



**CALIFORNIA DEPARTMENT  
OF EDUCATION**

**TONY THURMOND**  
STATE SUPERINTENDENT OF  
PUBLIC INSTRUCTION

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September 24, 2021

Troy Tickle, Director  
Placer County Special Education Local Plan Area, Code  
360 Nevada Street  
Auburn, CA 95603

Dear SELPA Director Tickle:

The Focused Monitoring and Technical Assistance Unit V (FMTA V) in the Special Education Division at the California Department of Education (CDE) acknowledges the receipt, review, and acceptance of the recent submission of the Special Education Local Plan Area (SELPA) Local Plan by the Placer County SELPA. The SELPA may implement the Local Plan for the 2021–22 fiscal year.

The 2022–23 fiscal year Local Plan submission deadline is June 30, 2022. Local Plan submission materials for 2022–23 will be made available at a later date.

If you have questions regarding this subject, please contact the Focused Monitoring and Technical Assistance Unit V, by phone at 916-323-2409 or by email at [SELPALocalPlan@cde.ca.gov](mailto:SELPALocalPlan@cde.ca.gov).

Sincerely,

John Burch, EdD, Education Administrator  
Special Education Division

JB:kb

Special Education Local Plan Area (SELPA) Local Plan

SELPA

Fiscal Year

**LOCAL PLAN**  
**Section A: Contacts and Certifications**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division  
2021–22 Local Plan Annual Submission

Section A: Contacts and Certifications

SELPA

Fiscal Year

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### 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

Fiscal Year

- Requires amending Local Plan Section D
- Requires amending Local Plan Section E
- Certifications 2, 3, 4 and 5 are required
- Attachments I-VII are required
- If the change in membership constitutes a change to the SELPA governance and/or administration, then the SELPA must also submit an amendment for Local Plan Section B: Governance and Administration, as well as, Certification 1.

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

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	<input type="text" value="Placer County SELPA"/>		
Street Address	<input type="text" value="360 Nevada Street"/>	Zip Code	<input type="text" value="95603"/>
City	<input type="text" value="Auburn"/>	County	<input type="text" value="Placer"/>
Mailing Address	<input type="text" value="360 Nevada Street"/>		
City	<input type="text" value="Auburn"/>	Zip Code	<input type="text" value="95603"/>
Administrator First Name	<input type="text" value="Troy"/>	Administrator Last Name	<input type="text" value="Tickle"/>
Administrator Title	<input type="text" value="Assistant Superintendent SELPA"/>		
Administrator's Email	<input type="text" value="ttickle@placercoe.k12.ca.us"/>		
Telephone	<input type="text" value="(530) 886-5870"/>	Extension	<input type="text"/>

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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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	<input type="text" value="Placer County Office of Education"/>		
Street Address	<input type="text" value="360 Nevada Street"/>	Zip Code	<input type="text" value="95603"/>
City	<input type="text" value="Auburn"/>	County	<input type="text" value="Placer"/>
Contact First Name	<input type="text" value="Gayle"/>	Last Name	<input type="text" value="Garbolina-Mojica"/>
Contact Title	<input type="text" value="Superintendent"/>		
Email	<input type="text" value="GGarbolino-Mojica@placercoe.k12.ca.us"/>		
Telephone	<input type="text" value="530-889-5922"/>	Extension	<input type="text"/>

**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

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

The Local Plan was submitted to the CAC on:

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,

Section A: Contacts and Certifications

SELPA

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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.

COE responsible for approving the Local Plan

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

**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

SELPA Public Hearing Date

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

Most Recent School Site Posting Date

SELPA Public Hearing Date

**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

Section A: Contacts and Certifications

SELPA

Fiscal Year

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:

- 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).

STEP 3: Prior Submissions

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

Section B: Governance and Administration

Section D: Annual Budget Plan

Section E: Annual Service Plan

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
-	Dry Creek Union	Sonia Moscatelli	Administrator-Spec. Ed.	All
-	Auburn Union	Shaen Hosie	Administrator-Spec. Ed.	Multiple
-	Eureka Union	Kristi Marinus	Administrator-Spec. Ed.	Multiple

## Section A: Contacts and Certifications

SELPA Fiscal Year 

<b>Add</b>	<b>Agency</b>	<b>First and Last Name</b>	<b>Title</b>	<b>Section</b>
-	Foresthill Union	Rebecca Katterhorn	Administrator-Gen. Ed.	Multiple
-	Bowman Charter	Kristin Wells	Administrator-Gen. Ed.	Multiple
-	Colfax Elementary	Irene Scott	Teacher-Spec. Ed.	Multiple
-	Placer County SELPA	Cara Peterson	Administrator-Spec. Ed.	All
-	Placer County SELPA	Leah Padilla	Teacher-Gen. Ed.	All
-	Placer County SELPA	Laura Blackburn	Other	Multiple
-	Placer County SELPA	Kristi Gregersen	Other	Multiple
-	Western Placer Unified	Susan Watkins	Administrator-Spec. Ed.	Multiple
-	Tahoe-Truckee Unified	Jeff Santos	Administrator-Spec. Ed.	Multiple
-	Roseville City	Susan Fridley	Administrator-Gen. Ed.	Multiple
-	Rocklin Unified	Stacy Barsdale	Administrator-Spec. Ed.	Multiple
-	Placer Union High	Carrie Warda	Administrator-Spec. Ed.	Multiple
-	Placer Union High	Elena Dalfavero	Administrator-Gen. Ed.	Multiple
-	Placer Hills Union	George Rooks	Administrator-Spec. Ed.	Multiple
-	Horizon Charter	Lezley Holmes	Administrator-Spec. Ed.	Multiple
-	Loomis Union	Kelly Booth	Administrator-Spec. Ed.	Multiple
-	Maria Montessori	Carrie Kupershoek	Teacher-Spec. Ed.	Multiple
-	Placer County SELPA	Diana Welsh	Parent	Multiple
-	Placer County SELPA	Amanda Withers	Parent	Multiple
-	Placer County SELPA	Shannon Vestesen	Parent	Multiple



Section A: Contacts and Certifications

SELPA

Fiscal Year

Add	Agency	First and Last Name	Title	Section
<input type="checkbox"/>	Placer County SELPA	Candi Myers	Parent	Multiple
<input type="checkbox"/>	Placer County SELPA	Windy Twelves	Parent	Multiple
<input type="checkbox"/>	Placer County SELPA	Kate Espinola	Parent	Multiple
<input type="checkbox"/>	Placer County SELPA	Melissa Curle	Parent	Multiple
<input type="checkbox"/>	Placer County SELPA	Kat Soltanmorad	Parent	Multiple

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
- 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
- Certification 4: CAC (Required for all SELPA Local Plan Sections B, D, and E)
- Certification 5: LEA (Required for all SELPA Local Plan Sections B, D, and E)  
Number Submitted

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.

Section A: Contacts and Certifications

SELPA

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- 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 2021–22 CDE Local Plan Submission template provided, resulting in a delay in approval and funding.

Section A: Contacts and Certifications

SELPA

Fiscal Year

**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

Fiscal Year

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

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

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

Fiscal Year

## 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.

C2-2. 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.)

C2-3. The SELPA reviewed and considered comments provided by the CAC regarding this Local Plan submission.

Section A: Contacts and Certifications

SELPA

Fiscal Year

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.

Administrative Entity\*

Date

SELPA Governance Council or Responsible Individual

Date

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

January 2020

SELPA

Fiscal Year

## B. Governance and Administration

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

### Participating Local Educational Agencies

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

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan:

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. 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, Horizon Charter School, Loomis Union School District, Maria Montessori Charter School, Newcastle Elementary School District, Placer Academy Charter School, 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

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:

The Placer County SELPA is a multi-district SELPA comprised of sixteen local education agencies, three LEA charter schools 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 Program/Business Review Committee (PBRC), 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.

**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



Section B: Governance and Administration

SELPA Placer County SELPA

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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 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

Section B: Governance and Administration

SELPA Placer County SELPA

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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.

#### Program/Business Review Committee

The Program/Business Review Committee (PBRC) is an advisory group that provides formalized structure to develop and review special education programs and monitor costs across the SELPA in a strategic manner. The group is comprised of both Business Officials and Program Directors in order to provide a balanced perspective in making recommendations to the SELPA. At least five voting members need to be present to establish quorum. The Program/Review Committee will meet regularly to:

- Generate program development recommendations the following year.
- Ensure standardization of between-district MOUs.
- Achieve long range strategic planning.

In order to achieve these goals, the Program/Business Review Committee planning process will include:

- Examining budget information, including all Interim Reports, special education staffing ratios, programs currently in place, growth patterns, cost-cutting strategies, bill-back calculation factors, current enrollment figures, etc.
- Collecting data/information from all LEAs as appropriate.
- Compiling data into a meaningful, standardized format.
- Sharing information with decision-makers.

#### 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.

Section B: Governance and Administration

SELPA Placer County SELPA

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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 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

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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.

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:

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:

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- 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 and submit to the LEA governing boards for approval. COS approval requires a 2/3 weighted vote of the entire membership.
- LEA governing boards will review and take action on the recommended amendments to the local plan within 60 days of submission from the Council of Superintendents.
- Amendments require the approval of each LEA governing board.
- Following the approval of all LEA governing boards, 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 1<sup>st</sup> 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 1<sup>st</sup> prior to the July 1<sup>st</sup> 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 County Local Plan must meet the standards established by the State Board of Education and not adversely

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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 1<sup>st</sup> 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 1<sup>st</sup> prior to the July 1<sup>st</sup> 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:

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



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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.

**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. Describe the policies and procedures of the SELPA that allow for the participation of charter schools in the local plan:**

**Request for SELPA Membership by a Charter School**

A request by a charter school to participate as an LEA in the Placer County SELPA will not be treated differently from a similar request made by a school district. In reviewing and approving such a request, the following requirements shall apply:

- The charter school shall participate in state and federal funding for special education and receive funding in the manner specified in the SELPA income distribution model.
  
- The charter school shall participate in the governance of the SELPA in the same manner as other LEAs of the SELPA.

The addition of new members to the Placer County SELPA, as approved by the Council of Superintendents shall be followed by an amendment to the local plan.

For more information, see the Placer County SELPA Procedure Guidelines Charter Schools Chapter.

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:

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.
- Assist in parent education and in recruiting parents/guardians, volunteers, and agencies who may contribute to the implementation of the Local Plan.



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- 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.

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:

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, PBRC, 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.

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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:

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 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:

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geographic area consistent with California Education Code.

A collaborative effort will continue with all agencies in Placer County to ensure services to infants and their families. The collaborative between 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. 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.

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process:

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.
- Adoption of policies and procedures for special education programs and services within their districts.
- 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:

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 each LEA and COE for coordinating the administration of the local plan:

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 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.

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- 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.

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:

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, PBRC 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 out outlined in the SELPA Procedure Manual.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA:

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.

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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:

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 determination of the special education programs they operate.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs:

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

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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:

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

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

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



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Yes  No

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**2. Full Educational Opportunity: 20 USC Section 1412(a)(2)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who



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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

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**5. Least Restrictive Environment: USC Section 1412(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**7. Evaluation: 20 USC Section 1412(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

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"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

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**8. Confidentiality: 20 USC Section 1412(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**9. Part C to Part B Transition: 20 USC Section 1412(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

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**10. Private Schools: 20 USC Section 1412(a)(10)**

Policy/Procedure Number:

Document Title:

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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

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**11. Local Compliance Assurances: 20 USC Section 1412(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

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**12. Interagency: 20 USC Section 1412(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**13. Governance: 20 USC Section 1412(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**14. Personnel Qualifications**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15)**

Policy/Procedure Number:

Document Title:

Document Location:

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

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the SELPA as stated:

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**18. Maintenance of Effort: 20 USC Section 1412(a)(18)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities

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except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation: 20 USC Section 1412(a)(19)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

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

Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**21. Access to Instructional Materials: 20 USC Section 1412(a)(23)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National

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Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

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**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25)**

Policy/Procedure Number:

Document Title:

Document Location:

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

Yes  No

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**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 direct instructional support provided by program specialists; and the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the reference number, document title, and the location (e.g., SELPA office) for each function:

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

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Reference Number:

Document Title:

Document Location:

**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 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



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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 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, PBRC 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:

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Description:

- 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, Program/Business Review Committee, 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

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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, Program/Business Review 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, PBRC 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

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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.

2. Coordinated system of identification and assessment:

Reference Number:

Document Title:

Document Location:

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

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Description:

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 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

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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:

Reference Number: 3

Document Title: Placer County SELPA Procedure Manual Chapter 4 - Parent Consent  
Placer County Alternative Dispute Resolution Handbook for Parents

Document Location: Placer County SELPA Office and each LEA Special Education Office

*Direct Instructional support provided by the program specialist:*

- 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.

*Role of the RLA/AU:*

- Not Applicable

*Role of the Administrator of the SELPA:*

The SELPA Administrator will

- 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,

Description:

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identification, and placement.

- Provides parents with a copy of procedural safeguards upon request and maintains a copy on their website.

Role of the individual LEAs:  
LEAs will

- 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:

Reference Number: 4

Document Title: Placer County SELPA Procedure Manual Chapter 23 Personnel Development; Chapter 30 Regionalized Services-Program Specialists

Document Location: Placer County SELPA Office and each LEA Special Education Office

Description: Direct Instructional support provided by the program specialist: The program specialists support parent and guardian education, provide for 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.

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



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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:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Direct Instructional support provided by the program specialist: Program specialists will evaluate the effectiveness of programs for students with



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Description:

disabilities.

Role of the RLA/AU: Not applicable.

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 PBRC 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, completed is in the spring of each year by the LEA Special Education Administrators Committee.

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.

Each individual LEA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE. 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:

Reference Number:

Document Title:

Document Location:

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,

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Description:

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.

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

8. Coordination of interagency agreements:

Reference Number: 8

Document Title: Placer County Local Plan Section B  
Placer County SELPA Procedure Manual Chapter 29 Coordination with Agencies

Document Location: Placer County SELPA Office and each LEA Special Education Office

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 inter-

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9. Coordination of services to medical facilities:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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12. Fiscal and logistical support of the CAC:

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

Description:

15. Assurance of full educational opportunity:

Reference Number:

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Document Title:	Placer County SELPA Procedure Manual Chapter 7, 8, 9, 11 Local Plan
Document Location:	Placer County SELPA Office and each LEA Special Education Office
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.

Reference Number:	16
Document Title:	Placer County SELPA Procedure Manual Chapter 20 Funding and Income Distribution Local Plan Section B
Document Location:	Placer County SELPA Office and each LEA Special Education Office
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:

Reference Number:	17
Document Title:	Placer County SELPA Procedure Manual Chapter 30 Regionalized Services - Program Specialists
Document Location:	Placer County SELPA Office and each LEA Special Education Office
Description:	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

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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.

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

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Description:

- 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.

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, Program/Business Review Committee, 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



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- 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 Superintendents. Schedule regular meetings for the Executive Committee of the Council of Superintendents, Special Education Administrators Committee, Program/Business Review 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, PBRC 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:



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Reference Number:

Document Title:

Document Location:

Description:

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.

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
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:

Reference Number:

Document Title:

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Document Location:

Description:

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

Reference Number:

Document Title:

Document Location:

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

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Description:

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

A review of the written notification of disputed issues is submitted to an impartial subcommittee composed of Special Education Administrators Committee (SEAC) and Program/Business Review Committee (PBRC) 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 review, and mediation will

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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:

Reference Number:

Document Title:

Document Location:

Description:

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:

Reference Number:

Document Title:

Document Location:

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Description:

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 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.

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.

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

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

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

Reference Number:

Document Title:

Document Location:

Description:

Special Education Local Plan Area (SELPA) Local Plan

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**LOCAL PLAN**  
**Attachments**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education

Special Education Division

2021–22 Local Plan Submission

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Attachment I

SELPA:

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**Attachment I—Local Educational Agency Listing**

**Participating Local Educational Agency Identification**

Enter the California Department of Education (CDE) issued county/district/school code (CDS) and the full name for each local educational agency (LEA) participating in the Local Plan. The LEA names will automatically populate the remaining attachments. Pursuant to California *Education Code (EC)* sections 56205(a)(12)(D)(iii) and 56195.1(b) and (c). SELPAs with one or more LEAs, or those who join with the county office of education (COE) to submit a Local Plan to the CDE for consideration of approval must include copies of joint powers agreements or contractual agreements, as appropriate.

In the table below, enter the CDE issued CDS code and the official name as listed in the California School Directory <https://www.cde.ca.gov/SchoolDirectory/> for each COE, District, Joint Powers Authority (JPA), and SELPA participating in the Local Plan and receiving a special education funding allocation for services and programs provided to students with disabilities.

**To Add or Delete Rows:**

To add or delete table rows, select the "plus" or "minus" buttons bellow. Actions taken here will be automatically repeated for each of the tables in Attachments II through VI. Users must manually enter LEA information in Attachment VII.

**LEA Membership Changes:**

If an LEA was previously reported to the CDE in fiscal year 2020–21 or 2021–22 and there is a change in SELPA membership, **DO NOT DELETE** the entry. Instead, under the "LEA Status" column, select the drop-down menu and choose the applicable status option for the LEA membership change.

**SELPA County/District/School Codes**

- If a SELPA does not have a CDS code, then the associated fields should be left blank. NOTE: If a CDS code section begins with a "0," the zero will not appear in the user's entry.
- If a SELPA does not have a complete CDS code, then leave the associated district and school code blank.
- If a SELPA is not a charter LEA, then leave the associated charter code blank.

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	1	31	66761	6031009	697	Ackerman Charter	Kristin	Wells	530-885-1974	kwells@ackerman.k12.ca.us	Previously Reported
	2	31	66779	6031017		Alta-Dutch Flat Union Elementary	Kasee	Stetler	530-389-8283	kstetler@alta.k12.ca.us	Previously Reported
	3	31	66787			Auburn Union Elementary	Shaen	Hosie	530-745-8812	shosie@auburn.k12.ca.us	Previously Reported
	4	31	66795			Colfax Elementary	Irene	Scott	530-346-2203	iscott@colfax.k12.ca.us	Previously Reported
	5	31	66803			Dry Creek Joint Elementary	Sonia	Moscatelli	916-770-8860	smoscatelli@dcjesd.us	Previously Reported
	6	31	66829			Eureka Union	Kristi	Marinus	916-774-1222	kmarinus@eureka.usd.org	Previously Reported
	7	31	66837			Foresthill Union Elementary	Rebecca	Kattenhorn	530-367-3782	rkattenhor@fused.org	Previously Reported
	8	31	66951	3130168	15	Horizon Charter	Lezley	Holmes	916-408-5200	lhomes@hcs.k12.ca.us	Previously Reported
	9	31	66845			Loomis Union Elementary	Brittaney	Meyer	916-652-1811	bmeyer@loomis-usd.k12.ca.us	Previously Reported
	10	31	75085	117879	1042	Maria Montessori Charter Academy	Brent	Boothby	916-630-1850	brent@mmcharter.org	Previously Reported
	11	31	66852			Newcastle Elementary	Sue	Latham	916-663-3307	slatham@newcastle.k12.ca.us	Previously Reported
	12	31	75085	137927	1979	Placer Academy Charter	Jill	Gotland	(916) 259-1688	jgotland@placeraacademy.org	New LEA

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Add or Delete Row	List	County Code xx	District Code xxxxx	School Code xxxxxxx	Charter Code (if applicable) xxxx	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Special Education Director First Name	Special Education Director Last Name	Phone (xxx) xxx-xxxx	Email	LEA Status
	13	31	10314			Placer County Office of Education	Susan	Connolly	(530) 745-1440	sconnolly@placerc oe.k12.ca.us	<b>Previously Reported</b>
	14	31	66886			Placer Hills Union Elementary	George	Rooks	530-878-2606	grooms@phusd.org	<b>Previously Reported</b>
	15	31	66894			Placer Union High	Carrie	Warda	530-886-4443	cwarda@puhsd.k1 2.ca.us	<b>Previously Reported</b>
	16	31	75085			Rocklin Unified	Stacy	Barsdale	916-630-2232	sbarsdale@rocklin usd.org	<b>Previously Reported</b>
	17	31	66910			Roseville City Elementary	Susan	Fridley	916-771-1605	sfridly@rcsdk8.org	<b>Previously Reported</b>
	18	31	66928			Roseville Joint Union High	Craig	Garabedian	916-771-6570	cgarabedian@juh sd.us	<b>Previously Reported</b>
	19	31	66944			Tahoe-Truckee Unified	Jeff	Santos	530-582-2564	jsantos@ttusd.org	<b>Previously Reported</b>
	20	31	66951			Western Placer Unified	Susan	Watkins	916-645-4078	swatkins@wpusd. k12.ca.us	<b>Previously Reported</b>

Attachment II

SELPA:

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Each SELPA must adhere to requirements for developing and reporting special education budget revenue and expenditures. The following excerpt is taken from California School Accounting Manual (CSAM): Procedure 755 Special Education on page 755-1 and included to assist the SELPA with completing Section D: Annual Budget Plan information for each LEA participating in the SELPA's Local Plan.

Special education budgets are complex and are of great interest to the public, both locally and statewide. *EC* Section 56205(b)(1) requires that a special education budget shall identify particular elements. Identification of the following elements is facilitated by the standardized account code structure (SACS):

1. Apportionment received by the LEA in accordance with the allocation plan adopted by the SELPA. (The apportionment is tracked in SACS in the resource field in combination with the revenue code in the object field.)
2. Administrative costs of the plan. (These costs are tracked in the function field.)
3. Costs of special education services to pupils with severe disabilities and low-incidence disabilities. (This population is identified by the goal field.)
4. Costs of special education services to pupils with nonsevere disabilities. (This population is identified by the goal field.)
5. Costs of supplemental aids and services provided to meet the individual needs of pupils placed in regular education classrooms and environments. (Costs of these aids and services are tracked in the function field.)
6. Costs of regionalized operations and services and direct instructional support by program specialists in accordance with Part 30, Chapter 7.2, Article 6, of the California *EC*, Program Specialists and Administration of Regionalized Operations and Services. (These costs are tracked in the goal field for regionalized operations and in the function field for instructional services.)
7. Use of property taxes allocated to the SELPA pursuant to *EC* Section 2572. (Property taxes allocated to the SELPA are tracked in the resource field and identified by a revenue code in the object field.)

Attachment II

SELPA:

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**Attachment II—Projected Special Education Revenue by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue funding sources allowed by the Individuals with Disabilities Education Act (IDEA). Information included in this table must be consistent with revenues identified in Section D, Table 1. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 1.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
1	Ackerman Charter	167,129	63,396	0	74,054	0	18,491	6,620	565,256	329,690
2	Alta-Dutch Flat Union Elementary	43,587	16,515	0	14,916	0	6,391	1,188	9,560	82,597
3	Auburn Union Elementary	828,769	347,178	0	417,730	0	115,276	20,636	2,896,110	1,729,589
4	Colfax Elementary	131,384	55,548	0	68,578	0	23,348	4,062	451,671	282,920
5	Dry Creek Joint Elementary	2,427,944	954,843	0	956,519	0	837,801	79,131	3,710,118	5,256,238
6	Eureka Union	1,187,773	476,708	0	517,115	0	209,690	39,212	2,531,176	2,430,498
7	Foresthill Union Elementary	96,731	43,331	0	54,498	0	32,645	4,400	530,029	231,605
8	Horizon Charter	339,305	127,555	0	175,745	0	144,627	25,890	2,622,350	813,122

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
9	Loomis Union Elementary	926,936	346,835	0	391,104	0	187,374	32,915	2,561,063	1,885,164
10	Maria Montessori Charter Academy	94,291	35,725	0	32,266	0	16,978	3,039	0	182,299
11	Newcastle Elementary	220,025	86,969	0	88,865	0	56,178	9,000	147,638	461,037
12	Placer Academy Charter	108,104	40,958	0	36,993	0	22,412	4,341	0	212,808
13	Placer County Office of Education	0	4,698,641	166,090	90,139	1,793,375	30,715	5,563	954,945	6,784,523
14	Placer Hills Union Elementary	292,526	117,279	0	153,966	0	46,444	8,314	953,893	618,529
15	Placer Union High	1,714,392	601,181	0	565,638	0	243,510	36,518	2,574,384	3,161,239
16	Rocklin Unified	5,017,630	1,862,934	0	2,003,014	0	755,705	137,963	15,303,739	9,777,246
17	Roseville City Elementary	5,771,248	2,333,092	0	2,492,342	0	706,945	127,186	10,924,100	11,430,813
18	Roseville Joint Union High	4,346,900	1,615,784	0	1,459,351	0	643,706	144,879	3,680,400	8,210,620

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Assembly Bill (AB) 602 State Aid	AB 602 Property Tax	Federal IDEA Part C	Federal IDEA Part B	State Infant/ Toddler	State Mental Health	Federal Mental Health	Other Revenue	Subtotal
19	Tahoe-Truckee Unified	1,441,511	582,940	0	641,889	0	250,457	45,470	6,082,180	2,962,267
20	Western Placer Unified	2,845,525	1,087,024	0	1,295,638	0	448,491	80,847	9,373,046	5,757,525
<b>Totals:</b>		28,001,710	15,494,436	166,090	11,530,360	1,793,375	4,797,184	817,174	817,174	62,600,329

## Attachment III

SELPA: Fiscal Year: **Attachment III—Projected Expenditures by Object Code by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education expenditures by LEA and object code as allowed by the IDEA. Information included in this table must be consistent with expenditures identified in Section D, Tables 2 . NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 2.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
1	Ackerman Charter	303,754	151,699	130,179	843	81,791	0	220,060	888,326
2	Alta-Dutch Flat Union Elementary	24,824	13,846	8,058	0	45,429	0	0	92,157
3	Auburn Union Elementary	1,476,201	1,006,293	828,656	0	397,989	0	968,611	4,677,750
4	Colfax Elementary	368,363	55,530	132,020	1,832	128,634	0	245,525	931,904
5	Dry Creek Joint Elementary	4,256,997	1,806,632	1,957,280	70,870	739,716	0	336,520	9,168,015
6	Eureka Union	2,270,860	996,066	928,292	203,263	909,763	0	32,335	5,340,579
7	Foresthill Union Elementary	125,645	175,171	109,022	14,261	342,046	0	141,210	907,355
8	Horizon Charter	1,706,570	290,410	631,740	46,800	682,540	0	9,370	3,367,430
9	Loomis Union Elementary	1,323,778	741,763	627,162	29,705	390,350	0	1,045,960	4,158,718



Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
10	Maria Montessori Charter Academy	75,294	40,825	35,057	564	14,591	0	15,967	182,298
11	Newcastle Elementary	408,393	187,618	197,065	3,150	164,274	0	4,937	965,437
12	Placer Academy Charter	87,895	47,658	40,924	659	17,033	0	18,639	212,808
13	Placer County Office of Education	2,707,887	2,050,702	1,681,251	90,080	583,803	12,611	613,134	7,739,468
14	Placer Hills Union Elementary	459,772	259,949	215,648	3,390	258,034	0	388,000	1,584,793
15	Placer Union High	2,302,515	798,301	970,937	27,875	1,096,528	0	966,176	6,162,332
16	Rocklin Unified	10,626,602	5,761,862	4,947,821	79,653	2,059,339	0	2,253,471	25,728,748
17	Roseville City Elementary	9,289,898	4,120,585	3,972,466	158,249	2,288,638	0	1,913,687	21,743,523
18	Roseville Joint Union High	6,353,225	2,997,796	3,635,399	126,224	1,975,015	0	1,053,140	16,140,799
19	Tahoe-Truckee Unified	4,523,030	1,712,723	2,477,301	44,641	456,706	0	41,218	9,255,619
20	Western Placer Unified	4,981,222	2,371,590	3,117,096	72,535	2,053,828	0	2,653,130	15,249,401

Attachment III

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List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	1000 Certificated Salaries	2000 Classified Salaries	3000 Employee Benefits	4000 Supplies	5000 Services and Operations	6000 Capital Outlay	7000 Other Outgo and Financing	Subtotal
	<b>Totals:</b>	53,672,725	25,587,019	26,643,374	974,594	14,686,047	12,611	12,921,090	134,497,460

## Attachment IV

SELPA: Fiscal Year: **Attachment IV—Projected Revenue by Federal, State, and Local Funding Source by Local Educational Agency**

For each LEA participating in the Local Plan, enter the projected special education revenue received by each funding source. Information provided must be consistent with revenues identified in Section D, Table 3. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 3.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
1	Ackerman Charter	80,674	0.64%	249,016	0.50%	565,256	329,690
2	Alta-Dutch Flat Union Elementary	16,104	0.13%	66,493	0.13%	9,560	82,597
3	Auburn Union Elementary	438,366	3.50%	1,291,223	2.58%	2,896,110	1,729,589
4	Colfax Elementary	72,640	0.58%	210,280	0.42%	451,671	282,920
5	Dry Creek Joint Elementary	1,035,650	8.28%	4,220,588	8.43%	3,710,118	5,256,238
6	Eureka Union	556,327	4.45%	1,874,171	3.74%	2,531,176	2,430,498
7	Foresthill Union Elementary	58,898	0.47%	172,707	0.34%	530,029	231,605
8	Horizon Charter	201,635	1.61%	611,487	1.22%	2,622,350	813,122
9	Loomis Union Elementary	424,019	3.39%	1,461,145	2.92%	2,561,063	1,885,164

## Attachment IV

SELPA: Fiscal Year: 

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
10	Maria Montessori Charter Academy	35,305	0.28%	146,994	0.29%	0	182,299
11	Newcastle Elementary	97,865	0.78%	363,172	0.73%	147,638	461,037
12	Placer Academy Charter	41,334	0.33%	171,474	0.34%	0	212,808
13	Placer County Office of Education	261,792	2.09%	6,522,731	13.02%	954,945	6,784,523
14	Placer Hills Union Elementary	162,280	1.30%	456,249	0.91%	953,893	618,529
15	Placer Union High	602,156	4.81%	2,559,083	5.11%	2,574,384	3,161,239
16	Rocklin Unified	2,140,977	17.11%	7,636,269	15.25%	15,303,739	9,777,246
17	Roseville City Elementary	2,619,528	20.93%	8,811,285	17.59%	10,924,100	11,430,813
18	Roseville Joint Union High	1,604,230	12.82%	6,606,390	13.19%	3,680,400	8,210,620
19	Tahoe-Truckee Unified	687,359	5.49%	2,274,908	4.54%	6,082,180	2,962,267
20	Western Placer Unified	1,376,485	11.00%	4,381,040	8.75%	9,373,046	5,757,525

Attachment IV

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Federal Revenue	Percent of Total Federal Revenue	State Revenue	Percent of Total State Revenue	Local Revenue	Total Federal and State Funding
	Totals:	12,513,624	100.00%	50,086,705	100.00%	65,871,658	62,600,329

Attachment V

SELPA:

Fiscal Year:

**Attachment V—Projected Expenditures by Local Educational Agency for Supplemental Aids and Services in the Regular Classroom for Students with Disabilities and Those Identified with Low Incidence Disabilities**

Enter the revenue allocated to each LEA for supplemental aids and services (SAS) for those students with disabilities placed in the regular classroom setting and those who are identified with low incidence (LI) disabilities. Information included in this table must be consistent with revenues identified in Section D, Table 5. NOTE: For fiscal year 2021–22, this Attachment is optional for single LEA SELPAs as the information has been provided in Section D, Table 5.

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
1	Ackerman Charter	0	0
2	Alta-Dutch Flat Union Elementary	0	0
3	Auburn Union Elementary	0	0
4	Colfax Elementary	0	0
5	Dry Creek Joint Elementary	123,370	0
6	Eureka Union	1,218,176	0
7	Foresthill Union Elementary	0	0
8	Horizon Charter	0	0
9	Loomis Union Elementary	0	0

Attachment V

SELPA:

Fiscal Year:

List	LEA Official Name (District, Charter, COE, JPA, and SELPA)	Total Projected Expenditures by LEA SAS in the Regular Classroom	Total Projected Expenditures by LEA for LI
10	Maria Montessori Charter Academy	0	0
11	Newcastle Elementary	0	0
12	Placer Academy Charter	0	0
13	Placer County Office of Education	0	231,226
14	Placer Hills Union Elementary	0	0
15	Placer Union High	0	0
16	Rocklin Unified	41,224	0
17	Roseville City Elementary	0	0
18	Roseville Joint Union High	0	0
19	Tahoe-Truckee Unified	0	0
20	Western Placer Unified	188,967	0
Totals:		1,571,737	231,226

**Attachment VI  
must be  
completed  
using the CDE  
approved  
Microsoft Excel  
Template**



Attachment VII

SELPA:

Fiscal Year:

**Attachment VII—Special Education Local Plan Area Membership Transfers and Mergers (to and from the SELPA)**

Educational programs and services already in operation may not be transferred to another LEA unless all provisions of EC Section 56207 have been met by the SELPA as demonstrated by the completion and submission of Attachment VII. The effective date of the transfer must not be prior to the July 1 of the second fiscal year after the date the sending or receiving SELPA informed the other agency and the governing body of multiple LEA SELPAs or the responsible individual of single LEA SELPAs notified the other agency, unless both the sending and receiving SELPA unanimously agree the transfer date will take effect on the July 1 of the first fiscal year following the notification date.

LEA Name	Add or Delete Row	LEA Status	Impacted SELPA Name	Impacted District, Charter, or School Name	Initiating SELPA Notification Date	SELPA Governing Board Notification Date	COE Notification Date	CDE Notification Date	Agreed Upon Effective Fiscal Year
Placer Academy Charter		New LEA	NA	Rocklin Elementary		11/15/2018	11/15/2018	06/30/21	<input type="text" value="2021-22"/>

DO NOT  
DISTRIBUTE

SELPA

Fiscal Year

### Certification 3: County Superintendent

**IMPORTANT:** Certification 3 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan, and/or Section E: Annual Service Plan.

I certify the attached Local Plan section(s) as submitted with this certification are approved by the county office of education (COE). I further assure the Local Plan element(s) being submitted meet(s) all applicable requirements of state and federal laws; policies and procedures including compliance with the Individuals with Disabilities Education Act (IDEA); and is/are included in a coordinated system of all Local Plans (as applicable) to ensure all students with disabilities residing within the county, including those enrolled in alternative education programs, including, but not limited to, alternative schools, charter schools, opportunity schools and classes, community day schools operated by districts, community schools operated by the COE, and juvenile court schools, will have access to appropriate special education programs and related services.

C3-1. All LEAs within the county have elected to participate in this SELPA Local Plan.

Yes  No

C3-2. The SELPA Local Plan section(s) as specified herein was approved by the COE pursuant to *EC* Section 56140(b).

Yes  No

C3-3. The county superintendent certifies the SELPA is a:

- 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).

#### 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

Special Education Local Plan Area (SELPA) Local Plan Certification 3

**SELPA**

**Fiscal Year**

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.

C3-4. A written agreement must be entered into between the LEA and SELPA for implementation of services including, but not limited to *EC* Section 56195.7. The county superintendent ensures the Local Plan, including amendments, is posted on the COE web site, or includes a link to the Local Plan.

Web address where the SELPA Local Plan, including all sections, is posted.

County Superintendent

Date

Special Education Local Plan Area (SELPA) Local Plan Certification 4

**SELPA**

**Fiscal Year**

**Certification 4: Community Advisory Committee**

**IMPORTANT:** Certification 4 is required when the information being submitted to the California Department of Education (CDE) is related to Local Plan Section B: Governance and Administration, Section D: Annual Budget Plan and/or Section E: Annual Service Plan.

C4-1. The Community Advisory Committee (CAC), advised the SELPA during the development, amendment, and review of the Local Plan pursuant to California *Education Code* Section 56194.

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

C4-2. The CAC had at least 30 days to conduct a review of the completed Local Plan. This review was done prior to Local Plan being submitted to the COE and CDE.

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

C4-3. The CAC provided written comments to the SELPA regarding this Local Plan submission.

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

I certify the information presented herein is an accurate representation of the CAC's involvement in the development and/or amendment of the Local Plan.

**Diana Welsh**

CAC Chairperson

**May 12, 2021**

Date