

Special Education Local Plan Area (SELPA) Local Plan

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Redline of deletions; see revisions in Local Plan (Revised 3.20.26)

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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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]

~~SRC High School District provides the outer boundaries of SRCS, and it serves all grade 7-12 students who reside or otherwise lawfully attend schools within the geographic boundaries of the City of Santa Rosa (including students in SRC Elementary District and all students in districts in the outlying or unincorporated areas of Santa Rosa, in the 8 elementary school district area listed below.~~

~~SRC Elementary District's service area includes the geographic boundary of the City of Santa Rosa, not including the unincorporated and other areas of the City of Santa Rosa that are served by 8 other elementary school districts:~~

~~Bellevue Union School District~~

~~Bennett Valley Union School District~~

~~Kenwood Elementary School District~~

~~Mark West Union School District~~

~~Piner Olivet Union School District~~

~~Rincon Valley Union School District~~

~~Roseland School District~~

~~Wright Elementary School District~~

~~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 with disabilities from birth to 22 years old. **[New language added]**

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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 Boards 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. [See language added.]

Governing Body of SELPA

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.

SELPA Administration

The Superintendent and SELPA Administrator, as the Superintendent's Designee, shall administer the local plan. The SRCS 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.

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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 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 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. Following approval by the Board, the SELPA Administrator will submit the local plan 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.

The letter of request for membership must specify: Name of LEA, contact person with contact

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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 shall review the membership request letter and supporting documentation. As necessary and appropriate, the Board 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.

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

The Board 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 procedures sufficient to support the Local Plan and in compliance with state or federal review.
2. Agreement of approved actions of the Board in its role as the governing body of the SELPA, as contained in approved Board 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 as part of 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.

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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 for 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.

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

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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 are 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 ~~Executive Committee~~ 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.
- 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

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activities to solicit regular collaboration on the Local Plan. The SELPA actively participates in revisions through committee and by reviewing proposed changes in their 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 ~~are~~ ^{may be} nominated by the members of the CAC and referred to the governing board to be ~~elected in as~~ ^{appointed} 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 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

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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 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 interdistrict 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.

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 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

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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.

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 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

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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)]

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)]

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

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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 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.

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- 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.
- 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.

SRCS 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.

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

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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); 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:

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Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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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 stated:

Yes No

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

Policy/Procedure Number:

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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:

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,

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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

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

Policy/Procedure Number:

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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 adopted by the SELPA as stated:

Yes No

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

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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 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

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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 the SELPA as stated:

Yes No

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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:

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Description:

~~system that includes procedures for the identification, screening, referral, and regular and triennial assessment of individuals eligible for special education, as well as procedures for the planning, implementation, and review of the education related services provided to such individuals.~~

3. Coordinated system of procedural safeguards:

Document Title:

~~Procedural Safeguards and Compliant for Special Education~~

Document Location:

~~SRC SELPA Website Santa Rosa City SELPA Procedural Handbook~~

Description:

~~The Governing Board desires to protect the rights of students with disabilities in accordance with the procedural safeguards set forth in state and federal law. Parents/guardians shall receive written notice of their rights in accordance with law, Board policy, and administrative regulation.~~

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

Document Title:

~~Comprehensive Local Plan for Special Education; Staff Development~~

Document Location:

~~SRC SELPA Website Santa Rosa City SELPA Procedural Handbook~~

Description:

~~In order to meet the needs of children with exceptional needs as completely as possible, the district maintains a multi-district SELPA. A Community Advisory Committee will be maintained to provide advice to the administration and program information for parents/guardians. The Governing Board recognizes that compensated well trained staff is essential to carrying out its goals improving district educational programs; the Governing Board desires to involve all employees in activities that improve their skills and broaden their perceptions.~~

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

Document Title:

~~Curriculum Development and Design~~

Document Location:

~~Santa Rosa City Governing Board Website~~

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Description:

~~BP 6141~~
~~The Board shall establish a review cycle for regularly evaluating the district's curriculum in order to ensure continued alignment with state and district goals for student achievement. At a minimum, these reviews shall be conducted whenever the State Board of Education adopts new or revised content standards or the curriculum framework for a particular subject or when new law requires a change or addition to the curriculum~~

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:

~~The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions and to facilitate continuous improvement of district practices. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations with a focus on the capacity to improve student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the local control and accountability plan.~~

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

~~The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of the districts and each school in the districts. The Board shall regularly review the effectiveness of district programs, personnel, and fiscal operations, with a focus on the capacity to improve student achievement.~~

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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:

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Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

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:

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~~for postsecondary education and employment.~~

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

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with EC Section 56368:

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:

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~~Department of Special services by phone, letter, or by scheduling an appointment with the SELPA administration.~~

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:

Document Title:

Document Location:

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Description:

~~Exceptions to this process are as follows:~~

- ~~Students who are already in special education may be identified through the IEP process as requiring additional assessments~~
- ~~Students may move into the Santa Rosa City Schools attendance areas with existing IEPs, but upon work with the child the staff may feel there is insufficient assessment information and the student therefore needs to be reassessed.~~
- ~~Other exceptions might be a person with special needs moving there from a foreign country, or a student who has suffered a sudden trauma resulting in a change in their status.~~

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:

Document Location:

Description:
~~The Governing Board recognizes its responsibility to provide all district students, including students with disabilities, a free appropriate public education in accordance with law. When the district is unable to provide direct special education and/or related services to students with disabilities, the Board may enter into a contract with a nonpublic, nonsectarian school or agency to meet the students' needs.~~

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)

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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:

Document Location:

Description: