

LOCAL PLAN

Section A: Contacts and Certifications

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

Fiscal Year **2024-25**

Contact Information and Certification Requirements

A1. Check the box or boxes that best represents the SELPA's Local Plan submission to the California Department of Education (CDE):

- NEW SELPA (for proposed multiple Local Educational Agency (LEA) SELPA, or COE joined SELPA only)
- Local Plan Section B: Governance and Administration
- Local Plan Section B
 - Certifications 1, 3, 4 and 5 are required
 - Attachment I is required. Note: Additional attachments may be required if the amendment affects the services or funding associated with the Local Plan
- Local Plan Section D: Annual Budget Plan
- Select if this Local Plan Section D submission was revised after June 30th due date
- Local Plan Section D
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I-V are required
 - If the submission is an amendment of special education revenues and/or expenditures previously reported to the CDE due to changes in services and programs provided by LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section E: Annual Service Plan, along with Attachment VI and VII.
- Local Plan Section E: Annual Service Plan
- Select if this Local Plan Section E submission was revised after June 30th due date
- Local Plan Section E
 - Certifications 2, 3, 4 and 5 are required
 - Attachments I and VI are required
 - If the submission is an amendment of programs and services previously reported to the CDE that affect the allocation of special education funds to LEAs within the SELPA, then the SELPA must also submit an amendment for Local Plan Section D: Annual Budget Plan, along with Attachments II-V and VII.
- Local Educational Agency Membership Changes

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

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A2. SELPA Identification

Enter the 4-digit SELPA code issued by the CDE. SELPA codes can be found on the CDE website located at <http://www.cde.ca.gov/sp/se/as/caselpas.asp>.

SELPA **3100**

A3. SELPA Administrator Contact Information

Enter address information for the SELPA. Include current SELPA administrator contact information. NOTE: SELPA administrator position changes do not require amendments to the Local Plan. However, in such cases the new SELPA administrator assumes the responsibility for the contents and implementation of the last approved Local Plan filed with the CDE.

SELPA Name	Placer County SELPA		
Street Address	360 Nevada Street	Zip Code	95603
City	Auburn	County	Placer
Mailing Address	360 Nevada Street		
City	Auburn	Zip Code	95603
Administrator First Name	Troy	Administrator Last Name	Tickle
Administrator Title	Assistant Superintendent SELPA		
Administrator's Email	ttickle@placercoe.org		
Telephone	(530) 886-5870	Extension	

A4. Administrative Entity (Responsible Local Agency or Person (as applicable) Contact Information

Enter information for the current administrative entity. This is the responsible local agency or, an administrative unit for a multiple LEA SELPA or COE joined SELPA; or an identified responsible person for a single LEA SELPA. In either case, the administrative entity identified is responsible for the implementation and/or fiscal administration of the Local Plan.

Administrative Entity Name **Placer County Office of Education**

Street Address **360 Nevada Street** Zip Code **95603**

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

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City	Auburn	County	Placer
Contact First Name	Gayle	Last Name	Garbolina-Mojica
Contact Title	Superintendent PCOE		
Email	ggarbolino-mojica@placercoe.org		
Telephone	(530) 886-5870	Extension	

Special Education Local Plan Area Review Requirements

Community Advisory Committee

A5. Pursuant to California *Education Code (EC)* sections 56194(a) and (b); and 56205(a)(12)(E) and (b)(7), the SELPA must involve the Community Advisory Committee (CAC) at regular intervals during the development and review of each Local Plan section. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No N/A (Section D and/or Section E submissions)

A6. Pursuant to *EC* Section 56207(b)(7), the Local Plan section(s): Section B: Governance and Administration: Annual Service Plan must be provided to the CAC for final review 30 days prior to the plan being submitted to the CDE.

The Local Plan was submitted to the CAC on: **May 10, 2024**

N/A (Section D and/or Section E submissions)

County Office of Education

A7. Pursuant to *EC* sections 56140, 56195.1(c), and 56205, within 45 days, the COE, or COEs (as applicable) must approve or disapprove any proposed Local Plan, including any amendment submitted by a SELPA within the county or counties. Enter the COE or COEs responsible for, coordinating special education services within a county, reviewing, and approving the Local Plan.

Select the "Add COE" button to add additional COEs as needed. Users may select the "checkbox" next to the COE entry and the "Delete COE" to remove entries as necessary.

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

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COE responsible for approving the Local Plan

Placer County Office of Education

Local Plan section(s) was/were provided to the COE(s) listed for approval on

May 16, 2024

Add COE

Delete COE

Public Hearing Requirements

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plans

Public Hearing notices must be posted at each school site informing the public of the SELPA Public Hearing for the adoption of Local Plan Section D: Annual Budget Plan, and/or Local Plan Section E: Annual Service Plan at least 15 days before the hearing. Evidence of the posting should be maintained and made available to the CDE upon request.

A8. Local Plan Section D: Annual Budget Plan Public Hearing

Most Recent School Site Posting Date **May 1, 2024**

SELPA Public Hearing Date **May 16, 2024**

A9. Local Plan Section E: Annual Service Plan Public Hearing

Most Recent School Site Posting Date **May 1, 2024**

SELPA Public Hearing Date **May 16, 2024**

Submitting the Local Plan to the California Department of Education

STEP 1: Contacts and Certifications

Section A is required when submitting any and all Local Plan sections to the CDE for approval. Certifications and applicable attachments associated with the type of submission identified in item A1 above must be included with each submission.

STEP 2: SELPA Governance Structure

A10. For the purposes of special education, the governing board of a district/charter LEA must elect to participate in a SELPA. The SELPA's governance structure is defined by this election. The SELPA meets requirements and has elected the following governance structure for the Local Plan. Select one of the following three choices:

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

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- Single LEA SELPA: This selection includes only one district LEA (this selection does not include a COE); or
- Multiple LEA SELPA: This selection includes one district or charter LEA together with one or more additional district or charter LEA(s), or a combination thereof (this selection does not include a COE); or
- COE Joined SELPA: A district (or charter) LEA(s) joined with a COE(s) to form a SELPA (this selection includes one or more district or charter LEA(s) **AND** one or more COEs).
 - Small and Sparse or Isolated: This selection must meet requirements for COE joined SELPAs as described above, and *EC* sections 56211 through 56212.

STEP 3: Prior Submissions

A11. Enter the fiscal year of the previously submitted Local Plan section:

Section B: Governance and Administration **2020-21**

Section D: Annual Budget Plan **2023-24**

Section E: Annual Service Plan **2023-24**

STEP 4: Local Plan Collaboration

A12. Many representatives of the community are involved in the development of all sections of a Local Plan. In this table, report the participation of key stakeholders required to participate in regular meetings by *EC* sections 56001(f) and 56192 including administrators, general education teachers, special education teachers, members of the CAC, parents selected by the CAC, or other persons concerned with individuals with exceptional needs. Include the agency, first and last name, the title of each participant who was involved in the collaboration in the development of the Local Plan sections, and the section worked on. Select the "Add" button to insert a new row and the "-" button to delete the corresponding row.

Add	Agency	First and Last Name	Title	Section
-	SELPA	Cara Petersen	Administrator-Spec. Ed.	All
-	PCOE	Stacy Barsdale	Administrator-Spec. Ed.	All
-	SELPA	Jennifer Boettger	Teacher-Gen. Ed.	Multiple
-	LUSD	Kelly Booth	Administrator-Spec. Ed.	All

Section A: Contacts and Certifications

SELPA Placer County SELPA

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Add	Agency	First and Last Name	Title	Section
■	MMCA	Brent Boothby	Administrator-Gen. Ed.	Multiple
■	TTUSD	Annamarie Cohen	Administrator-Spec. Ed.	All
■	CESD	Emily DesJardins	Administrator-Spec. Ed.	All
■	RCSD	Susan Fridley	Administrator-Gen. Ed.	All
■	RJUHSD	Craig Garabedian	Administrator-Spec. Ed.	Multiple
■	RUSD	Lezley Holmes	Administrator-Spec. Ed.	All
■	AUSD	Kelly Young	Administrator-Gen. Ed.	All
■	EUSD	Kristy Marinus	Administrator-Gen. Ed.	All
■	DCJUSD	Sonia Moscatelli	Administrator-Spec. Ed.	All
■	CAC	Amanda Withers	Parent	All
■	CAC	Johanna Wonderly	Parent	All
■	CAC	Melissa Curle	Parent	Multiple
■	CAC	Diana Welsh	Parent	Multiple
■	CAC - Student	Jacob Tapia	Other	Multiple
■	SELPA	Kristi Gregersen	Teacher-Spec. Ed.	All
■	SELPA	Lisa Young	Teacher-Spec. Ed.	Multiple
■	SELPA	Laura Blackburn	Teacher-Spec. Ed.	All

STEP 5: Certifications

A13. Select the check box below to indicate which of the five certifications are being submitted.
Include the total number of each type of certification being submitted.

Certification 1: SELPA Local Plan Section B: Governance and Administration

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

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Certification 2: SELPA Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

Certification 3: COE (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted **1**

Certification 4: CAC (Required for all SELPA Local Plan Sections B)

Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)

Number Submitted **18**

STEP 6: Electronic Signatures

A14. All applicable certifications must be electronically signed and included with the Local Plan.

STEP 7: Final Check

- All certifications submitted to the CDE must be electronically signed.
- Local Plan must be submitted to the CDE using the SELPA's assigned Box.com web address.
- In order to facilitate the timely processing, approval, and distribution of SELPA funding, please submit the Local Plan in the original, CDE-approved format. All templates are coded for the CDE's record keeping purposes.
- Handwritten, scanned, or modified templates remove the coding from the fields and impede the CDE's processing of the Local Plan. In such cases, SELPAs may be required to resubmit handwritten, scanned, or modified Local Plans that are not saved in the original 2022–23 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

Fiscal Year **2024-25**

Certification 1

Local Plan Section B: Governance and Administration

IMPORTANT: Certification 1 is required when the information being submitted to the CDE is related to Local Plan Section B: Governance and Administration.

I certify the attached Governance and Administration Local Plan section has been adopted by all LEA members listed in Attachment I and is the basis for the operation and administration of special education programs. I further assure the agency(ies) represented herein will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 USC, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 USC, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC Part 30*; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C1-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC Section 56195.1(b) and (c)* for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC Section 56195.7*.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

C1-2. The SELPA collaborated with the CAC throughout the development, amendment, and review of all Local Plan sections included with this submission?

Yes No (If the answer is "NO," please include comments.)

C1-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Yes No (If the answer is "NO," please include comments.)

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

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C1-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

<https://www.placercoe.org/PCOEDocuments/PCOE/Departments/SELPA/SELPA-Governance/Place>

Gayle Garbolino-Mojica

May 16, 2024

Administrative Entity*

Date

Derk Garcia

May 16, 2024

SELPA Governance Council or Responsible Individual

Date

Troy Tickle

May 16, 2024

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

Section A: Contacts and Certifications

SELPA Placer County SELPA

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Certification 2

Local Plan Section D: Annual Budget Plan and Section E: Annual Service Plan

IMPORTANT: Certification 2 is required when the information being submitted to the CDE is related to Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

I certify the attached Local Plan Section D: Annual Budget Plan and/or Section E: Annual Service Plan was/were adopted at a SELPA public hearing(s) and is/are the basis for the operation and administration of special education programs specified herein. I further assure the LEAs identified in Attachment I will meet all applicable requirements of state and federal laws, regulations, and state policies and procedures, including compliance with the Individuals with Disabilities Education Act (IDEA), Title 20 of *United States Code (USC)* 1400 et seq., implementing regulations under; the Federal Rehabilitation Act of 1973, 29 USC, Chapter 16 as applicable; the Federal Americans with Disabilities Act of 1990, 42 USC, 12101 et seq.; *Code of Federal Regulations*, Title 34, Parts 300 and 303; *EC* Part 30; and the *California Code of Regulations*, Title 5, Chapter 3, Division 1.

C2-1. I certify the SELPA governance and administrative structure as a:

Single LEA SELPA Multiple LEA SELPA COE Joined SELPA

For a multiple LEA SELPA or a COE joined SELPA

I certify that joint powers agreements, or other contractual agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and entities participating in the Local Plan. These agreements address all requirements of the *EC* Section 56195.1(b) and (c) for the provision of (1) a governance structure and administrative supports necessary for implementation; (2) a system for determining the responsibilities of participating LEA members for educating students with disabilities; and (3) the designation of an administrative entity.

I certify additional written agreements have been developed and are entered into between the multiple LEA SELPA or the COE joined SELPA and all entities participating in the Local Plan pursuant to *EC* Section 56195.7.

All agreements are maintained by the SELPA and will be made available upon request to the CDE.

Yes No (If the answer is "NO," please include comments.)

Yes No (If the answer is "NO," please include comments.)

C2-4. Specific web address where the SELPA Local Plan, including all sections, is posted.

<https://www.placercoe.org/PCOEDocuments/PCOE/Departments/SELPA/SELPA-Governance/Place>

Section A: Contacts and Certifications

SELPA **Placer County SELPA**

Fiscal Year **2024-25**

Gayle Garbolino-Mojica

May 16, 2024

Administrative Entity*

Date

Derk Garcia

May 16, 2024

SELPA Governance Council or Responsible Individual

Date

Troy Tickle

May 16, 2024

SELPA Administrator

Date

*If the Local Plan represents a single LEA SELPA, then the responsible individual identified in item A4 of Section A must sign here. If the Local Plan represents a multiple LEA SELPA, or a COE joined SELPA, then the administrative entity's designee identified in item A4 of Section A must electronically sign here.

LOCAL PLAN

Section B: Governance and Administration

SPECIAL EDUCATION LOCAL PLAN AREA



California Department of Education

Special Education Division

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 local educational agencies (LEAs) participating in the Placer County Special Education Local Plan Area (SELPA) are all located or partially located in Placer County, which is a single county SELPA. The Placer County SELPA Member Districts are: Ackerman-Bowman Charter District, Alta-Dutch Flat School District, Auburn Union School District, Colfax Elementary School District, Dry Creek Joint Elementary School District, Eureka Union School District, Foresthill Union School District, Loomis Union School District, Maria Montessori Charter School, Newcastle Elementary School District, Placer County Office of Education, Placer Hills Union School District, Placer Union High School District, Rocklin Unified School District, Roseville City School District, Roseville Joint High School District, Tahoe-Truckee Unified School District, Western Placer Unified School District. Member districts provide a majority of special education services within their district. There is a small number of students with more intensive services that attend Placer County Office of Education Regionalized Programs. The regional programs are strategically located in the western and central portions of Placer County to address the larger population centers as well as to take into account the large distances between the eastern and western districts.

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 Placer County SELPA is a COE joined SELPA comprised of sixteen local education agencies, one LEA charter school and the Placer County Office of Education. The LEAs are joined together to provide for the coordinated delivery of programs and services to special needs students. The Placer County Office of Education is the designated Responsible Local Agency (RLA) for the Placer County SELPA. The Placer County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the RLA. In adopting the local plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan and to ensure equal access to programs and services to eligible persons requiring special education in the service region.

The governance structure of the SELPA is established by agreement among the governing boards of the member LEAs. It consists of the Council of Superintendents (COS), the Executive Committee of the Council of Superintendents (ECCOS), the Special Education Administrators Committee (SEAC) and the Community Advisory Committee (CAC). 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. All committees operate under the requirements of the Brown Act, providing a method by which members of the public may address questions or concerns to the governing body.

Section B: Governance and Administration

SELPA **Placer County SELPA**

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Council of Superintendents

The Council of Superintendents (COS) is an administrative body that shall consist of a superintendent from each of the participating LEAs and the superintendent of the RLA or a designee, each of whom shall provide a liaison function between the LEA governing board and the COS. LEA Superintendents exercise their authority and responsibilities in accordance with policies and procedures of their local governing boards and within the voting procedures of the Council of Superintendents.

The County Superintendent of Schools of Placer County shall be designated as the Superintendent of the RLA. The RLA Superintendent will serve as the chairperson of the COS and will have the responsibility for the coordination and implementation of the local plan in accordance with approved policies and procedures. If the RLA Superintendent is unable to attend a council meeting, the chairperson will appoint a substitute chairperson for the meeting. All meetings of the council will be held according to the law and the Brown Act.

COS will meet at least four times annually, but may meet more often as needed. The Council will utilize a weighted vote, with one vote allotted for every 500 students. Every LEA will have at least one vote. The RLA shall receive 10% of the total student count of the LEAs. The allotted votes will be calculated using the prior year October CALPADS/CBED report.

Members representing two-thirds of the vote shall be present to constitute a quorum. A two-thirds vote of those present will be sufficient to approve any actions. The LEA Superintendent shall provide the Council with written notification of a designee's voting authority in the Superintendent's absence.

The Council of Superintendents shall act to:

- Establish operational procedures and make decisions on any matters regarding implementation, administration and operation of special education programs in accordance with the Local Plan.
- Determine and provide direction on matters pertaining to SELPA/Regionalized Program personnel, Local Plan, program and service requirements, and allocation of special education funds.
- Approve the SELPA-wide Annual Service Plan and Annual Budget Plan, and subsequent modifications as needed.
- Meet as often as necessary during the year to implement the business of the Special Education Local Plan Area and to provide the necessary direction and guidance to the SELPA Administrator.
- Provide direction, consultation and technical assistance to the Local Education Agencies and the Superintendent of the Responsible Local Agency.
- Develop rules, regulations and procedures to ensure effective management and content of special education programs and services.
- Provide a consistent forum to develop, review and approve policy.
- Recommend to the Superintendent of the Responsible Local Agency a qualified candidate or candidates to be employed as the SELPA Administrator.

Executive Committee of the Council of Superintendents

The Executive Committee of the Council of Superintendents (ECCOS) will assist the Council of Superintendents with its work. Membership of the Executive Committee will consist of eight members representing the County Superintendent, high school and/or unified districts, elementary districts, direct service districts and one Local Education Agency Chief Business Official of the county in accordance with guidelines approved by the Council of Superintendents. Regional representation will be considered when making appointments for membership on the

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SELPA

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Executive Committee of the Council of Superintendents. All members must be superintendents with the exception of the Chief Business Official and the County Superintendent, who may appoint a designee at their discretion.

Membership on the ECCOS will be on a voluntary basis for a minimum two year term. A Chairperson and a Vice-Chairperson will be elected annually by the representatives of the committee. A quorum of five representatives and will be required for a meeting.

ECCOS responsibilities include:

- Serve as a representative for Local Education Agencies of similar size, and with like interests, in considering matters pertaining to the Local Plan prior to submitting these matters to the full Council for consideration and/or approval.
- Establish a regular schedule of meetings for the year and schedule additional meetings as needed.
- Solicit, initiate, and have developed or review policy statements and recommend appropriate action to the Council of Superintendents.
- Maintain an awareness of the activities of the Special Education Administrators Committee and encourage a working relationship with the SEAC group.
- Recommend guidelines for the operation of the Council of Superintendents.
- Monitor the utilization of funds within the Local Plan Area, and recommend amendments to the SELPA allocation plan.
- Initiate the development of policies and procedures to be followed by the LEAs participating in the SELPA to ensure that all Procedural Safeguards are extended to pupils, parents, and education agencies in a consistent manner throughout the SELPA.
- Coordinate with the RLA Superintendent in the recruitment, hiring, supervision, salary schedule placement and job description of the SELPA Administrator.
- Evaluate the SELPA Administrator and report to the Council of Superintendents the results of the evaluation.

Special Education Administrators Committee

The Special Education Administrators Committee (SEAC) will consist of one representative appointed by each Local Education Agency. The Special Education Administrators Committee shall be an advisory body to the SELPA Administrator, the Executive Committee of the Council of Superintendents and the Council of Superintendents. The Special Education Administrators are responsible as individuals for the operation of Local Education Agency programs to ensure that all eligible children with disabilities receive appropriate services. At least nine voting members need to be present to establish quorum.

SEAC responsibilities include:

- Advise the SELPA Administrator and the Council of Superintendents regarding the status, accomplishments and needs of special education programs operated within the Local Education Agencies.
- Provide technical advice and assistance to the Council of Superintendents and the SELPA Administrator.
- Provide leadership and support through inter-district relationships, to implement the Local Plan, including any regionalized services/programs.
- Act as liaison with parents, community resources, district appointed CAC member, other Local Education Agencies, the SELPA Administrator, and the Council of Superintendents.
- Gather, interpret, and report data regarding the implementation, administration and operation of the Local Plan.
- Coordinate and facilitate the day to day participation of LEA special education personnel and utilize other available LEA resources to improve special education services in accordance with the provisions of the Local Plan and decisions made by the Council of Superintendents.
- Advise the SELPA Administrator of the annual program needs of the Local Plan Area to be considered in the

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development of the Annual Budget and Service Plans and recommend programs and supports to be considered for inclusion in the Regionalized Services Program budget.

- Recommend and coordinate staff development activities in the SELPA.
- Participate in the development of appropriate special education services which will ensure that when specified in the pupil's IEP, pupils with disabilities will have access to the same education programs as for non-disabled pupils; and programs and services will be equivalent to those of non-disabled pupils at the various age/grade levels.
- Function in accordance with the Local Plan.

Community Advisory Committee

The Community Advisory Committee (CAC) serves the SELPA and the RLA in an advisory capacity. The Community Advisory Committee shall consist of members appointed by the Local Agency governing boards, including the County Superintendent. Parents comprise a majority of the membership of the Placer County SELPA Community Advisory Committee (CAC) and of these members, the majority must be parents of children with disabilities. At least five voting members must be present to establish quorum.

The appointments from each agency may include parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, district personnel, including teachers, representatives of other public agencies, or other persons concerned with the needs of children with disabilities.

Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

A district that has no district appointee may elect to be represented by a representative recommended and appointed from another district of their choice. All relevant public agencies will be invited to send a representative to serve on the Community Advisory Committee.

Members appointed to represent a school district are to be appointed by the governing board of the school district. All parent members of the committee must reside within the geographic area of the Special Education Local Plan Area. Each member of the Community Advisory Committee shall be appointed for a two-year term and may be reappointed to serve additional consecutive terms. A term constitutes any portion of a calendar year.

Members are to regularly attend CAC meetings and membership shall terminate for a member who is absent from three consecutive regular meetings without the member contacting the SELPA. A member may resign by filing a written resignation with the chairperson of the Community Advisory Committee and their LEA board.

The Chairperson or designee of the CAC shall be a member of the Committee to review and periodically revise the Local Plan.

CAC responsibilities include:

- Advise the SELPA Administrator, the Superintendent of the RLA, and the other Committees comprising the governance structure of the SELPA regarding the development, amendment and review of the Local Plan, programs and services.
- Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
- Make recommendations for annual priorities to be addressed by the SELPA.

Section B: Governance and Administration

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- Assist in parent education and in recruiting parents/guardians, volunteers, and agencies who may contribute to the implementation of the Local Plan.
- Encourage community awareness and involvement in the development and review of the Local Plan.
- Support activities on behalf of children with disabilities.
- Facilitate communication between schools, parents/guardians, and community.
- Assist in parent awareness of the importance of regular school attendance.
- Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.
- Communicate with the district SEAC representative about information to be shared with other parents/guardians.

Special Focus Committees

The SELPA Administrator may convene informal special focus advisory committees in areas such as program development, SELPA adoption of student information systems, development and revision of policies and procedures, and interagency agreements. Each committee will meet only as long as necessary to complete a specific purpose.

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)]

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

- A coordinated system of identification and assessment.
- A coordinated system of procedural safeguards.
- A coordinated system of staff development and parent education.
- A coordinated system of curriculum development and alignment with the core curriculum.
- A coordinated system of internal program review, evaluation and effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- A coordinated system of data collection and management.
- A coordinated system of alternative dispute resolution processes.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster homes.
- Preparation and transmission of required SELPA reports.
- Fiscal and logistical support of the CAC.
- Coordination of career, vocational and transition services.
- Coordination of transportation services for individuals with exceptional needs.
- Means by which full educational opportunity is ensured.
- Fiscal administration and the allocation of state and federal funds.

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Amendments to the Local Plan

The SELPA Administrator shall be responsible for the coordination of the development of any proposed amendments to the local plan. Amendments to the permanent portion of the local plan may be considered at any time. The Council of Superintendents may adopt changes to the local plan on an interim basis, not to exceed one school year. To formally adopt proposed and interim amendments, the following procedures shall be followed:

- A committee shall be convened to provide input and make recommendations regarding the proposed or interim amendments to the local plan.
- The CAC and other advisory groups as determined appropriate by the SELPA Administrator will review the recommended amendments to the local plan, as presented by the committee, and provide additional input and revision, if needed.
- ECCOS will review the recommended amendments, propose any revisions, and submit a final draft to be reviewed by the Council of Superintendents for approval.
- The COS will review and approve the final draft amendments of the local plan. COS approval requires a 2/3 weighted vote of the entire membership.
- Following the approval of COS, the SELPA Administrator will submit the local plan to the California Department of Special Education for submission to the State Board of Education.

Changes in the Governance Structure or Membership

Any changes in the governance structure of the Placer County Special Education Local Plan Area, including dividing the SELPA into more than one operating entity, changing the designation of and/or responsibilities of the Responsible Local Agency are subject to specific provisions of Education Code Sections 56140, 56195, et seq., 56195.7 et seq., and 56205 et seq.

1. Any local agency which is currently designated as a Local Education Agency (LEA) participating in the Placer County Local Plan for Special Education may elect to pursue an alternative option by notifying the appropriate county superintendent(s) at least one year prior to the date the alternative plan would become effective.

Should a Local Education Agency consider terminating membership in the Placer County SELPA, notification of such consideration must be submitted in writing to the SELPA by July 1st of the preceding year. When that Local Education Agency has decided to terminate membership in the SELPA, it shall submit a written notice to exit the SELPA by September 1st prior to the July 1st date of change.

2. Any alternative plan of an LEA is subject to the approval of the county superintendent of the county or counties which would have school districts as participating agencies in the alternative plan.

3. Approval of a proposed alternative plan by the appropriate county superintendent(s) must be based on the capacity of the district(s) to ensure that special education programs and services are provided to all children with disabilities.

4. If an alternative plan is disapproved by a county superintendent, the County office shall return the plan with comments and recommendations to the district(s) within 45 days. The district or districts participating in the alternative plan may appeal the decision to the Superintendent of Public Instruction.

5. Any alternative plan to be submitted by a district or a group of districts currently participating in the Placer

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County Local Plan must meet the standards established by the State Board of Education and not adversely affect the size and scope status of the current local plan geographic area.

6. Any changes in the designation of the Responsible Local Agency for the Placer County Local Plan must conform to the above code provisions and the administrative provisions for approval as specified in the Local Plan.

Disagreements among the participating agencies of the Placer County Local Plan which cannot be resolved within the standard operating procedures specified in the Local Plan will be referred to the Council of Superintendents for a decision. If the Council is unable to resolve the matter, a final decision will be made by the RLA Superintendent.

Should an established Local Education Agency consider initiating membership in the Placer County SELPA, notification of such a request must be submitted in writing to the SELPA by July 1st of the preceding year. When that Local Education Agency has decided to request membership in the Placer County SELPA, it shall receive a written response from the SELPA by September 1st prior to the July 1st date of change.

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 Placer County Office of Education is the designated Responsible Local Agency (RLA) for the Placer County SELPA. The Placer County Office of Education is considered an LEA for all purposes of this agreement except where referred to as the RLA.

The Council of Superintendents has designated the Placer County Office of Education as the Responsible Local Agency (RLA) for Placer County SELPA. The RLA is the SELPA's fiscal agent and is responsible for implementing the following functions:

- Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.
- Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but not be limited to, the SELPA Administrator for the Local Plan Area, SELPA Support Coordinator, Program Specialists and classified employees of the SELPA. Employment of such personnel will be in accordance with personnel policies and practices of the Responsible Local Agency and in coordination with any procedural employment policies approved by the Council of Superintendents to implement the local plan.
- Any employment issues involving SELPA employees, except for the SELPA Administrator, including but not limited to, hiring, compensation, work performance, discipline, termination including layoff, etc., if deemed significant by the RLA, will be discussed with the Chairperson of ECCOS and the SELPA Administrator. If the employment issues involve the SELPA Administrator, the RLA Superintendent will discuss the issue(s) with the Chairperson of ECCOS and they may make any recommendation to ECCOS as they deem necessary.
- Administrative support, including establishing and maintaining an office for SELPA staff.
- Provide technical support for the Management Information System necessary to comply with the

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requirements of the State Department of Education.

Superintendent of the Responsible Local Agency

The Placer County Superintendent of Schools shall be designated as the Superintendent of the RLA. The RLA superintendent will serve as chairperson of the Council of Superintendents and will have the responsibility for coordination and implementation of the local plan in accordance with approved policies and procedures.

- Serve as Chairperson of the Council of Superintendents and arrange the schedule, time, and place for meetings of the Council.
- Arrange for the annual evaluation of the SELPA Administrator of the Local Plan Area by the Executive Committee of the Council of Superintendents.
- Initiate the development of policies and procedures to be followed by all agencies participating in the Local Plan to ensure that the Procedural Safeguards enumerated are extended to the pupil, the parent/guardian, and the public education agency in a consistent manner throughout the Local Plan Area.

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)]

Community Advisory Committee

The Community Advisory Committee (CAC) serves the SELPA and the RLA in an advisory capacity. The Community Advisory Committee shall consist of members appointed by the Local Agency governing boards, including the County Superintendent. Parents comprise a majority of the membership of the Placer County SELPA Community Advisory Committee (CAC) and of these members, the majority must be parents of children with disabilities. At least five voting members must be present to establish quorum.

The appointments from each agency may include parents of students enrolled in general education, parents of students with disabilities enrolled in public or private schools, pupils or adults with disabilities, district personnel, including teachers, representatives of other public agencies, or other persons concerned with the needs of children with disabilities.

Members of local PTAs, special education teachers, general education classroom teachers and school personnel, students with disabilities, representatives of related public and private agencies, and other persons concerned with the needs of children with disabilities may also be represented.

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A district that has no district appointee may elect to be represented by a representative recommended and appointed from another district of their choice. All relevant public agencies will be invited to send a representative to serve on the Community Advisory Committee.

Members appointed to represent a school district are to be appointed by the governing board of the school district. All parent members of the committee must reside within the geographic area of the Special Education Local Plan Area. Each member of the Community Advisory Committee shall be appointed for a two-year term and may be reappointed to serve additional consecutive terms. A term constitutes any portion of a calendar year.

Members are to regularly attend CAC meetings and membership shall terminate for a member who is absent from three consecutive regular meetings without the member contacting the SELPA. A member may resign by filing a written resignation with the chairperson of the Community Advisory Committee and their LEA board.

The Chairperson or designee of the CAC shall be a member of the Committee to review and periodically revise the Local Plan.

CAC responsibilities include:

- Advise the SELPA Administrator, the Superintendent of the RLA, and the other Committees comprising the governance structure of the SELPA regarding the development, amendment and review of the Local Plan, programs and services.
- Inform and advise Special Education Local Plan Area staff regarding community conditions, aspirations, and goals for children with disabilities.
- Make recommendations for annual priorities to be addressed by the SELPA.
- Assist in parent education and in recruiting parents/guardians, volunteers, and agencies who may contribute to the implementation of the Local Plan.
- Encourage community awareness and involvement in the development and review of the Local Plan.
- Support activities on behalf of children with disabilities.
- Facilitate communication between schools, parents/guardians, and community.
- Assist in parent awareness of the importance of regular school attendance.
- Establish and review by-laws to govern committee operations, including a procedure designed to provide for a systematic rotation of the membership.
- Communicate with the district SEAC representative about information to be shared with other parents/guardians.

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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)]

Placer County SELPA coordinates regular meetings with the CAC throughout each year, and will include consultation about local plan development during scheduled meetings as appropriate. Additional input sessions may be scheduled based on local interest and/or need depending on the schedule of Local Plan adoption/amendment.

Each participating LEA member will have a LEA Special Education Administrator participate in plan development and regular consultations about implementation of the plan. Each LEA Special Education Administrator is requested to ensure that members of their LEA, including special education and regular education teachers and administrators are aware of the meetings' dates for the CAC and the SELPA governance body meetings (COS, ECCOS, SEAC) at which local plan development or implementation will be discussed.

The Local Plan development includes presentation of information to the CAC about required components of a Local Plan and the required format for the Local Plan. During review and development of the Local Plan, stakeholder sessions are coordinated to ensure members can provide input, feedback and advisory support to the SELPA and the SELPA Administrator. The Local Plan will be presented to the SELPA governance bodies where additional input and comment can be provided. A member of the CAC will sign the finalized Local Plan to assure that participation of the CAC was facilitated.

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of each LEA, the SELPA Governing Board, the SELPA Administrator and/or the CAC. Outreach and recruitment of CAC members from LEAs and other interested community members is ongoing as part of the SELPA Local Plan implementation.

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 Council of Superintendents has designated the Placer County Office of Education as the Responsible Local Agency (RLA) for Placer County SELPA. The RLA is the SELPA's fiscal agent and is responsible for implementing the following functions:

- Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements

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and submit required reports to the appropriate authorities.

- Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but not be limited to, the SELPA Administrator for the Local Plan Area, SELPA Support Coordinator, Program Specialists and classified employees of the SELPA. Employment of such personnel will be in accordance with personnel policies and practices of the Responsible Local Agency and in coordination with any procedural employment policies approved by the Council of Superintendents to implement the local plan.
- Any employment issues involving SELPA employees, except for the SELPA Administrator, including but not limited to, hiring, compensation, work performance, discipline, termination including layoff, etc., if deemed significant by the RLA, will be discussed with the Chairperson of ECCOS and the SELPA Administrator. If the employment issues involve the SELPA Administrator, the RLA Superintendent will discuss the issue(s) with the Chairperson of ECCOS and they may make any recommendation to ECCOS as they deem necessary.
- Administrative support, including establishing and maintaining an office for SELPA staff.
- Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.

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)]

The Placer County SELPA advocates for students with disabilities by supporting a comprehensive coordinated service delivery plan for the students that include SELPA, PCOE, Local Education Agencies (LEAs), state agencies, and local community agencies working together to improve outcomes for children. Interagency agreements and other means for interagency coordination are in effect to ensure services required for a free appropriate public education (FAPE) are provided, including a continuation of services during an interagency dispute resolution process.

The SELPA Administrator will facilitate and negotiate interagency agreements for the provision and coordination of services by other public agencies that are funded to serve children with disabilities. In addition, the SELPA Administrator is responsible for communicating with state and local agencies on behalf of member LEAs as needed.

When another agency providing a related service fails to provide the service listed on the IEP/IFSP, the LEA is responsible and shall provide the service in accordance with an IEP/IFSP, unless otherwise provided by law, without a disruption in service, and at no cost to the parent/guardian. The LEA would then have the option of seeking reimbursement from the agency through due process.

Local Education Agencies (LEAs) are responsible for the students ages 3 to 22 within the geographic area consistent with California Education Code.

A collaborative effort will continue with all agencies in Placer County to ensure services to infants

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and their families. The collaborative includes Alta California Regional Center, Early Head Start, Placer County Children's System of Care, California Children's Services and Health and Human Services Community Health Nursing. The Placer County SELPA maintains a Memorandum of Understanding (MOU) with each of the identified agencies that is reviewed and updated annually. The MOU identifies and outlines the roles and responsibilities of each of the agencies to ensure a continuum of supports and services for infants and toddler in the Placer County SELPA. When appropriate, the MOUs are regional agreements and may include additional regional SELPA partners.

For children birth to 3, Placer County Office of Education provides services based on their allocation of Infant Funding Units. Alta Regional Center also provides services for children birth to 3 as outlined in the Local Interagency Agreement between Placer County SELPA and the Alta Regional Center.

For students with exceptional needs residing in foster family homes, the member district in which the faster family home is located is responsible for special education services.

The SELPA recognizes certified nonpublic schools (NPS) and nonpublic agencies (NPA) as one placement option in a full continuum of placement options provided by LEAs and public agencies. Nonpublic school placement or nonpublic agency services will be provided only when all public school programs have been explored and it is determined by an IEP team that no appropriate placement is available in public schools to meet the needs of the individual student in the manner and to the extent required by law.

SELPA provides the support of Program Specialists (assigned to each LEA in the SELPA) to assist IEP teams in exploring alternative program options and to monitor certified NPS placements of students. The LEA is responsible for making an offer of placement based on the student's unique needs and programs/services offered at certified nonpublic school sites and grade/placement availability at each site.

The Placer County SELPA Administrator has been authorized to enter into master contracts with NPSs and NPAs on behalf of the member LEAs. Following execution of a master contract, an Individual Service Agreement (ISA) must be developed, executed, and implemented by the responsible LEA that outlines the specific special education and related services that will be provided to the individual student.

The SELPA shall evaluate the staffing qualifications and staffing levels required as set forth in the master contract. At least on an annual basis, as part of the renewal of the master contract process, staff qualifications will be reviewed. Review will also occur when new staff are added. The SELPA shall review and document these monitoring efforts of the master contract to ensure that all services agreed upon and specified in the IEP/IFSP are provided by qualified staff.

The LEA that contracts with an NPS or NPA shall evaluate the service provision of its pupil(s) on an annual basis as part of the annual IEP/IFSP review. The LEA shall document their efforts to

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review and monitor the ISA in conjunction with the master contract, and the IEP/IFSP to ensure that all services agreed upon and specified in the IEP/IFSP are provided.

The LEA is required to complete an onsite visit prior to the placement of a pupil and at least one onsite visit annually as long as a pupil is attending the school. The monitoring visit shall include, but is not limited to:

1. A review of services provided to the pupil through the ISA between the LEA and NPS/ NPA;
2. A review of progress the pupil is making toward the goals set forth in the pupil's IEP/IFSP;
3. A review of progress the pupil is making toward the goals set forth in the pupil's Behavior Intervention Plan (BIP), if the pupil has a BIP;
4. An observation of the pupil during instruction; and
5. A walkthrough of the facility.

The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

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 board of each LEA shall approve its participation in the Placer County SELPA Local Plan for Special Education. The local governing board responsibilities include, but are not limited to:

- Approval of the local plan through the superintendent of the LEA.
- Adoption of policies and procedures for special education programs and services within their districts through the superintendent of the LEA.
- LEA compliance with all elements of the local plan.
- Input on SELPA policies and procedures through the superintendent of the LEA.
- 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)]

Each Superintendent, as chief administrative officer of the participating LEA, is responsible for the implementation of the Local Plan in their respective LEA. Superintendents of each LEA are responsible to their respective governing boards. District superintendents shall be a member of the Council of Superintendents and shall provide a liaison function between the LEA governing board and the Council. As a participating member LEA, PCOE participates as an LEA member. In addition, superintendents:

- Provide leadership within the LEA in support of special education programs.

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- Represent the LEA as a member of the Council of Superintendents.
- Advise the LEA governing board of policies adopted by the COS and provide the governing board with copies of such policies.
- Recommend the adoption of LEA special education policies to the governing board.
- Annually recommend to the governing boards the modifications of LEA special education programs which are necessary to meet the challenging needs of the students, to be included in the required Annual Service and Budget Plans submitted to the 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)]

LEA special education administrators are responsible for the coordination of special education services and programs within their LEA and for the implementation of the local plan.

Local Educational Agency Administrators

Board policy of each LEA member of the Placer County SELPA Local Plan shall indicate that the LEA is responsible for educating children with disabilities in the least restrictive environment. Placement in special education programs or services occurs only when the nature or severity of the disability is such that the child's education, even with the use of modifications of the general education program use of supplementary aids or programs, cannot be achieved satisfactorily. Children with disabilities are served in their home districts whenever the needs identified in the individualized education program can be met in the home district. However, it is recognized that some students have unique educational needs that cannot be met in their home districts. Because of such identified unique needs, some students receive services from other districts or the Placer County Office of Education. LEA responsibilities include:

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

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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)(l)]

The SELPA Administrator will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Council of Superintendents. The SELPA Administrator serves under the direction of the Executive Committee of the Council of Superintendents on behalf of the Council of Superintendents and assumes responsibility for duties delegated by the Council of Superintendents in coordination with the Superintendent of the RLA.

The SELPA Administrator will include, to the extent possible, COS, ECCOS, SEAC and CAC in each of the hiring phases for the SELPA Support Coordinator and the SELPA Program Specialists.

Program Specialists

Program Specialists are employed through the RLA and serve the SELPA under the direction of the SELPA Administrator. The SELPA Administrator evaluates the staff employed by the SELPA per the employment policies and procedures of the RLA.

SELPA administrator and Program Specialist responsibilities are outlined in the SELPA Procedure Manual.

The Council of Superintendents has designated the Placer County Office of Education as the Administrative Unit (AU) for Placer County SELPA. The AU is the SELPA's fiscal agent and is responsible for implementing the following functions:

- Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.
- Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but not be limited to, the SELPA Administrator for the Local Plan Area, SELPA Support Coordinator, Program Specialists and classified employees of the SELPA. Employment of such personnel will be in accordance with personnel policies and practices of the Responsible Local Agency and in coordination with any procedural employment policies approved by the Council of Superintendents to implement the local plan.
- Any employment issues involving SELPA employees, except for the SELPA Administrator, including but not limited to, hiring, compensation, work performance, discipline, termination including layoff, etc., if deemed significant by the RLA, will be discussed with the Chairperson of ECCOS and the SELPA Administrator. If the employment issues involve the SELPA Administrator, the RLA Superintendent will discuss the issue(s) with the Chairperson of ECCOS and they may make any recommendation to ECCOS as they deem necessary.
- Administrative support, including establishing and maintaining an office for SELPA staff.
- Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.

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LEAs represent the LEA as a member of the Council of Superintendents, SEAC and provide potential members to the Executive Committee of the Council of Superintendents who direct the SELPA Administrator.

- 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 PCOE Business Services Division acts as the fiscal agent for the SELPA under the auspices of the RLA. The role of the RLA in the local method used is to distribute state and federal funds on behalf of the SELPA. The distribution of the funds is determined by the Council of Superintendents and is outlined in the Funding and Distribution chapter of the Placer County SELPA Procedure Manual.

The role of the SELPA Administrator in the local method used to distribute the federal and state funds to the member LEAs is to ensure that funding is provided consistent with the method agreed upon by the Council of Superintendents.

The role of the individual LEAs in the local method to distribute state and federal funds is to determine the method and formula for distribution through their representative on the Council of Superintendents.

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

The Placer County Office of Education operates specialized programs on behalf of member LEAs. Special education programs operated by the PCOE include infant and toddler services under Early Start, Early Childhood Education programs, K-12 Programs, including transition age programming through age 22. These services and programs are operated under the PCOE based on agreements and MOUs between PCOE and individual LEAs and other agencies. Individual LEAs may be the operators of regional special education programs.

Each member LEA is responsible to operate special education programs necessary to meet the needs of their local population under the supervision of the LEA Special Education Administrator. In the event any LEA requires specialized programs beyond those offered within their LEA boundaries, LEAs may refer for program, placement or services to other member LEAs of the SELPA, including the PCOE programs, or to appropriate special education programs operated by Non-Public Schools, Non-Public Agencies or other educational service providers as deemed appropriate by the LEA.

The role of the individual LEA is to provide a continuum of special education services that meet the needs of students with disabilities. Each LEA will determine their needs in which special education programs to operate.

The SELPA Administrator will provide technical assistance to individual LEAs as needed in the

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determination of the special education programs they operate.

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

The role of the RLA/AU in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor through the review of expenditure reports, special education maintenance of effort reports, or any other documents to ensure appropriate use of these funds. Consistent with education code, PCOE will review any fiscal audits.

The role of the SELPA Administrator in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to review expenditure reports, special education maintenance of effort reports, and any other necessary documents to review for appropriate use of the funds and take any corrective steps that may be necessary. The SELPA Administrator may provide technical assistance to individual LEAs as appropriate.

The role of the individual LEAs in the monitoring the appropriate use of federal, state, and local funds allocated for special education programs is to monitor the appropriate use of federal, state and local funds allocated for special education programs. LEAs utilize their own procedures, including reviews by auditors as required under California Education Code.

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

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

Policies, Procedures, and Programs

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

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

Policy/Procedure Number:	Chapter 8 - Required Components of the IEP; Chapter 11 - Placement and Services
Document Title:	Placer County SELPA Procedural Handbook
Document Location:	Procedural Handbook - Federal Assurances

"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:	Chapter 11 - Placement and Services
Document Title:	Placer County SELPA Procedural Handbook
Document Location:	Procedural Handbook - Federal Assurances

"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:	Chapter 3 - Identification and Referral
Document Title:	Placer County SELPA Procedural Handbook
Document Location:	Procedural Handbook - Federal Assurances

"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

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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: Chapter 7 - IEP Meeting; Chapter 13 - Early Start

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

"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: Chapter 11 - Placement and Services

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

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

Yes No

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

Policy/Procedure Number: Chapter 4 - Parent Consent

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

"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: Chapter 3 - Identification and Referral

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

"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: Chapter 15 - Student Records

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

"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:

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Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes No

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

Policy/Procedure Number:

Document Title:

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:	Chapter 19 - Disputes Between Agencies; Chapter 29 - Coordination with Agencies
Document Title:	Placer County SELPA Procedural Handbook
Document Location:	Procedural Handbook - Federal Assurances

"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:	Chapter 19 - Disputes Between Participating Entities
Document Title:	Placer County SELPA Procedural Handbook
Document Location:	Procedural Handbook - Federal Assurances

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

Yes No

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

Policy/Procedure Number: Chapter 23 - Personnel Development

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

"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: Chapter 15 - Student Data

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

"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: Chapter 8 - Required Components of the IEP

Document Title: Placer County SELPA Procedural Handbook

Document Location: Procedural Handbook - Federal Assurances

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

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adopted by the SELPA as stated:

Yes No

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

Policy/Procedure Number: **Chapter 20 - Funding and Income Distribution**

Document Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

"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: **Chapter 20 - Funding and Income Distribution**

Document Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

"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: **Chapter 31 - Federal Assurances**

Policy/Procedure Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

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

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

Yes No

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

Policy/Procedure Number: **Chapter 31 - Federal Assurances**

Document Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

"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: **Chapter 31 - Federal Assurances**

Document Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

"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: **Chapter 3 - Identification and Referral; Chapter 31 Federal Assurances**

Document Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

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

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the SELPA as stated:

Yes No

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

Policy/Procedure Number: **Chapter 31 - Federal Assurances**

Document Title: **Placer County SELPA Procedural Handbook**

Document Location: **Procedural Handbook - Federal Assurances**

"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: **Placer County SELPA Procedure Manual, placer County Local Plan**

Document Location: **Chapter 30; and Placer County Local Plan Section B 2, 3, 4, 8. Located in the office by request or on the Placer County Office of Education Website.**

Direct Instructional Support Provided by Program Specialists:

Program Specialists are employed through the RLA and serve the SELPA under the direction of the SELPA Administrator. The SELPA Administrator evaluates the program specialists.

Each program specialist must possess a valid special education credential, clinical services credential, health services credential or pupil services credential with a school psychology authorization. Program specialists shall have advanced training and related experiences in the education of individuals with disabilities and a specialized in-depth knowledge in one or more areas of disabling conditions. A program specialist may do

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the following:

- Observe, consult with and assist special and general education staff and administrators in the planning and implementation of Individualized Education Programs (IEP) for students with disabilities.
- Coordinate curricular resources in a manner to make them available and effective for personnel who are in need of resources.
- In conjunction with the Special Education Administrators Committee and the SELPA Administrator, assess program effectiveness to support the program for individuals with exceptional needs.
- Participate in school staff development, research, program development, and innovation or special methods and approaches.
- Provide coordination, consultation, and program development in areas to which the Program Specialist is assigned.
- Under the direction of the SELPA Administrator, assure that pupils have full educational opportunity, regardless of the District of Residence that is responsible for the student in the Special Education Local Plan Area.
- Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area.
- Assist Local Education Agencies with non-public, non-sectarian and state school placements.

The role of the RLA:

The Council of Superintendents has designated the Placer County Office of Education as the Responsible Local Agency (RLA) for Placer County SELPA. The RLA is the SELPA's fiscal agent and is responsible for implementing the following functions:

- Receipt and distribution of special education funds for the operation of special education programs and services, pursuant to state and federal law.
- Establish appropriate record keeping procedures to be followed by each Local Education Agency for purposes of maintaining accurate fiscal and accounting records in accordance with State and Federal requirements and submit required reports to the appropriate authorities.
- Serve as the employing agency for personnel who have responsibilities throughout the Local Plan Area. Such personnel will include, but not be limited to, the SELPA Administrator for the Local Plan Area, SELPA Support Coordinator, Program Specialists and classified employees of the SELPA.
- Employment of such personnel will be in accordance with personnel policies and practices of the Responsible Local Agency and in coordination with any procedural employment policies approved by the Council of Superintendents to implement the local plan.
- Any employment issues involving SELPA employees, except for the SELPA Administrator, including but not limited to, hiring, compensation, work performance, discipline, termination including layoff, etc., if deemed significant by the RLA, will be discussed with the Chairperson of ECCOS and the SELPA Administrator. If the employment issues involve the SELPA Administrator, the RLA Superintendent will discuss the issue(s) with the Chairperson of ECCOS and they may make any

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recommendation to ECCOS as they deem necessary.

- Administrative support, including establishing and maintaining an office for SELPA staff.
- Provide technical support for the Management Information System necessary to comply with the requirements of the State Department of Education.

The Role of the Individual SELPA Administrator:

The SELPA Administrator will coordinate the operation of all special education services of the SELPA pursuant to law and will administer those functions delegated to the SELPA pursuant to the Local Plan adopted by the Council of Superintendents. The SELPA Administrator serves under the direction of the Executive Committee of the Council of Superintendents on behalf of the Council of Superintendents and assumes responsibility for duties delegated by the Council of Superintendents in coordination with the Superintendent of the RLA.

The SELPA Administrator will include, to the extent possible, COS, ECCOS, SEAC and CAC in each of the hiring phases for the SELPA Support Coordinator and the SELPA Program Specialists.

SELPA Administrator

Under the direction of the Executive Committee of the Council of Superintendents, the SELPA Administrator shall be responsible to:

- Develop, implement, supervise, and provide for the evaluation of the Regionalized Services program.
- Prepare and submit approved annual budget and service plans.
- Oversee the review and submission of the Placer County SELPA Local Plan at least every three years.
- Meet with the Council of Superintendents to keep them informed of the status of the special education programs as needed.
- Serve as Secretary to the Executive Committee of the Council of Superintendents and confer with the Chairperson to develop the agenda and report minutes of the meetings.
- Establish a procedure for the regular distribution of the agenda and minutes of meetings of the Council of Superintendents, Executive Committee of the Council of Superintendents, Special Education Administrators Committee and Placer County SELPA Community Advisory Committee.
- Serve as the Chairperson of SEAC and assist SEAC members to implement each LEA's responsibility under the Local Plan.
- Function as, or appoint a designee as a liaison secretary to the CAC to assist in promoting community involvement and work closely with the Committee to develop recommendations to be presented to SEAC and ECCOS.
- Prepare an annual budget for Regionalized Services to be submitted to the Council of Superintendents in the spring prior to the start of the school year.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Report on the status of special education programs and services within the SELPA for the Council of Superintendents and others, as appropriate.

Description:

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- Recommend employment of, assign, supervise, and evaluate SELPA staff employed by the RLA.
- Provide assistance to SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity.
- Provide necessary procedures and data to the RLA to allocate federal and state funds to the LEAs within the SELPA.
- Provide support to the LEAs of the SELPA in their operation of special education programs and services.
 - Monitor the appropriate use of federal, state and local funds allocated for special education programs.
- Prepare program and fiscal reports required of the SELPA by the State and manage the CALPADS data system to comply with all state requirements.
- Confer with the RLA Superintendent to schedule regular meetings of the Council of Superintendents. Schedule regular meetings for the Executive Committee of the Council of Superintendents, Special Education Administrators Committee and Community Advisory Committee for policy and budget development, support, and information sharing.
- Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances.
- Develop and recommend to the Council of Superintendents a plan for personnel development, including training for staff and parents.
- Coordinate procedures to assist LEAs with NPS/NPA services, including responsibility for negotiating rates and executing Master Contracts on behalf of all LEAs in the SELPA.
- Assist LEAs in mediation and due process hearings.
- Recommend to the Council of Superintendents a plan for the sharing of Regionalized Service funds when Local Education Agencies are required to perform duties related to staff development, fiscal and accounting reports or other data gathering activities associated with required reporting activities.
- Include, to the extent possible, COS, ECCOS, SEAC and CAC in each of the hiring phases for the SELPA Support Coordinator and the SELPA Program Specialists.

The Role of the Individual LEAs:

LEA special education administrators are responsible for the coordination of special education services and programs within their LEA and for the implementation of the local plan.

Local Educational Agency

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

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services from other districts or the Placer County Office of Education. LEA responsibilities include:

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

2. Coordinated system of identification and assessment:

Document Title:

Placer County Procedural Manual

Document Location:

Placer County SELPA Procedure Manual Chapter 3 Identification and Referral. Located in the office by request or on the Placer County Office of Education Website.

The Placer County SELPA and member LEAs carry out a variety of activities to ensure that all individuals with disabilities residing within their jurisdiction are located, identified, and evaluated. These activities include maintaining an ongoing system of coordination, documentation and reporting with regard to child find and public awareness activities throughout the SELPA as required by statute. Child find activities extend to students ages 0-21 years. The Placer County SELPA and its member districts work closely with public agencies such as Alta California Regional Center, Head Start, California Children's Services, Placer County Children's System of Care and others as appropriate in the identification of individuals with disabilities. Information regarding services for children with disabilities is disseminated to local childcare providers on an annual basis and materials are also distributed to pediatricians, health care professionals, and other agencies within the SELPA.

Information regarding child find activities is included in the annual notice that is distributed to parents/guardians of all children. Each LEA within the SELPA has established procedures for the identification, location, and evaluation of students who may require special education services. These systematic procedures include program identification, screening, referral, assessment, planning, implementation, review, and triennial assessment for special

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education and related services as needed by a student.

Child find activities are the combined responsibility of each LEA, the County Office, and the SELPA and occur prior to a referral for special education services. These activities are designed to locate individuals residing in LEA residence boundaries, birth through 21 years of age, who may be eligible for and in need of special education and related services, regardless of the severity of their disability, including:

- Children not enrolled in public school programs;
- Children who are homeless or wards of the state;
- Children with disabilities attending private school programs;
- Children who are suspected of being a child with a disability and in need of special education, even though they are advancing from grade to grade;
- Highly mobile children, including migrant children.

Child find activities also foster awareness and understanding on the part of educators, parent(s)/ guardians and other community members of the referral procedures for special education, the eligibility criteria, and the continuum of special education programs and services available. Child Find activities inform educators, community agencies and parents/guardians of their right to refer their child for a special education assessment to determine eligibility and the need for special education services.

Examples of child-find activities include:

1. Media announcements regarding availability of special education services, as well as feature articles and stories regarding special education programs and opportunities;
2. Development of Interagency Agreements that clearly define child find responsibilities of participating agencies (e.g., Placer Community Action Council, Head Start, and California Children's Services);
3. LEAs provide annual orientation/review for general education staff, provided by special education staff, regarding the referral procedures for special education, the eligibility criteria, and the continuum of special education programs and services available;
4. Disability/Ability Awareness activities provided to both general education staff and students that include simulation activities, speakers, literature review, and instructional videos; and
5. Information regarding the referral process for special education included in the annual notice of procedural safeguards.

3. Coordinated system of procedural safeguards:

Placer County SELPA Procedure Manual Chapter 4 - Parent Consent

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Document Title:	Placer County Alternative Dispute Resolution Handbook for Parents		
Document Location:	Located in the office by request or on the Placer County Office of Education Website.		
Description:	<p>Direct Instructional support provided by the program specialist:</p> <ul style="list-style-type: none">• Provide parents with information on the alternative dispute resolution process.• Support to LEAs by coordinating trainings in alternate dispute resolution proactive strategies such as a facilitated IEP.• Assists parents with accessing information related to filing complaints with the CDE and/or Office of Administrative Hearings when requested.• Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas related to assessment, identification, and placement. <p>Role of the RLA/AU:</p> <ul style="list-style-type: none">• Not Applicable <p>Role of the Administrator of the SELPA:</p> <p>The SELPA Administrator will:</p> <ul style="list-style-type: none">• Facilitates the use of alternative dispute resolution processes to assist both LEAs and parents to resolve conflicts.• Assists parents with filing complaints with the CDE and/or Office of Administrative Hearings when requested.• Provides guidance to LEAs on procedural safeguards.• Assures procedural safeguards are in place by providing technical assistance and guidance on forms and procedures to LEAs in the areas of assessment, identification, and placement.• Provides parents with a copy of procedural safeguards upon request and maintains a copy on their website. <p>Role of the individual LEAs:</p> <p>LEAs will</p> <ul style="list-style-type: none">• Provide procedural safeguards to parents consistent with the education code and ensure that the safeguards are implemented.• Assist parents in understanding procedural safeguards.• Utilize alternative dispute resolution processes whenever possible and as applicable.		

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

Document Title:	Placer County SELPA Procedure Manual Chapter 23 Personnel Development; Chapter 30 Regionalized Services-Program Specialists
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
	Direct Instructional support provided by the program specialist: The program specialists support parent and guardian education, provide for

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staff development, program development, and innovation of special methods and approaches.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: On an annual basis input is collected from the Special Education Administrators Committee from member LEAs to determine the staff development needs that the SELPA is requested to provide for teachers, administrators, volunteers, CAC members, and district governing board members.

Description:

On an annual basis, the Community Advisory Committee will provide input on the parent and guardian education needs.

The SELPA Administrator, or designee, will provide for needed training and supports as determined appropriate. The SELPA Administrator may also provide technical assistance to individual LEAs regarding staff development and parent and guardian education.

Role of the individual LEAs: Individual LEAs will determine their staff development and parent and guardian education, based on their local needs. They will share input to the SELPA Administrator for regional staff development needs. Consistent with education code requirements, they will assist in coordinating with other staff development programs in the LEAs.

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

Document Title:

Local Plan Section B

Placer County Procedure Manual Chapter 8 Required Components of the IEP; Chapter 9 Developing the IEP - Special Factors

Document Location:

Located in the office by request or on the Placer County Office of Education Website.

Direct Instructional support provided by the program specialist: The program specialists coordinate curricular resources for students with disabilities, as requested.

Role of the RLA/AU: Not applicable.

Role of the Administrator of the SELPA: The SELPA Administrator, or designee, will provide technical assistance and staff development on curriculum develop and alignment with the common core, as determined

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Description:	appropriate.
	<p>Role of the individual LEAs: LEAs will determine their needs for curriculum development and alignment with the core curriculum, based on their local needs. They ensure that each student with a disability has full access to the required core curriculum, any alternative curriculum and textbooks, and supplementary curriculum and textbooks as appropriate, and instructional materials to blind student or other students with print disabilities.</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:	Placer County SELPA Procedure Manual Chapter 24 Program Review and Local Plan Section B
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
	<p>Direct Instructional support provided by the program specialist: Program specialists will evaluate the effectiveness of programs for students with disabilities.</p>
	<p>Role of the RLA/AU: Not applicable.</p>
	<p>Role of the Administrator of the SELPA: The SELPA Administrator will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, Directors, CAC, and other interested parent, community or educational groups. The SELPA Administrator, SEAC and ECCOS will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs. An annual evaluation of services offered by the SELPA Office, is completed in the spring of each year by the LEA Special Education Administrators Committee.</p>
Description:	<p>Role of the individual LEAs: Individual LEAs through their representative to the Superintendents' Council, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each LEAs' Special Education Administrator provides input through the annual evaluation of SELPA services.</p>
	<p>Each individual LEA reviews and monitors Annual Performance Reports,</p>

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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. The Special Education Administrators provide leadership for cooperative action among LEAs pertaining to the implementation, administration, and operation of the local plan.

7. Coordinated system of data collection and management:

Document Title:

Placer County SELPA Procedure Manual Chapter 16 Student Data

Document Location:

Located in the office by request or on the Placer County Office of Education Website.

California Department of Education requires of each district the collection of specified data for students with disabilities. This data is submitted through the California Longitudinal Pupil Achievement Data System (CALPADS) on the first Wednesday of October and at the end of the school year. Data collected through this process allows local and state level analysis of student-level issues, program issues, district-level issues, SELPA-level issues, and state-level issues.

Placer County SELPA staff will support all member districts in the collection and reporting of required data by providing technical support, local software compatible with CDE software, and ongoing training. SELPA staff will support the development and ongoing implementation of a data collection system, which is responsive to the data needs of member districts. The SELPA staff supports a continuous improvement model of data collection.

Description:

The SELPA will implement a data collection and storage system that will provide for the management and reporting of required data for state and federal systems. The SELPA will continue to work with the State Department to ensure its member LEAs collect and report all required data related to special education fiscal and program services, and to provide other pertinent information necessary for the operation of the SELPA.

Each member Local Education Agency (LEA) of the Placer County SELPA shall provide data or information to the California Department of Education that may be required by regulations. The following are examples of required data reports:

1. CALPADS (California Longitudinal Pupil Achievement Data System)
2. Emergency Behavior Intervention
3. Personnel Report
4. Annual Service Plan
5. Annual Budget Plan
6. Maintenance of Effort
7. Desired Results Developmental Profile

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8. Coordination of interagency agreements:

Document Title:	Placer County Local Plan Section B Placer County SELPA Procedure Manual Chapter 29 Coordination with Agencies
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	The SELPA Administrator will ensure that interagency agreements are in place as required by California Education Code and provide technical assistance and dispute resolution as needed. LEAs will implement interagency agreements as appropriate.

9. Coordination of services to medical facilities:

Document Title:	Placer County Procedure Manual Chapter 27 Services in Alternative Settings
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	The SELPA will facilitate the coordination of services and provide technical support to member districts to ensure that individuals with exceptional needs have full educational opportunities. Students who are placed in a public hospital, state licensed children's hospital, psychiatric hospital, proprietary hospital, or a health facility for medical purposes are the educational responsibility of the local education agency in which the hospital or facility is located.

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

Document Title:	Placer County SELPA Procedure Manual Chapter 27 Services in Alternative Settings
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	The SELPA will facilitate the coordination of services and provided technical support to member districts to ensure that individuals with exceptional needs have full educational opportunities. Special education services for students with disabilities residing in a foster family home or licensed children's institution shall be the responsibility of the district in which the foster family home or the licensed children's institution is located, unless based on Education Code there is another district of special education accountability which would be responsible.

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

Document Title:	Placer County SELPA Procedure Manual Chapter 16 Student Data
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	The SELPA will ensure timely transmission of required reports and provide technical assistance to member districts in completing said reports. Each member district will submit the required data in order for the SELPA to submit timely reports.

12. Fiscal and logistical support of the CAC:

Document Title:	Placer County SELPA Local Plan Section B 2, 3, 6, 7
Document Location:	Placer County SELPA Office and each LEA Special Education Office
Description:	The SELPA will provide fiscal and logistical support of the CAC meeting, events and trainings that are approved by the Superintendents' Council.

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

Document Title:	Placer County SELPA Procedure Manual Chapter 11 Placement and Services
Document Location:	Placer County SELPA Office and each LEA Special Education Office
Description:	The SELPA will provide technical assistance if requested with the coordination of transportation services for individuals with exceptional needs. However, each member district is responsible for providing the transportation of their students as determined by the IEP Team.

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

Document Title:	Placer County SELPA Procedure Manual Chapter 10 Transition Planning
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	The SELPA will provide professional development as required to support the transition needs of its member districts. The SELPA will monitor the implementation of supports and services through the Annual Performance Plan Indicators. Member districts will ensure that supports and services are in place for students and will monitor annually the implementation of supports and services by reviewing the Annual Performance Plan Indicators.

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15. Assurance of full educational opportunity:

Document Title:	Placer County SELPA Procedure Manual Chapter 7, 8, 9, 11 Local Plan
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	Through approval of the Annual Service Plan, the SELPA will ensure the full continuum of service options. The Council of Superintendents will determine the regionalized programs needed to meet the needs of the students with disabilities within the SELPA. The SELPA will assist with inter-SELPA transfers as needed. Professional development and technical support will be available upon request or as determined to be needed to ensure full educational opportunity.

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:	Placer County SELPA Procedure Manual Chapter 20 Funding and Income Distribution Local Plan Section B
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	The SELPA will ensure that the distribution and allocation of funds to its member districts is in alignment with the SELPA Allocation Plan. The SELPA will review, monitor and submit the required fiscal reports as identified by CDE, as well as review and submit the Annual Budget Plan.

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

Document Title:	Placer County SELPA Procedure Manual Chapter 30 Regionalized Services - Program Specialists
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
	Regionalized Services and Program Specialists Local Assurances As a condition of receiving funds for regionalized services and the direct instructional support of program specialists, the SELPA assures that all regionalized operations and services listed below are provided in accordance with the local plan:

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- A coordinated system of identification and assessment.
- A coordinated system of procedural safeguards.
- A coordinated system of staff development and parent education.
- A coordinated system of curriculum development and alignment with the core curriculum.
- A coordinated system of internal program review, evaluation and effectiveness of the local plan, and implementation of a local plan accountability mechanism.
- A coordinated system of data collection and management.
- A coordinated system of alternative dispute resolution processes.
- Coordination of interagency agreements.
- Coordination of services to medical facilities.
- Coordination of services to licensed children's institutions and foster homes.
- Preparation and transmission of required SELPA reports.
- Fiscal and logistical support of the CAC.
- Coordination of career, vocational and transition services.
- Coordination of transportation services for individuals with exceptional needs.
- Means by which full educational opportunity is ensured.
- Fiscal administration and the allocation of state and federal funds.

Program Specialists

Program Specialists are employed through the RLA and serve the SELPA under the direction of the SELPA Administrator. The SELPA Administrator evaluates the program specialists.

Each program specialist must possess a valid special education credential, clinical services credential, health services credential or pupil services credential with a school psychology authorization. Program specialists shall have advanced training and related experiences in the education of individuals with disabilities and a specialized in-depth knowledge in one or more areas of disabling conditions. A program specialist may do the following:

- Observe, consult with and assist special and general education staff and administrators in the planning and implementation of Individualized Education Programs (IEP) for students with disabilities.
- Coordinate curricular resources in a manner to make them available and effective for personnel who are in need of resources.
- In conjunction with the Special Education Administrators Committee and the SELPA Administrator, assess program effectiveness to support the program for individuals with exceptional needs.
- Participate in school staff development, research, program development, and innovation or special methods and approaches.
- Provide coordination, consultation, and program development in areas to which the Program Specialist is assigned.
- Under the direction of the SELPA Administrator, assure that pupils have full educational opportunity, regardless of the District of Residence that is responsible for the student in the Special Education Local Plan Area.
- Ongoing review of special education programs and procedures in the SELPA, and mechanisms for correcting any identified problems. Such review and procedures will

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be in accordance with any state level procedures, but may include local interventions starting at the most direct level of intervention, e.g., district support to the classroom teacher who needs it, or training and instruction in the identified problem area.

- Assist Local Education Agencies with non-public, non-sectarian and state school placements.

Description:

SELPA Administrator

Under the direction of the Executive Committee of the Council of Superintendents, the SELPA Administrator shall be responsible to:

- Develop, implement, supervise, and provide for the evaluation of the Regionalized Services program.
- Prepare and submit approved annual budget and service plans.
- Oversee the review and submission of the Placer County SELPA Local Plan at least every three years.
- Meet with the Council of Superintendents to keep them informed of the status of the special education programs as needed.
- Serve as Secretary to the Executive Committee of the Council of Superintendents and confer with the Chairperson to develop the agenda and report minutes of the meetings.
- Establish a procedure for the regular distribution of the agenda and minutes of meetings of the Council of Superintendents, Executive Committee of the Council of Superintendents, Special Education Administrators Committee and Placer County SELPA Community Advisory Committee.
- Serve as the Chairperson of SEAC and assist SEAC members to implement each LEA's responsibility under the Local Plan.
- Function as, or appoint a designee as a liaison secretary to the CAC to assist in promoting community involvement and work closely with the Committee to develop recommendations to be presented to SEAC and ECCOS.
- Prepare an annual budget for Regionalized Services to be submitted to the Council of Superintendents in the spring prior to the start of the school year.
- Develop and maintain interagency agreements with appropriate public agencies to ensure a full range of special education programs and services.
- Report on the status of special education programs and services within the SELPA for the Council of Superintendents and others, as appropriate.
- Recommend employment of, assign, supervise, and evaluate SELPA staff employed by the RLA.
- Provide assistance to SELPA staff to carry out their responsibility to ensure that all pupils have access to full educational opportunity.
- Provide necessary procedures and data to the RLA to allocate federal and state funds to the LEAs within the SELPA.
- Provide support to the LEAs of the SELPA in their operation of special education programs and services.
- Monitor the appropriate use of federal, state and local funds allocated for special education programs.
- Prepare program and fiscal reports required of the SELPA by the State and manage the CALPADS data system to comply with all state requirements.
- Confer with the RLA Superintendent to schedule regular meetings of the Council of

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Superintendents. Schedule regular meetings for the Executive Committee of the Council of Superintendents, Special Education Administrators Committee and Community Advisory Committee for policy and budget development, support, and information sharing.

- Ensure the implementation of all federal, state and local responsibilities of the SELPA, including personnel development and procedural safeguards and other assurances.
- Develop and recommend to the Council of Superintendents a plan for personnel development, including training for staff and parents.
- Coordinate procedures to assist LEAs with NPS/NPA services, including responsibility for negotiating rates and executing Master Contracts on behalf of all LEAs in the SELPA.
- Assist LEAs in mediation and due process hearings.
- Recommend to the Council of Superintendents a plan for the sharing of Regionalized Service funds when Local Education Agencies are required to perform duties related to staff development, fiscal and accounting reports or other data gathering activities associated with required reporting activities.
- Include, to the extent possible, COS, ECCOS, SEAC and CAC in each of the hiring phases for the SELPA Support Coordinator and the SELPA Program Specialists.

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:

Placer County SELPA Procedure Manual

Document Location:

Located in the office by request or on the Placer County Office of Education Website.

The Placer County Infant Program provides services for infants in accordance with the statutes and regulations of California's Early Start Program. The provider of these services will be the Placer County Office of Education. An interagency agreement has been developed and is reviewed annually between the SELPA, the participating LEAs, and the Alta California Regional Center. This agreement outlines the process that is used by the involved agencies for identifying, referring, assessing, and serving eligible children. A copy of this agreement can be viewed and downloaded on the SELPA webpage.

Description:

A collaborative effort will continue with all agencies in Placer County to ensure services to infants and their families. The following public agencies within Placer County have provided and will continue to provide services:

1. Alta California Regional Center
2. Early Head Start
3. Placer County Children's System of Care
4. California Children's Services

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5. Health and Human Services: Community Health Nursing

6. Warmline Family Resource Center

Agency involvement is a major component of the Infant Program. Ongoing agency participation and involvement is essential to the Infant Program and participating families.

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: **Placer County SELPA Parent's Guide to Alternative Dispute Resolution**

Document Location: **Placer County SELPA Website "For Parents"**

Hierarchy to Follow When Resolving Disputes

Contacting the school of attendance special education providers or site administrator.

Contacting the LEA Special Education Administrator.

Description: Contacting the SELPA Program Specialist or SELPA Administrator.

Contacting the LEA Superintendent.

Contacting the LEA Board.

Providing Public comment at any of the five SELPA public meetings including CAC, SEAC, ECCOS, and/or COS.

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: **Placer County SELPA Procedure Manual Chapter 19 Disputes Between Entities**

Document Location: **Located in the office by request or on the Placer County Office of Education Website.**

It shall be the policy of the SELPA and member LEAs 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.

In the event of a disagreement among Local Education Agencies (LEAs), the LEAs and the Administrative Unit (AU), the LEAs and/or between the AU and the SELPA regarding the distribution of funding, responsibility for service provision, and any other governance activities specified in the Local Plan, it is the intent of the Superintendents' Council that issues be resolved at the lowest

level possible in the governance structure outlined in the Local Plan. The Superintendents' Council is considered to be the Board of Last Resort. This dispute resolution process is intended to resolve disagreements within a period of 45 days, but it is not intended to undermine local authority.

If an LEA disagrees with a decision or practice of another agency or the SELPA Office, that LEA has a responsibility to discuss and attempt resolution of the disagreement with the party or parties directly involved. The parties involved will present the issues to their respective Superintendents, or designees, who will attempt to resolve the matter. Should resolution not be achieved at an informal level, the following steps shall be followed:

Step One

Either party may request the direct assistance of the SELPA Administrator to facilitate a resolution session. If the resolution session is unsuccessful, a written notification shall be submitted to the SELPA Administrator and the Superintendents' Council clarifying the disputed issues, and movement to the next step in the process shall occur.

Step 2

Description:

A review of the written notification of disputed issues is submitted to an impartial subcommittee composed of Special Education Administrators Committee (SEAC) members and the SELPA Administrator. Both parties present their side of the dispute. If either party disagrees with the recommendation of the subcommittee, the disputing parties shall retain the services of a neutral third party mediator.

Step 3

The services of a neutral mediator from outside the SELPA are utilized to facilitate a resolution session. If this process fails, the parties may pursue a hearing on the issues and resolution with the Council of Superintendents.

Step 4

The issue will be placed on the Council of Superintendents agenda, with a summation of all events and outcomes included in the Board packet for their review. The Council will hear from the parties and render a decision no later than the next scheduled meeting. The decision of the Council of Superintendents shall be final.

Disputes among Member LEAs

Should the dispute involve inter-SELPA issues and be among the Council of Superintendents members, the SELPA Administrator, or an outside mediator, will facilitate a resolution session.

If the resolution session is unsuccessful, the State dispute resolution proceedings will be initiated. To initiate this step, each LEA Superintendent will submit to the SELPA Administrator a written notification regarding the dispute. The SELPA Administrator will submit these notifications to a State arbitrator for

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review, and mediation will follow. The arbitrator's decision will be final. This procedure is referenced in Education Code Sections 21: 35565, 74281, and 81501; however, in this case, the SELPA Administrator replaces the County Superintendent for LEA dispute matters related to SELPA operations. Should disputes involve the SELPA Administrator, an LEA Superintendent, not involved with the dispute, will act as liaison to the arbitrator.

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:

Placer County SELPA Procedure Manual: Chapter 3 Identification and Referral

Document Location:

Located in the office by request or on the Placer County Office of Education Website.

Description:

A student shall be referred for special education and related services only after the resources of the general education program have been considered, and when appropriate, utilized. Pre-referral activities ensure that all appropriate general education resources have been attempted prior to referral. It is not mandatory, however, for a student to go through pre-referral activities before being referred to special education if pre-referral interventions have been attempted and can be documented. Although specialists, such as school psychologists, speech/language pathologists, and special education teachers, may be involved in pre-referral activities, these are not a special education function and as such are not subject to the associated restrictions and timelines. The function of pre-referral activities is to ensure and document that all appropriate general education resources have been exhausted before referring a student to special education.

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:

Placer County SELPA Procedure Manual: Chapter 28 Non-Public Schools and Non-Public Agencies

Document Location:

Located in the office by request or on the Placer County Office of Education Website.

The LEA that contracts with an NPS or NPA shall evaluate the service provision of its pupil(s) on an annual basis as part of the annual IEP/IFSP review. The LEA shall document their efforts to review and monitor the Individual Service (ISA) agreements in conjunction with the Master Contract, and the IEP/IFSP to

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ensure that all services agreed upon and specified in the IEP/IFSP are provided.

The LEA is required to complete an onsite visit prior to the placement of a pupil and at least one onsite visit annually as long as a pupil is attending the school. The monitoring visit shall include, but is not limited to:

1. a review of services provided to the pupil through the individual service agreement between the LEA and NPS/NPA;
2. a review of progress the pupil is making toward the goals set forth in the pupil's Individualized Education Program ("IEP");
3. a review of progress the pupil is making toward the goals set forth in the pupil's BIP if the pupil has a BIP;
4. an observation of the pupil during instruction; and
5. a walkthrough of the facility.

Description:

The LEA shall report the findings resulting from the monitoring visit to CDE within 60 calendar days of the onsite visit.

NPSs are required by the master contract and the IEP/IFSP to annually evaluate pupils to determine if they are making appropriate educational progress. The LEA shall review the evaluations or reports of progress completed by the NPS to ensure that they are appropriate and valid for measuring pupil progress. The NPA services have similar requirements. The LEA will maintain similar monitoring requirements. The LEA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress. In addition, an IEP/IFSP review may also be requested at any time to review student progress.

Local educational agency personnel and parent(s)/guardians of students currently receiving educational services in a certified nonpublic school setting may visit the nonpublic school site at any time. This is also true of students receiving services at an agency location. Placer County SELPA Program Specialists also make routine visits and observations of students currently in nonpublic school placements. In addition, Placer County SELPA staff may conduct quality reviews of any nonpublic school currently serving students within the SELPA.

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.

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(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 conservated students, the DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:	Placer County SELPA Procedure Manual Chapter 27
Document Location:	Located in the office by request or on the Placer County Office of Education Website.
Description:	Adults who are aged 18-21 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. The SELPA will provide technical support to any LEAs identified as the DOR for students age 18-21 who are incarcerated in a county jail and remain eligible for special education to assist meeting the LEA obligation.