

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



California Department of Education
Special Education Division

SELPA

Fiscal Year

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 Sacramento County SELPA is a multi-district SELPA comprised of seven school districts, one charter school, and the Sacramento County Office of Education. LEAs in Sacramento County SELPA Include: Arcohe Union School District, Center Joint Unified School District, Elverta Joint School District, Galt Joint Union School District, Galt Joint Union High School District, River Delta Unified School District, Robla School District, Natomas Charter School, and Sacramento County Office of Education (special education services). Total Enrollment as of October, 2022 is 15,316

Sacramento County SELPA is exclusive of the following single district SELPAs which are also located within Sacramento County: San Juan USD, Sacramento City USD, Elk Grove USD, Folsom Cordova USD, Natomas USD and Twin Rivers USD. Each of these are independent and single-district SELPA's.

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 LEAs are joined together to provide for the coordinated delivery of programs and services to students with special needs. The Sacramento County Office of Education is the designated Responsible Local Agency (RLA) or Administrative Unit (AU) for the Sacramento County SELPA. The Sacramento County Office of Education is considered an LEA for all purposes of this Local Plan, except where referred to as the AU. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the Local Plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The function of the Sacramento County SELPA is to provide a quality educational program appropriate to the needs of each eligible child with a disability, who resides within the Local Plan Area and to those eligible individuals who are residents of other SELPAs, who may need services and who in accordance with the provisions of the annual budget plan of the cooperating Local

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Plan Area attend programs in this region.

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

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

The governing body of the Sacramento County Special Education Local Plan Area is the Superintendents Coordinating Council (SCC). The SCC consists of seven (7) District Superintendents, one Charter Executive Director, and the County Superintendent. In recognizing the importance of each Superintendent's role in the SCC, the designation of alternative representatives to the SCC are not permitted. Each LEA has one vote on the SCC. Actions are approved by a simple majority of those members present. With prior written notification to the Chair, Vice Chair, or SELPA Administrator, a Superintendent may participate via telecommunication.

The SCC, with input from the LEA special education administration and staff, as well as the CAC, provides leadership in the development of statements of policies and procedures, goals, priorities, and plans for the comprehensive and systematic provision of special education programs and services and recommending their adoption by participating boards.

The primary function of the SCC is to promote cooperation and communication among the districts, and the County Office of Education, and to be responsive to any special education concerns which require an executive decision by the Superintendents. The SCC also establishes policy and guidelines in compliance with procedures set forth in this Local Plan for special education. The regular meetings of the SCC shall be open to the public and provide for community input. Questions or concerns may also be addressed to the SELPA Administrator.

A Superintendent is selected as chairperson of the SCC, serving a two-year term, until replaced by vote of the SCC. A vice chairperson is also elected, who serves as chairperson in the event that the elected chairperson is unable to fulfill their duties as prescribed in this Local Plan. Agendas for SCC meetings are developed in collaboration between the SELPA Administrator and the SCC chairperson and County Superintendent. The SCC meets four times per school year. Work group meetings may be held to deepen an understanding of specific SELPA issues such as SELPA Finance/Budget.

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The SCC will approve operational decisions in the SELPA such as, but not limited to the following:

- 1) Review and approve priority modifications of the Local Plan annually and in a full review format triennially to determine any necessary changes.
- 2) Approve SELPA policies and procedures on behalf of their respective Governing Boards to ensure compliance by LEAs within the Local Plan, as well as State and Federal laws and Regulations.
- 3) Each member shall assume the responsibility for communication and presentation of the adopted policies and procedures to their respective Governing Boards.
- 4) Make decisions regarding the implementation, administration and operation of the special education programs and services in accordance with the Local Plan.
- 5) Approve all SELPA procedures required to implement Sacramento County SELPA policies.
- 6) Approve the SELPA Annual Service and Budget plans and any modifications.

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 Sacramento County Office of Education is the AU for the Sacramento County SELPA and provides oversight to the Sacramento County SELPA; meeting all requirements of state and federal laws, regulations and state policies, procedures, and compliance to ensure that the Local Plan provides all students with disabilities who reside in the SELPA's geographic area will have access to appropriate special education programs and related services.

Their certification and approval of the Local Plan follows the approval guidelines determined by the California Department of Education. The County Office of Education provides advisory and direct services to members of the SELPA. Advisory Services are inclusive of fiscal assistance for budget allocations. Examples of direct services are specialized educational services for students with significant special education needs individually or in classroom format.

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)]

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

Annually, the chair of the Community Advisory Committee prepares a report to the Superintendent's Coordinating Council detailing the activities of the year and identifying goals for the next year. The SELPA Administrator provides ongoing information to the Community Advisory Committee.

The SELPA Administrator serves as Executive Secretary of the CAC and as liaison for the CAC to the Superintendents Coordinating Council.

The members of the Community Advisory Committee shall be appointed by, and responsible to, the Governing Board of each participating District/LEA or County Office or any combination thereof participating in the SELPA. The CAC membership's appointment shall be in accordance with a locally determined selection process that is described in the CAC By-Laws. Where appropriate, this procedure shall provide for selection of the representatives of groups specified in Section 56192 by their peers. Such procedures shall provide that terms of appointment are for at least two years and are annually staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

The CAC shall be composed of parents of students with disabilities enrolled in public or private schools, parents of students enrolled in school, students and adults with disabilities, general and special education teachers/other personnel representatives and other private agencies concerned with the needs of students with disabilities. The majority of CAC shall be composed of parents of students enrolled in schools participating in the Local Plan Area. A majority of such members shall be parents of students with disabilities. Yearly, an LEA special education administrator is selected to serve as a liaison to the CAC.

The CAC shall have the following duties as outlined in the Local Plan:

- 1) Advise the policy and administrative entity of the SELPA and provide ongoing input from the CAC to the SELPA Administrator and LEA special education directors and Operations Council.
- 2) Advise the policy and administrative entity of the district and SELPA, regarding the development and review of the Local Plan. Such entity shall review and consider comments from the CAC.

To facilitate this process:

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

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by the SCC.

ii) The CAC forwards any recommended revisions and comments regarding the Plan in writing to the SELPA Administrator for review

iii) The Chairperson signs the Plan on behalf of the CAC to indicate a 30-day review period and compliance with the membership requirements of the CAC

3) Recommend annual priorities to be addressed by the Local Plan.

4) Assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan.

5) Encourage parents to ensure regular school attendance by students with disabilities.

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

At regular meetings of the CAC, input on the Local Plan is gathered from CAC members and the community, including special and general education teachers and administrators selected by the groups they represent, and parents. A summary of the input from the CAC is shared with the SCC.

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 County Superintendent of Schools and the County Board of Education serves as the Superintendent of the Responsible Local Agency and a member of the Administrative Unit.

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

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

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

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- (c) The employment of staff to support SELPA functions.
- (i) Receiving, transferring, and expending funds, based upon the budget as approved by SCC.
 - (ii) Establishing and maintaining an office of the Sacramento County SELPA.
 - (iii) Employment of the SELPA Administrator to coordinate implementation of the local plan throughout the Sacramento County SELPA and with others as appropriate.
 - (iv) Participating in funding the administrative cost of SELPA office.

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

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

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 Governing Boards of SELPA LEAs shall adopt policies and procedures for special education programs and services provided in the SELPA. Such policies and procedures shall include but not be limited to all areas required by the Education Code. The LEA Governing Boards will determine and be responsible for special education programs and related services offered in their district, as well as for special education curriculum decisions. Each LEA Board, by certification of the Local Plan, assures equal access to appropriate assurances and procedures and will review and approve revisions to the Sacramento County SELPA Local Plan. By approving the Local Plan, the LEA Governing Board enters into an agreement with the other local education agencies participating in the Local Plan, for the provision of services and programs.

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The LEA Governing Boards exercise authority over the programs they directly maintain, consistent with the Local Plan for the SELPA and individual district policies. They shall be fiscally accountable for special education programs operated by their agency (EC 56195.5 (a)). This applies to all Charter Schools that are chartered by LEAs located within the member LEAs of the Sacramento County SELPA. All approved charter schools will be deemed public schools within the chartering entity unless the charter has been deemed an LEA in accordance with Sacramento County SELPA Charter School Policy.

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

The District Superintendents are responsible to their respective Governing Boards. They participate on the Superintendents' Coordinating Council and are responsible for approving policies for the operation of the Local Plan as well as the assurance that a full continuum of services is available to all students with disabilities for whom they are responsible. Each superintendent is responsible for their district's special education budget preparation. LEA Superintendents are responsible for the operation of programs and services within their district, as well as the maintenance and operation of the facilities for special education programs and services.

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

- 1) Appoint administrators to represent the LEA and serve on SELPA organized committees;
- 2) Advise their respective agencies on policy development;
- 3) Collect information on program operations and reporting that information to the SELPA Administrator;
- 4) Designate an individual to participate in the recruiting, screening, and interviewing process for any SELPA staff who have a Local Plan area function;
- 5) Manage and operate LEA programs and services;
- 6) Provide mutual technical assistance in due process and complaint procedures;
- 7) Participate in establishing Local Plan area standards, procedures, and processes for implementation of the Local Plan; and
- 8) Assist in the identification of special education program and service needs for the SELPA.

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Each LEA shares in a cooperative effort to provide for the special education needs of all students with disabilities within this SELPA.

- 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)]

Any reference to LEA Special Education Director will refer to the person assigned to act as the lead Special Education Director for an LEA providing special education programs and services for students. The function of each LEA Special Education Director is to provide leadership in the development, implementation, evaluation and improvement of special education programs and services within the LEA. The LEA Special Education Director or Administrator is appointed by the LEA Superintendent as a member of the SELPA Operations Council (Ops Council). The LEA Special Education Director is expected to work cooperatively with other LEAs to plan and coordinate educational programs and services for students with disabilities within the SELPA. The Special Education Director will facilitate communication between the CAC representative(s) and other community and parent groups.

- 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 Sacramento County Office of Education, as the Administrative Unit, shall be assisted in the hiring and selection process of the SELPA Administrator by the Superintendents Coordinating Council. The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day-to-day operations but receives direction from, and is responsible to, the SCC. The SELPA Administrator is evaluated by the AU Superintendent or Deputy Superintendent with input from the Superintendents Coordinating Council.

- 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 SELPA is committed to a Hold Harmless philosophy of distribution of funds among the LEAs with the Superintendents' Coordinating Council having final approval via vote. SELPA Allocation model provides off the top funding for the County Office of Education and the SELPA, after which funds are distributed to each LEA based on a SCC approved base amount. COLA and

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additional funds are added to the base for succeeding year. Distribution of any supplemental funds or growth builds base funding with opportunity for one time monies in each district. The formula for distribution of funds is based on such components as prior year ADA, Census Day Student Counts, scarcity, regional programs, preschool programs, and eligibility for growth funding. It is recognized that a goal of the formula is to assure that a full continuum of services exists for all students, while ensuring that the Hold Harmless principle applies to all districts.

The primary responsibility for monitoring the appropriate use of federal, state, and local funds allocated for special education programs is maintained at the local district level. The SELPA Administrator and AU staff provide consultation and assistance to the local district in appropriate utilization of special education funds upon request.

Annual allocation planning begins at the Superintendents' Coordinating Council (SCC) meeting following P1 certification, at or around the end of February or beginning of March. The SELPA Administrator shares the preliminary recommendations, based on LEA, SELPA, and AU needs, with the members of Operations Council for their input and suggestions. The SELPA Administrator discusses recommendations with the SCC who may request an Executive Sub Committee convene to further study the allocations and to make budget recommendations. The final budget is developed with the SCC approval at a public meeting at or before the end of June, annually. County Office timelines are followed for budget preparation, submission, approval, and adoption.

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

Each district board approves programs to be operated within its jurisdiction. The Sacramento County Office of Education establishes and maintains special education programs and services that are most effectively provided by the County Office of Education. The Sacramento County Office of Education functions as an LEA and has status equal to other LEA district program operations.

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

Each LEA is independently audited annually.

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

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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 service are used to support students in the following disability categories: hard-of-hearing, deaf, visual disability, severely orthopedically impaired, and deaf-blind. The funds are administered through the Sacramento County SELPA as specified in the Sacramento County SELPA LI Allocation Plan, and include receipt of funds, expenditure of funds, maintenance of an inventory, development of procedures for exchange of equipment, and reporting to the state.

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:

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

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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

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

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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:

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)

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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:

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

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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, 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:

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"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:

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

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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 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:

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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

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

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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

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:

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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:

Role of the RLA/AU:

The Sacramento County SELPA assures that all regionalized services for operations and service functions are supported by Responsible Local Agency (RLA)/Authorizing Unit (UA). The Sacramento County Office of Education is the RLA with the Superintendent of the County School Board as RLA Superintendent. The LEA Governing Boards of the Sacramento County Special Education Local Plan Area (SELPA) are responsible for the development and adoption of policies and procedures provided in the Sacramento County SELPA.

These governances, the LEA members of the Operations and Superintendents Councils are responsible for their district special education programs' service delivery decisions and district level related services. At any level of SELPA governance, a request to determine whether changes in or the addition of a new policy or procedure may take place. As part of the governance process in the Local Plan representatives from the Community Advisory Committee will be informed for input and approval of Local Plan changes.

Role of the Administrator of the SELPA:

The SELPA Administrator will ensure that the Local Plan is implemented and will make recommendations to the Superintendents' Council when revisions are needed. The SELPA Administrator will facilitate the development and approval of SELPA policies and procedures necessary to implement the Local Plan. The role of the individual LEAs is to ensure

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Description:

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. Additionally, the individual LEAs, through the representative to the Superintendents' Council, will approve any policies and procedures needed to implement the Local Plan.

Any necessary changes in policies/procedures for the implementation of the Local Plan follow the guidelines of the Local Plan governances which provide for task force/work study groups within the Operations and Superintendents' Coordinating Councils. These groups address the need and proposed response as well as provide analysis and recommendations to the SCC for a formal response.

Each superintendent assumes responsibility for communication and presentation to their governing boards for decisions on behalf of their LEA and the SELPA. The Operations Council and SELPA Administrator work with the Community Advisory Council to ensure parents' needs and concerns are considered in the implementation and operation of the Local Plan.

The SELPA Administrator, with input from the Operations Council, informs the Superintendents' Coordinating Council of any current policies, procedures and regulations need review and/or action towards the appropriate status of the Local Plan and its implementation. When no amendments are needed but attention to implementation strategies are recommended, the Operations Council reports to the SELPA Administrator who communicates to the Superintendents' Council and following individual LEA policies, their governing board.

2. Coordinated system of identification and assessment:

Document Title:

Document Location:

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Description:

LEA Program Specialists share direct responsibility for responding to parents' request for referral to determine whether the student needs an assessment to determine additional services. This responsibility belongs to the LEA. The RLA/AU is responsible for the LEA's determination of the need for assessments as well as the subsequent services.

The SELPA Administrator ensures that the full continuum of services, inter-SELPA transfers, appropriate assessments, professional development and technical assistance are provided when requested and/or needed by member LEAs and/or nonpublic schools. Each LEA is responsible for providing a full continuum of services to their school community.

Information provided to the SELPA Administrator from members of the Operation's Council shall be shared with the Superintendents' Coordinating Council to determine the regional programs needed to meet the needs of the students with disabilities within the SELPA.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

Description:

The LEA Program Specialist or Director assures procedural safeguards by providing technical assistance and guidance on forms and procedures to parents in the area of assessment, identification and placement.

The SELPA Administrator assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification and placement. The SELPA also provides parents with a copy of their procedural safeguards upon request. A copy is maintained on the website for accessibility. Individual LEAs provide safeguards to parents following education code and assisting parents in their understanding of the procedures and implementation of the local plan.

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

Document Title:	Coordinated System of Staff Development and parent/gaurdian education
Document Location:	https://www.scoe.net/divisions/ed_services/special_ed/selpa/
Description:	<p>and staff development as well as the innovation and implementation of specialized instructional practices.</p> <p>The RLA/AU provides the supports for provision of professional development and its implementation. The SELPA Administrator develops a professional development plan and implementation based on input from LEA members. With the assistance of the SELPA Administrator, the Community Advisory Committee gathers input from members to develop options for training and supports.</p>

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

Document Title:	Coordinated System of Curriculum Development and its Alignment
Document Location:	https://www.scoe.net/divisions/ed_services/special_ed/selpa/
Description:	<p>LEA level Directors and Program Specialists coordinate curricular resources for students with disabilities. They receive direct support to ensure program quality for participation and implementation of all areas of curriculum and its assessment and modification strategies as needed. LEA's are responsible for the adopted curriculum and how to identify and meet the students' needs for instructional improvement.</p>

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

Document Title:	Coordinated System of Program review and evaluation of effectiveness through the use of a local plan accountability system
Document Location:	https://www.scoe.net/divisions/ed_services/special_ed/selpa/
	<p>The LEA level Directors and Program Specialist provide direct instructional support, including evaluating their program's</p>

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effectiveness . The RLA/AU provides support to this work by offering direct training. The SELPA Administrator works with the LEA's to 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.

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

The SELPA Administrator provides technical assistance and training to the LEA's as requested. Fidelity is maintained by reviewing and approving the CALPADS' submission of each LEA's student as required by the CDE. The LEA's are responsible for the data entry, quality and integrity. LEA's will approve the CALPADS data system and its submission as required by the CDE.

8. Coordination of interagency agreements:

Document Title:

Document Location:

Description:

The RLA/AU provides leadership and direct support for the determination of need for formal agreements which will be reviewed, revised or developed depending on the need of the SELPA/LEA. The SELPA Administrator will ensure that inter-agency agreements are in place as needed by Education Code and provide technical assistance and dispute resolution as needed. LEA's participation on the Superintendents' Coordinating Council will approve and implement inter-agency agreements as needed.

9. Coordination of services to medical facilities:

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Document Title:

Document Location:

Description:

The RLA/AU provide support of the coordination of services for students with disabilities and the specific medically based issues which they need. The SELPA administrator facilitates the coordination of the LEA services which are designated to be needed by the student. The individual LEAs having exceptional needs which may include the following settings inclusive of state licensed, public hospitals, psychiatric a health or medical purposes are the responsibility of the LEA is which the health facility is located.

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

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

Document Title:

Document Location:

Description:

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

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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:

Description:

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

Document Title:

Document Location:

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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:

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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:

Document Title:

Document Location:

Description:

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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:

Early Education Services are provided for all eligible infants, toddlers and preschool children by member LEAs, as needed, through:

1. Cooperative agreements within the SELPA wherein infant programs are operated by the Sacramento County Office of Education
2. Inter-agency agreements with Alta Regional Center
3. LEA preschool programs

The Local Inter-agency Agreement for Alta Regional Center describes specific policies, procedures, roles and responsibilities for serving infant and toddlers.

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:

Members of the public, including parents or guardians of students with disabilities and students with disabilities having reached the age of majority, may address questions or concerns to the government boards of the local education agencies, the Superintendent's Council or the Community Advisory Council at any posted meeting.

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:

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Document Title:	Dispute Resolution and Procedural Safeguards: funding, service and other governance activities
Document Location:	https://www.scoe.net/divisions/ed_services/special_ed/selpa/
Description:	Individual LEAs provide safeguards to parents following education code and assisting parents in their understanding of the procedures and implementation of the Local Plan. LEA level Program Specialists and Director supports provide alternate dispute resolutions with districts as requested by parents. Directors or LEA level Program Specialists assist parents with filing complaints with the Office of Administrative Hearings when requested. The LEA Program Specialist or Director also assures procedural safeguards by providing technical assistance and guidance on forms and procedures to LEAs in assessment, identification and placement. The RLA/AU representative continue to provide oversight to ensure support for LEA's service to students.

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:	PreReferral Interventions
Document Location:	https://www.scoe.net/divisions/ed_services/special_ed/selpa/
Description:	Each LEA shall ensure that a pupil is referred for special educational instruction and services only after the resources of the general education program have been considered and, where appropriate,utilized. Such resources may include, but not be limited to, response to intervention models, student success teams, early literacy programs, and remedial programs. Under the frameworks of a system such as Multi-Tiered Supports, the student may benefit from continuous intervention services without the need for a formal evaluation. If the intervention and parent team determines that a formal evaluation is warranted and an evaluation is initiated the formal assessment process begins through the special education procedure

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

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Document Title: Evaluation of NPS Placements and IEP Progress

Document Location: https://www.scoe.net/divisions/ed_services/special_ed/selpa/

Description: When the IEP team has determined that a placement in a non-public, non-sectarian school program is necessary, the designated LEA administrator is responsible for assisting the parent in locating the appropriate placement. The IEP team determines placements based on the student's needs in the area of academic, social-emotional, mental health and/or other related services. The NPS provides report cards to the LEA each reporting period. State testing is administered in the format determined by the IEP team. The student's progress in all goal areas is evaluated and discussed at minimum annually in a formal IEP format. The LEA designated administrator conducts regular NPS school site visits to observe the quality and safety of the program. These visits shall be conducted prior to an initial placement and at least annually thereafter. Additionally, the SELPA Administrator shall conduct site visits as requested by an LEA, when LEA has concerns, and/or for other reasons determined by the SELPA Administrator.

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: SacCo Adults in Correctional Facilities

Document Location: https://www.scoe.net/divisions/ed_services/special_ed/selpa/

Every individual with exceptional needs who is eligible to receive special education instruction and related services under the Individuals

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with Disabilities Act ("IDEA") and state special education laws, shall receive that instruction and those services at no cost to his or her parents or, as appropriate, to the student. A FAPE shall be available to individuals with exceptional needs in accordance with Section 1412(a) (1) of Title 20 of the United States Code and Section 300.101 of Title 34 of the Code of Federal Regulations.

Adults who are aged 18-22 years, have not graduated with a high school diploma, who, at the time they have turned 18 were identified as an individual with exceptional needs and had an individualized education program ("IEP") under the IDEA, are also entitled to a FAPE (hereinafter "eligible adults"). This applies to adults imprisoned in California adult jails and prisons. However, an individual aged 18 through 21 years, who, in the educational placement prior to his or her imprisonment in an adult correctional facility was not identified as an individual with an exceptional need or did not have an IEP under the IDEA, is not entitled to a FAPE.

For eligible adults who prior to reaching the age of majority resided within the Sacramento County SELPA geographic boundaries, the applicable LEA within the SELPA shall ensure they are provided FAPE.

If the parent relocates to a new District of Residence (DOR) , the new DOR shall become the responsible LEA. If the student is conserved, the DOR of the conservator shall be the responsible LEA , as long as and until the conservator relocates or a new one is appointed. At that time, the new DOR shall be the responsible LEA.

Once the LEA is informed that one of its residents is an eligible adult imprisoned at an adult correctional facility, it will revise the individual's IEP as necessary, including conducting an annual review, as needed, subject to the cooperation of the correctional facility where the student is located. The LEA will determine whether the qualified individual is provided a FAPE pursuant to IDEA and corresponding California special education code.

To receive special education services while imprisoned, a qualified individual must consent to the receipt of such services and enroll in the adult education program at the adult correctional facility. The following special education exemptions apply to eligible individuals who are convicted as adults under State law and imprisoned in adult prisons:

- 1) The requirements set out in 20 U.S.C. § 1412(a)(16) and 20 U.S.C. § 1414(d)(1)(A)(i)(VI) (relating to participation in general assessments) do not apply. Eligible individuals convicted as adults

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under State law and imprisoned in adult prisons are exempted from participation in State and district wide assessment programs under IDEA.

2) The requirements of items (aa) and (bb) of 20 U.S.C. §1414(d)(1)(A)(i)(VIII) (relating to transition planning and transitional services), do not apply with respect to such individuals whose eligibility under the IDEA will end, because of their age, before such individuals will be released from prison.

3) If an individual with a disability is convicted as an adult under state law and imprisoned in an adult prison, the individual's IEP Team may modify the individual's IEP or placement notwithstanding the least restrictive environment ("LRE") requirements of 20 U.S.C. § 1414(d)(1)(A) and the IEP contents requirements of 20 U.S.C. § 1414(d)(1)(A) if there is a bona fide security or compelling penological interest that cannot otherwise be accommodated.