in their home school whenever the needs identified on the individualized education program can be met within the home school or nearest school of the district.
- However, it is recognized that some students have unique educational needs that cannot be met in their home school or district of residence. When a scarcity of population, staff, or other factors prevent the Santa Rosa City SELPA from directly providing a required placement or service for its students, the Board of Education may contractually provide for the education of individual pupils in special education programs maintained by neighboring districts or SELPAs, the County Office of Education, or by nonpublic schools or nonpublic agencies certified by the California Department of Education.
- SRCS SELPA acknowledges pursuant to Education Code section 56195.5(b): "Any county office or district governing board may provide for the education of individual pupils in special education programs maintained by other districts or counties, and may include within the special education programs pupils who reside in other districts or counties. Section 46600 shall apply to inter-district attendance agreements for programs conducted pursuant to this part."
- In adopting the local plan, it is the intention of the SRC SELPA to cooperate to the maximum extent possible with other districts and agencies in Sonoma County who seek to contractually serve individuals with disabilities who cannot be served in the programs maintained by their home district or charter school of residence, and who seek to contractually place a student in a program operated by SRC SELPA pursuant to an interdistrict placement agreement. Such cooperation ensures that a range of program options is available throughout the County.

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10. For multi-LEA local plans, specify:

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

The Santa Rosa City Schools Board of Education shall approve the participation of the City of Santa Rosa Elementary and High School Districts in the SRC SELPA Local Plan for special education.

As the local governing Board of Education of SRCS, the Board's responsibilities include, but are not limited to:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by SRCS.
2. Approval of the local plan.
3. Adoption of policies and procedures for special education programs and services within the districts.
4. LEA compliance with all elements of the local plan.
5. Provide input on SELPA policies and procedures through the Superintendent.
6. Appointment of individuals to the CAC.

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

The Superintendent of Santa Rosa City Schools shall be responsible for special education programs operated by SRCS consistent with the Local Plan. The Superintendent or designee shall ensure SRCS's compliance with federal and state laws and regulations, as they pertain to individuals with disabilities, special education services, and the provision of due process. The Superintendent provides overall oversight and accountability for the administrative regulations that govern Santa Rosa City Schools Elementary and High School Districts.

The Superintendent shall assist in the identification of special education program and service needs for the SELPA in collaboration with the SELPA Administrator, and shall communicate SELPA information to the Board of Education

Although not a participating member of SRC SELPA, the Sonoma COE has the authority, among other things, to approve or deny all local plans in the County in accordance with Education Code section 56140; to assure the compatibility of all local plans in the County, including the local control and accountability plans adopted for the District and the County Board of Education, and any county plan

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of a contiguous county in accordance with Education Code section 56195.3; and, to maintain its own programs and personnel providing services to multiple SELPAs in the County, in accordance with Education Code section 56195.5.

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

The Executive Director, Special Services of SRCS is responsible for coordinating the administration of the local plan as the SELPA Administrator, including coordination of local agreements with the Sonoma COE administrator of special education and other agencies consistent with the local plan.

As special education administrator of SRCS, the Executive Director/Special Services is responsible for the coordination of special education services and programs within SRCS and for ensuring the implementation of all sections of the local plan, including ensuring adherence to all approved SELPA policies and procedures.

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

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

The Superintendent shall hire, supervise, evaluate, and discipline the SELPA Administrator. All other SELPA office staff employed by the RLA/AU in support of the local plan shall be evaluated and supervised by the SELPA Administrator or designee.

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

The Board of Education has agreed that students with disabilities will be provided with appropriate special education services. The Board of Education shall determine the distribution of all federal and state special education funds in order for SRCS to carry out their responsibilities. Special education funds received by the RLA/AU shall be distributed between the Elementary and High School Districts as part of the SRCS budget adopted each year. All state and federal monies designated for special education are accrued and spent in accordance with the adopted annual budget and service plans and applicable state and federal requirements.

The RLA/AU shall be responsible for the distribution of the funds according to the SRCS Special Education budget. The Board of Education shall make any changes to the allocation of federal and state special education funds. The SELPA Administrator is responsible for ensuring that the funds are distributed in accordance with the funding allocation plan/budget.

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

The SELPA Administrator carries out the SELPA's obligation to assure equal access to all programs and services in the SELPA and provides advice to members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, on the availability of established due process and legal service options and procedures. In cooperation with the California Department of Education, the SELPA Administrator provides information to ensure that all special education pupils receive appropriate due process and procedural safeguards as provided by law.

The Superintendent and Executive Director, Special Services/SELPA Administrator maintain responsibility for the oversight and operations of special education programs operated within SRCS.

Specific duties of the Superintendent and Executive Director, Special Services/SELPA include, but are not limited to:

1. Coordinating and conducting child find activities.
2. Making available a free appropriate public education to all children residing in the LEA between the ages of birth through 21 inclusive, including students with disabilities who have been suspended or expelled from school.
3. Developing and providing programs and services for all eligible students residing in the district and for students at private schools located in the district.
4. Identifying and serving students in medical, foster or licensed children's institution facilities.
5. Participating in state/district-wide assessments.
6. Operating all special education programs and services in accordance with state and federal laws and regulations.
7. Responding to compliance and due process complaints and implementing the decisions of compliance investigations or due process hearings.
8. Ensuring staff utilize the management information system, forms, procedures and guidelines adopted by the SELPA.
9. Collecting and completing state and federal report requirements; including California Longitudinal Pupil Achievement Data System (CALPADS) reports, self-reviews, and verification reviews.
10. Disseminating and supporting CAC events and activities.

Additional duties of the Executive Director, Special Services/SELPA Administrator include, but are not limited to:

1. Coordinate implementation of all components of the local plan.
2. Prepare and submit approved annual budget and service plans.
3. Oversee the recruitment, supervision, and evaluation of SELPA designated staff.
4. Gather input from LEA program and business staff to formulate policy and procedure recommendations for Board action related to the distribution of state and federal funds among the

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- LEAs.
5. Meet with CAC and LEA program and business staff regarding special education program needs, policies, procedures, agreements, and forms; and the development and implementation of personnel development programs.
 6. Provide LEA program staff with a venue for sharing ideas regarding issues such as IEP development and implementation, curriculum scope and sequence, student performance targets, assessments, instructional best practices, and day-to-day operations.
 7. Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
 8. Ensure appropriate use of federal, state, and local funds allocated for special education.
 9. Prepare program and fiscal reports required by the LEAs, SELPA, and California Department of Education.
 10. Provide technical assistance and consultation to LEAs in all areas of special education, including complaint and due process procedures and alternative dispute resolution systems.
 11. Adopt and implement a management information system.
 12. Inform Cabinet of the status of the special education programs.
 13. Serve as the liaison between the CAC and the Superintendent.

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

The Chief Business Official and the Executive Director, Special Services/SELPA or designee are responsible for monitoring on an annual basis the appropriate use of all funds allocated for special education programs. Final determinations and action regarding the appropriate use of special education funds shall be made through the Annual Budget Plan process. Funds allocated for special education programs shall be used for services to students with disabilities and are part of the district annual audit process.

SRC SELPA acknowledges the obligation to maintain the level of general fund contribution toward the provision of special education services at a level equal to or greater than that of the prior year (aka "Maintenance of Effort" or "MOE"), in compliance with state and federal mandates. Funds received under Part B of the Individuals with Disabilities Education Act (IDEA) shall not be used, except in specified situations, to reduce the level of expenditures for the education of children with disabilities on an aggregate or per capita basis, made by an LEA from state and local funds below the level of those expenditures for the preceding fiscal year made from the same sources.

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SRC SELPA shall comply with Maintenance of Effort regulations requiring that federal funds be used only to pay the excess costs of providing special education and related services to children with disabilities and to supplement and not supplant state and local funds for special education. (Title 34 Code of Federal Regulations sections 300.203-300.205).

The AU, as the grantee of federal funds from the State Department of Education, shall distribute all or part of the federal funds received to participating LEAs within the SELPA through a sub-granting process and shall annually conduct and report to the State Department of Education the required MOE information. The LEAs within the SELPA shall annually compile and submit to the SELPA budget and expenditure information including SEMA and SEMB comparisons as adopted and defined by the California Department of Education. The two comparison tests are as follows:

First Comparison - Grant Year Budget versus Prior Actual Expenditures
Second Comparison - Prior Year Actuals versus Second Prior Year Actuals

For the purpose of Maintenance of Effort, the RLA/AU is the recipient of the federal funds from CDE and is, in turn, a grantor of all, or part, of those funds as sub-grants to participating LEAs.

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

Funds for low incidence equipment, materials, and supplies as well as for low incidence services are restricted to support of students in the following disability categories: hard-of-hearing, deafness, visual impairment, orthopedic impairment, and deaf-blindness. The funds are administered through the SELPA as specified in SELPA procedures that include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

Each student's Individualized Education Program (IEP) team determines and identifies the school placement which provides the student with a free and appropriate public education in the least restrictive environment. Any necessary specialized equipment and/or services identified by the IEP team will be provided in the placement.

Policies, Procedures, and Programs

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

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the document title; and the physical location where the policy can be found.

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of

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children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

Administration of Regionalized Operations and Services

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

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

Document Title:

Document Location:

Description:

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

Description:

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3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

7. Coordinated system of data collection and management:

Document Title:

Document Location:

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Description:

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

9. Coordination of services to medical facilities:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

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Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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Document Title:

Document Location:

Description:

Special Education Local Plan Area Services

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

Document Title:

Document Location:

Description:

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

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Document Title:	<input type="text" value="Santa Rosa City SELPA Policy & Procedure 30"/>
Document Location:	<input type="text" value="SRC SELPA Website"/>
Description:	<input type="text" value="See Special Education Local Plan Area Services at 4."/>

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

Document Title:	<input type="text" value="Santa Rosa City SELPA Policy & Procedure 30"/>
Document Location:	<input type="text" value="SRC SELPA Website"/>
Description:	<input type="text" value="See Special Education Local Plan Area Services at 5."/>

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

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

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

Document Title:	<input type="text" value="Santa Rosa City SELPA Policy & Procedure 30"/>
Document Location:	<input type="text" value="SRC SELPA Website"/>
Description:	<input type="text" value="See Special Education Local Plan Area Services at 6."/>



Statements of Federal and State Law Policy Adoptions **Santa Rosa City SELPA Policy & Procedure 10**

Pursuant to California Education Code (Ed. Code) sections 56122 and 56205(a), the Santa Rosa City Special Education Local Plan Area (SRC SELPA) ensures conformity with sections 1412(a) and 1413(a)(1) of Title 20 of the United States Code (U.S.C.), in accordance with section 300.201 of Title 34 of the Code of Federal Regulations (C.F.R.). (20 U.S.C. §§1412[a], 1413[a][1]; 34 CFR §300.201.) For each of the following 23 areas, the SRC SELPA has in effect policies, procedures, and programs consistent with each of the following provisions of law, which are adopted as stated.

- 1. Free Appropriate Public Education (20 U.S.C. § 1412 [a][1]; Ed. Code § 56205[a][1])**
It shall be the policy of the SRC SELPA and its member local educational agencies (LEAs) that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school.
- 2. Full Educational Opportunity (20 U.S.C. § 1412 [a][2]; Ed. Code § 56205[a][2])**
It shall be the policy of this SELPA that all children with disabilities have access to educational and non-academic programs, and services available to non-disabled children.
- 3. Child Find (20 U.S.C. § 1412 [a][3]; Ed. Code § 56205[a][3])**
It shall be the policy of this 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 with disabilities 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 has been developed and implemented to determine which children with disabilities are currently receiving needed special education and services.

- 4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP) (20 U.S.C. § 1412 [a][4]; Ed. Code § 56205[a][4])**
It shall be the policy of this SELPA that an IEP, or an IFSP that meets the requirements of 20 U.S.C. § 1436(d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 U.S.C. § 1414(d). It shall be the policy of this SELPA 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.
- 5. Least Restrictive Environment (20 U.S.C. § 1412 [a][5]; Ed. Code § 56205[a][5])**
It shall be the policy of this 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 classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- 6. Procedural Safeguards (20 U.S.C. § 1412 [a][6]; Ed. Code § 56205[a][6])**
It shall be the policy of this SELPA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations.
- 7. Evaluation (20 U.S.C. § 1412 [a][7]; Ed. Code § 56205[a][7])**
It shall be the policy of this SELPA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate.
- 8. Confidentiality (20 U.S.C. § 1412 [a][8]; Ed. Code § 56205[a][8])**
It shall be the policy of this 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 & Privacy Act.
- 9. Part C to Part B Transition (20 U.S.C. § 1412 [a][9]; Ed. Code § 56205[a][9])**
It shall be the policy of this SELPA that children participating in early intervention programs (IDEA, Part C), and who will participate in preschool programs, experience a smooth and effective transition to those preschool programs in a manner consistent with 20 U.S.C. § 1437 (a)(9). The transition process shall begin prior to the child's third birthday.
- 10. Private Schools (20 U.S.C. § 1412 [a][10]; Ed. Code § 56205[a][10])**
It shall be the policy of this 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.
- 11. Local Compliance Assurances (20 U.S.C. § 1412 [a][11]; Ed. Code § 56205[a][11])**

It shall be the policy of this SELPA that the Local Plan shall be adopted by the appropriate local board(s) of its member LEAs and is the basis for the operation and administration of special education programs, and that the LEAs herein represented will meet all applicable requirements of state and federal laws and regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504; and Cal. Education Code, Part 30.

- 12. Interagency (20 U.S.C. § 1412 [a][12]; Ed. Code § 56205[a][12][D][iii])**
It shall be the policy of this SELPA that interagency agreements or other mechanisms for coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.
- 13. Governance (20 U.S.C. § 1412 [a][13]; Ed. Code § 56205[a][12])**
It shall be the policy of this 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.
- 14. Personnel Qualifications (20 U.S.C. § 1412 [a][14]; Ed. Code § 56205[a][13])**
It shall be the policy of this SELPA to ensure that personnel providing special education related services are appropriately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications.
- 15. Performance Goals and Indicators (20 U.S.C. § 1412 [a][15]; Ed. Code § 56205[a][14])**
It shall be the policy of this SELPA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE.
- 16. Participation in Assessments (20 U.S.C. § 1412 [a][16]; Ed. Code § 56205[a][15])**
It shall be the policy of this SELPA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 U.S.C. section 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in the student's IEP.
- 17. Supplementation of State, Local, and Federal Funds (20 U.S.C. § 1412 [a][16]; Ed. Code § 56205[a][17])**
It shall be the policy of this 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, and will be used to supplement and not to supplant state, local, and other federal funds.
- 18. Maintenance of Effort (20 U.S.C. § 1412 [a][18]; Ed. Code § 56205[a][17])**
It shall be the policy of this 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 laws and regulations.

19. Public Participation (20 U.S.C. § 1412 [a][19]; Ed. Code § 56205[a][18])

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

20. Suspension and Expulsion (20 U.S.C. § 1412 [a][22]; Ed. Code § 56205[a][19])

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

21. Access to Instructional Materials

(20 U.S.C. § 1412 [a][23]; Ed. Code § 56205[a][20])

It shall be the policy of this 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.

22. Overidentification and Disproportionality

(20 U.S.C. § 1412 [a][21]; Ed. Code § 56205[a][21])

It shall be the policy of this SELPA to prevent the inappropriate overidentification or disproportionate representation by race and ethnicity of children as children with disabilities.

23. Prohibition on Mandatory Medicine

(20 U.S.C. § 1412 [a][25]; Ed. Code § 56205[a][22])

It shall be the policy of this 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.



Administration of Regionalized Operations and Services **Santa Rosa City SELPA Policy & Procedure 20**

Pursuant to California Education Code (Ed. Code) sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, the Responsible Local Agency/Administrative Unit (RLA/AU), SELPA Administrator, and individual LEAs of the Santa Rosa City Special Education Local Plan Area (SRC SELPA) shall administer regionalized operations and services functions as described herein, in accordance with the local plan.

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

Role of the RLA/AU: The AU houses and provides for the administrative and operational needs of the SELPA office. The AU receives all SELPA funds and maintains accountability for fiscal and accounting records in accordance with federal and state requirements, submits reports to appropriate authorities, and distributes funds to member districts in accordance with the SRC SELPA allocation plan, with direction from the SELPA Administrator.

Role of the Administrator of the SELPA: The SELPA Administrator ensures that the local plan is implemented and makes recommendations to the Governing Board of the SELPA when revisions to the local plan are needed. The SELPA Administrator also facilitates, and ensures public participation in, the development of SELPA policies and procedures necessary to implement the local plan.

The SELPA Administrator works with LEAs and other agencies to ensure a full continuum of placement and service options are available to students served by SRC SELPA. The SELPA Administrator is responsible for ensuring the direction of the AU in the allocation of funds consistent with the approved allocation plan.

Role of the Individual LEAs: LEAs ensure a full continuum of services are available in order to provide a free and appropriate public education to all students with disabilities for whom they are responsible. LEAs support the continuum of services that exist within the SELPA by operating Provider

Programs. LEA Superintendent(s) approve any policies and procedures needed to implement the local plan consistent with LEA Board Policy. LEAs are responsible for the recruitment, appointment, and active participation of LEA representatives on the Community Advisory Committee

2. Coordinated system of identification and assessment.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator ensures each LEA in the SELPA conducts child find activities pursuant to the local plan. The SELPA Administrator supports child find activities at a regional and county level, including facilitation of public notices. The SELPA provides technical support to LEAs and guidance to parents, as needed. The SELPA participates in child find activities established by LEAs and ensures appropriate interagency agreements are in place to support child find activities.

Role of the Individual LEAs: Each LEA is responsible for identifying and assessing all students for whom they are responsible for through a coordinated system of child find and related activities. LEAs operating Provider Programs in the SELPA will support the coordination of identification and assessment collaboratively with the District of Residence for all students enrolled in the LEA. LEAs are responsible for ensuring that all assessments are conducted by qualified staff, using valid and reliable instruments and assessment practices.

3. Coordinated system of procedural safeguards.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator provides alternate dispute resolution options as requested by member LEAs and through contact initiated by parents. The SELPA Administrator provides parents/guardians with a written copy of the notice of procedural safeguards and upon request will review all procedural safeguards with parents/guardians, including provision of information about filing complaints with the Office of Administrative Hearings and/or the California Department of Education when requested. The SELPA ensures updated copies of the written notice of procedural safeguards are available and offered to parents in all member LEAs and maintains an electronic copy on the SELPA's public website.

Role of the Individual LEAs: LEAs provide copies of the written notice of procedural safeguards to parents/guardians consistent with the Education Code, assist parents with understanding their procedural safeguards, and ensures that all procedural safeguards are implemented consistently by LEA staff.

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

Role of the RLA/AU: Upon request of the SELPA office, the AU procures contracts for professional development and other staff and parent trainings.

Role of the Administrator of the SELPA: On an annual basis, the SELPA Administrator compiles input from the member LEAs to determine staff development needs requested of the SELPA. On an annual basis, the SELPA Administrator solicits advice from the Community Advisory Committee on the parent and guardian education needs for the coming year.

The SELPA Administrator coordinates needed training and supports as requested, or determined appropriate, for LEA staff.

The SELPA Administrator regularly provides information from the State level regarding initiatives, resources, and staff and parent training opportunities available to the SELPA and member LEAs.

Role of the Individual LEAs: LEAs determine their staff development and parent/guardian education, based on their local needs. LEAs may seek technical assistance or input from the SELPA office. Whenever possible, LEAs will extend appropriate staff development and parent/guardian training opportunities to member districts within the SELPA. LEAs operating regionalized Provider Programs will ensure program staff receive appropriate professional development.

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

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and staff development, as requested or determined appropriate, including the dissemination of evidence-based practices and curricular resources and strategies. SELPA program specialist(s) work under the direction of the SELPA Administrator and may provide direct training, attend state and regional professional development opportunities, and support the implementation of curriculum across the SELPA, as requested.

Role of the Individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. LEAs operating Provider Programs are responsible for ensuring curriculum development and alignment with the core curriculum.

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

Role of the RLA/AU: The AU receives and maintains accountability for fiscal and accounting records in accordance with federal and state requirements, and submits reports to appropriate authorities, including operations support in the submission of SELPA fiscal accountability reports (e.g., Maintenance of Effort).

Role of the Administrator of the SELPA: The SELPA Administrator is actively involved in compliance and performance of LEAs within the SELPA, as follows:

1. Reviews Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources with LEA administrators.
2. Provides technical assistance and support/consultation to LEA staff with Annual Performance Reports, California School Dashboard, Local Control Accountability Plans, and other data sources.
3. Reviews the Annual Budget Plan with the Governing Board of the SELPA, the CAC and other interested parents, community or educational groups.
4. Reviews the Annual Service Plan with the Governing Board of the SELPA, CAC and other interested parents, community, or educational groups.
5. Reviews the funding Allocation Plan with the Governing Board of the SELPA to ensure appropriate distribution of funds.

Role of the Individual LEAs. LEAs ensure local compliance with data collection requirements, review and monitor Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE, including the Compliance Improvement Monitoring plans with the support of the SELPA office as requested. LEAs review and address performance, compliance, and accountability issues in a timely manner.

7. Coordinated system of data collection and management.

Role of the RLA/AU: Upon request of the SELPA office, the AU will secure contracts and provide operational and technical support for the SELPA's technology and software, to ensure a coordinated system of data collection and management within the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator will approve the California Longitudinal Assessment and Pupil Data System (CALPADS) submission and any other required reports of each member LEA, as required by

the CDE. The SELPA Administrator will provide technical assistance and training to LEAs as requested and/or deemed necessary by the SELPA. The SELPA office selects and oversees the maintenance of the Special Education Data System (*i.e.* SEIS) or similar system for all LEA members to access and use for reporting purposes.

Role of the Individual LEAs: LEAs are responsible for data entry, quality and integrity. LEAs ensure compliance with data collection requirements (*e.g.*, service tracking). LEAs approve the CALPADS submission and any other required reports, as required by the California Department of Education. LEA members are required to use the Special Education Data System (*i.e.* SEIS) or similar system established by the SELPA.

8. Coordination of interagency agreements.

Role of the RLA/AU: The AU approves or ratifies interagency agreements executed by the Superintendent or SELPA Administrator, in circumstances where such agreements require approval by the AU's governing board in the interest of the member districts of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will serve on committees as interagency agreements are being reviewed, revised, or developed. The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. The SELPA Administrator shall pursue interagency agreements or memoranda of understanding (MOU) with other agencies necessary to support the implementation of the local plan, as required by legal mandates, or as otherwise deemed appropriate, including but not limited to:

1. California Children's Services
2. Regional Center
3. County Office of Education
4. Sonoma County SELPA and Charter SELPA
5. Individual or consortia of school districts or charter LEA(s)
6. Neighboring County Offices of Education

These and other interagency agreements may be developed as needed. Copies of these documents can be requested through the SELPA office.

Role of the Individual LEAs: LEAs will implement interagency agreements as applicable.

9. Coordination of services to medical facilities.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of Special Education and Related Services by the designated LEA(s) of the SELPA in which the medical facility is located, when applicable.

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

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

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA will facilitate the coordination of Special Education and Related Services by the designated LEA(s) of the SELPA in which foster family home(s) or licensed children's institutions are located, when applicable.

Role of the individual LEAs: Special education services for students with disabilities residing in foster family homes or licensed children's institutions shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on Education Code there is another LEA of special education accountability responsible.

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

Role of the RLA/AU: AU staff are responsible, in conjunction with and under the direction of the SELPA Administrator, for completion of required accountability and fiscal reports on behalf of the SELPA.

Role of the Administrator of the SELPA: The SELPA Administrator ensures timely transmission of required reports and provide technical assistance to LEA/AU staff in completing those reports.

Role of the individual LEAs: LEAs submit required data and work collaboratively in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC.

Role of the RLA/AU: The AU maintains accountability for fiscal and accounting records, including any resources allotted to the CAC, in accordance with federal and state requirements.

Role of the Administrator of the SELPA: The SELPA office provides fiscal and logistical support to CAC meetings, events, and trainings, as appropriate, and/or at the direction of the Superintendent or Governing Board of the SELPA. The

SELPA office monitors the status of any CAC budget or other resources and makes annual recommendations to the Superintendent and/or SELPA Governing Board, as appropriate. The SELPA Administrator assists the CAC, upon request, with securing presenters on identified parent training topics in collaboration with the CAC. The SELPA Administrator posts CAC meeting notices and other information deemed appropriate on the SELPA website.

Role of the individual LEAs: LEA Superintendent(s) will ensure the SELPA has sufficient resources to provide any authorized fiscal and logistical support for the CAC. LEA staff shall facilitate communication between CAC representatives and the LEA community, as appropriate, and support CAC events and trainings as requested and appropriate. LEAs are responsible for the recruitment, appointment, and active participation of representatives on the Community Advisory Committee.

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

Role of the RLA/AU: The AU publishes Requests for Bids (RFB), secures transportation contracts, and/or extends or amends existing contracts as deemed necessary by the SELPA office and authorized by the SELPA Governing Board.

Role of the Administrator of the SELPA: The SELPA Administrator ensures effective specialized transportation services for students with disabilities who require specialized transportation, and fiscal oversight of pertinent contracts for specialized transportation.

The SELPA office ensures coordination of transportation services for students attending SRC SELPA-operated Provider Programs, from any District of Residence.

For students with IEPs who access general education transportation, the SELPA office engages in regular communications with general education transportation provider(s) or LEA department(s), to ensure implementation of transportation-related accommodations, supports, or services authorized by students' IEPs in general education transportation, as appropriate, and resolves service and safety issues in a timely manner.

Role of the individual LEAs: Each member LEA is responsible for providing appropriate transportation for their students with disabilities, as determined by each student's IEP. For students who require specialized SELPA transportation services, LEAs are responsible for providing transportation data and working collaboratively with the SELPA office to ensure safe and effective service for all students.

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

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: The SELPA Administrator provides technical assistance and staff development as needed. The SELPA Administrator will ensure appropriate interagency agreements are in place and facilitate connection to agencies, as appropriate, including technical assistance with state and federal grants that support career and vocational education and transition services (e.g., vocational/work experience grants).

Role of the individual LEAs: Each LEA will provide appropriate career and vocational education and transition services as required under state and federal law, including providing required elements of state and federal grants as appropriate. LEAs will also coordinate with local agencies (e.g., Regional Center and Department of Rehabilitation).

15. Assurance of full educational opportunity.

Direct Instructional support provided by the program specialists: SELPA program specialist(s) work under the direction of the SELPA Administrator to support full educational opportunity, including identifying and promoting a full continuum of placement and service options. LEA program specialists support full educational opportunity through the support of the Provider Programs and ensuring a full continuum of placement and services options is available for all students residing within the SELPA boundaries.

Role of the RLA/AU: N/A

Role of the Administrator of the SELPA: Through approval of the Annual Services Plan, the SELPA Administrator will ensure that the full continuum of services is provided, including the coordination of SRC SELPA-operated Provider Programs and interagency agreements with other LEAs in the County operating necessary programs. The SELPA Administrator will facilitate inter-district and/or inter-SELPA transfers (between SELPAs), as needed. Additionally, professional development and technical assistance is available upon request or as determined to be needed by the SELPA office to LEAs and/or nonpublic schools.

Role of the individual LEAs: The LEAs will determine the regional programs needed to meet the needs of students with disabilities within the SELPA. Additionally, each LEA is responsible for ensuring a full continuum of services is made available to LEA students. LEAs also operate Provider Programs supporting the SELPA's full continuum of placement and service options.

16. Fiscal administration and the allocation of state and federal funds pursuant to Education Code 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 funds.

Direct Instructional support provided by the program specialist: N/A.

Role of the RLA/AU: The AU and SELPA office will work collaboratively on the reporting and accounting of special education funding, and will distribute funds based on the SELPA allocation model.

Role of the Administrator of the SELPA: The SELPA Administrator facilitates the distribution of funds in accordance with the funding allocation plan approved by the Board. The SELPA Administrator also facilitates the development, review, and approval of the Annual Budget Plan for the SELPA.

Role of the individual LEAs: LEA(s) determine the allocation of funds to members through the Annual Budget Plan approved by the SELPA governing board, and submit fiscal reports required by law.

17. Direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.

Role of the RLA/AU: The RLA/AU shall act as the employer of program specialists funded in accordance with Education Code section 56368.

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

- Accountable for improving student achievement for all students with disabilities. Plan, organize, and coordinate the development and enhancement of assigned activities and functions to expand practices proven to raise student achievement.
- Conduct observations, consult with and assist special and general education staff, administrators, and parents regarding appropriate placement and services.
- Participate in program development and support, including regional programs.
- Coordinate curricular resources and take leadership in ensuring the use of appropriate instructional methods, strategies, interventions and resources.
- Facilitate staff development and parent education activities.

The SELPA Administrator supervises and evaluates SELPA program specialist(s) and provides training and guidance to the program specialist(s) as needed.

Role of the individual LEAs: LEAs shall utilize direct instructional support of program specialists to ensure students have access to a full continuum of special education and related services in the SELPA.



Special Education Local Plan Area Services **Santa Rosa City SELPA Policy & Procedure 30**

1. Programs for Early Childhood / Part C Early Intervention Special Education

Santa Rosa City Schools ("SRCS") shall provide or contract for Early Start services serving low incidence-identified infants (visual impairments, hearing impairments, and orthopedic impairments) with funding through federal and local resources.

Additionally, some infants residing within the SRC SELPA may be "*dually served*" with Regional Center, and neighboring SELPAs/LEAs with different funding models and Memoranda of Understanding (MOUs) with Regional Center than the MOU with the SRC SELPA. The Regional Center remains payer of last resort for those children who are "*dually served*."

Early Start Programs shall include, as program options, home-based services and group services. Home-based and group services will be through a multi-disciplinary team consisting of the parent and a group of professionals from various disciplines. Necessary Early Start services are provided in the natural environment, to include home, group and community settings. School districts are responsible for needed transportation to special education and related services noted on the IFSP. For solely low incidence children, the district or contractor provides service coordination, special education and related services.

The SRC SELPA is committed to providing all of the procedural safeguards to families of infants and toddlers with disabilities as mandated by state and federal law. Parent rights are given to all families upon initial IFSP meeting. For children with an intake at the Regional Center prior to 2 years, 10 months old, SRCS is committed to working with the Regional Center to assure the completion of an initial evaluation and IEP by the child's third birthday.

Referrals for students ages 3, 4, and 5 who are not in kindergarten are made to the child's district of residence. Referrals for assessment may be received from parents, pediatricians, social workers or other community members. Parents will receive either an Assessment Plan or Prior Written Notice of Action within 15 days of referral. If an Assessment Plan is signed by the parent, assessment will be completed within 60 days of receipt by the district.

Preschool special education services are provided to students with IEPs in a variety of ways according to district procedures. Some districts offer individual and small group instruction in special education class settings. Trans-disciplinary teams share their expertise, working with parents, in addressing the needs of children.

SRCS may collaborate with other districts in neighboring SELPAs, or the county office of education to offer special education preschool classes. Some children with disabilities are enrolled in state preschool programs or Head Start as part of their IEP and receive special education and related services to support progress in that setting. Eligible children ages 3-5 who only require speech/language services to address their special educational needs may receive these and any other necessary related services in community settings or at the local school site. Transportation will be provided if necessary for the child to access special education, in accordance with their IEP.

All children who received special education preschool services will be reevaluated by qualified personnel before entering kindergarten to determine whether or not they are a child with a disability requiring ongoing special education services

SRC SELPA shall enter a interagency agreement or Memorandum of Understanding with the Regional Center and other LEAs, as appropriate, to provide services for children aged birth to three years. Programs for early childhood special education programs and services for children aged three through five years of age shall be listed in the Annual Service Plan.

2. Public Addressing the Governing Body

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the SRCS governing board, Superintendent, SELPA Administrator, and/or the CAC.

3. Dispute Resolution

In the event of a disagreement between LEAs, LEAs and the AU, LEAs and/or the AU and the SELPA Administrator regarding the distribution of funding, responsibility for service provision and any other governance activities specified in the local plan, the dispute resolution process approved by the Governing Board will be followed. This procedure is intended to resolve disagreements in a mutually satisfactory manner and at the lowest level possible in the governance structure outlined in the Local Plan.

4. Utilization of General Education Resources

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

5. **Nonpublic School Placements**

The SELPA Administrator shall ensure that SRCS evaluates the placement of each pupil for whom SRCS contracts with a nonpublic, nonsectarian school, on at least an annual basis as part of the annual IEP review. The SELPA Administrator or representative shall also 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.

The SELPA Administrator shall ensure the evaluation, by qualified personnel, of the educational progress of each SRCS pupil placed in a nonpublic, nonsectarian school, including all state assessments required.

The SELPA Administrator shall, at least annually, ensure that SRCS considers whether or not the needs of the pupil continue to be best met at the nonpublic, nonsectarian school and whether changes to the individualized education program of the pupil are necessary, including whether the pupil may be transitioned to a public school setting.

6. **Students age 18 to 21 in a county jail who remain eligible for special education.**

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (Ed. Code § 56040.) It is the responsibility of the District of Residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the DOR is based on the residence of the conservator. (Education Code § 56041.)

The LEAs of the SELPA shall:

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

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

Eligible individuals are exempt from:

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