

Local Plan
for

**Special
Education**

Adopted April 3, 2000

Amended July 1, 2011

*Sonoma County SELPA
Special Education Local Plan Area*

SONOMA COUNTY
SPECIAL EDUCATION LOCAL PLAN AREA

Catherine Conrado, SELPA Director

Member Local Education Agencies

Alexander Valley Union School District
Bellevue Union School District
Bennett Valley Union School District
California Virtual Academies Charter School
Cinnabar School District
Cloverdale Unified School District
Cotati-Rohnert Park Unified School District
Dunham School District
Forestville Union School District
Fort Ross School District
Geyserville Unified School District
Gravenstein Union School District
Guerneville School District
Harmony Union School District
Healdsburg Unified School District
Horicon School District
Kashia School District
Kenwood School District
Liberty School District
Mark West Union School District
Monte Rio School District
Montgomery School District
Oak Grove Union School District
Old Adobe Union School District
Pathways Charter School
Petaluma City School District
Petaluma Joint Union High School District
Piner-Olivet Union School District
Rincon Valley Union School District
Roseland School District
Santa Rosa City School District
Santa Rosa City High School District
Sebastopol Independent Charter School
Sebastopol Union School District
Sonoma County Office of Education
Sonoma Valley Unified School District
Twin Hills Union School District

Two Rock Union School District
Waugh School District
West Side Union School District
West Sonoma County Union High School District
Wilmar Union School District
Windsor Unified School District
Wright School District

SONOMA COUNTY SELPA
LOCAL PLAN FOR SPECIAL EDUCATION

TABLE OF CONTENTS

		<u>SECTION/ PAGE</u>
Section 1.	FREE APPROPRIATE PUBLIC EDUCATION (FAPE)	
1.A.1.	Assurance of Provision of Related Services	Page 1-1
1.A.2.	Determination of Eligibility or Provision of Service From Other Agencies	Page 1-1
1.A.3.	Procedures for Obtaining Related Services Provided By Another Agency	Page 1-1
1.B.1.	Assurance of Services When Another Agency Fails to Provide Related Services	Page 1-1
Section 2.	FULL EDUCATIONAL OPPORTUNITY	
2.A.1.	Provision of All IEP Services to Suspended and Expelled Students	Page 2-1
2.B.1.	Procedures for Ensuring that All IEP Requirements for Nonpublic, Nonsectarian Students are Met	Page 2-1
2.B.2.	Procedures for Evaluating Progress of Students In Nonpublic, Nonsectarian Schools	Page 2-1
Section 3	CHILD FIND	
3.A.1.	Identification, Location and Evaluation	Page 3-1
3.A.2.	Consultation with Private School Representatives	Page 3-1
3.B.1.	Written Request for Referral	Page 3-1
3.B.2.	Information to Non-English Speaking Parents	Page 3-1
Section 4	INDIVIDUALIZED EDUCATION PROGRAM (IEP)	
4.A.1.	IEP Components	Page 4-1
4.B.1.	Parent Notification Procedures	Page 4-1
4.B.2.	Scheduling of IEP Meeting	Page 4-1
4.B.3.	Notice of IEP Meeting	Page 4-1
4.B.4.	Attendance by Other Individuals	Page 4-1
4.C.1.	Participation of Other Public Agencies	Page 4-1
4.C.2.	Transition Services in the IEP	Page 4-2

Section 5	LEAST RESTRICTIVE ENVIRONMENT (LRE)	
5.A.1.	Assignment of Special Education Programs	Page 5-1
5.B.1.	Physical Location of Programs	Page 5-1
5.C.1.	Equal Access to General Education Activities	Page 5-1
5.C.2.	IEP Statement of Supplementary Aids and Services	Page 5-1
5.C.3.	IEP Statement Regarding Removal from General Education Environment	Page 5-1
5.D.1.	Cooperation of All School Personnel	Page 5-2
5.E.1.	Maximum Access to General Education Programs	Page 5-2
5.E.2.	Support to School Personnel	Page 5-2
5.F.1.	Utilization of General Education Resources	Page 5-2
5.G.1.	Distribution of Specialized Equipment and Services	Page 5-3
Section 6	PROCEDURAL SAFEGUARDS	
6.A.1.	Written Notification of Procedural Safeguards	Page 6-1
6.A.2.	Notice to Non-English Speaking Parents	Page 6-1
Section 7	ANNUAL AND TRIENNIAL ASSESSMENTS	
7.AS.	Annual Assessments	Page 7-1
7.B.	Triennial Assessments	Page 7-1
Section 8	CONFIDENTIALITY Certification of Participation, Compatibility, and Compliance Assurances	Page 8-1
Section 9	TRANSITION FROM EARLY INTERVENTION SERVICE UNDER PART C OF IDEA	
9.A.1.a.	Notification to Parents and LEA of Residence	Page 9-1
9.A.1.b.	Transition Planning Meeting	Page 9-1
9.A.1.c.	Participation of LEA of Residence	Page 9-1
9.A.2.a.	Opportunities for Consultations with Parents	Page 9-1
9.A.2.b.	Transition Steps	Page 9-1
9.A.2.c.	Information About Community Resources	Page 9-2
9.A.2.d.	Identification of Individuals Responsible for Convening Meetings	Page 9-2
9.A.2.e.	Process of Referrals and Assessments	Page 9-2
9.A.2.f.	Transmittal of Information	Page 9-2
9.B.1.a.	Participation of Regular Education Preschool Teacher	Page 9-2
9.B.1.b.	Inclusion of Regular Preschool Activities in IEP	Page 9-2
9.B.1.c.	Completion of IEP and Provision of Services	Page 9-3

Section 10	CHILDREN IN PRIVATE SCHOOLS	
10.A.1.	Consultation with Private School Representatives Regarding Child Find Activities	Page 10-1
10.A.2.	Consultation with Private School Representative Regarding Services to Students	Page 10-1
10.A.3.	Consultation with Private School Representative Prior to Making Decisions	Page 10-1
10.B.1.	Attendance of Private School Representatives at Annual Service Plan Meetings	Page 10-2
10.B.2.	Assurance of Participation of Private School Representatives at Annual Service Plan Meetings	Page 10-2
Section 11	COMPLIANCE ASSURANCES	
	Certification of Participation, Compatibility, and Compliance Assurances	Page 11-1
Sections 12-13	GOVERNANCE	
12-13.B.1.a.	Governing Body	Page 12-13-1
12-13.B.2.	Governance	Page 12-13-1
12-13.B.2.a.1.a.	Governance Structure and Administrative Support	Page 12-13-1
12-13.B.2.a.2.A.	Responsibility of Participating Agencies	Page 12-13-1
12-13.B.2.a.3.A.	Implementation of Administrative Functions	Page 12-13-1
12-13.B.3.a.1.	Responsibilities of Local Education Agency Board Members	Page 12-13-2
12-13.B.3.b.1.	Responsibilities of Local Education Agency Administrators	Page 12-13-2
12-13.B.3.c.1.a.	SELPA Staffing	Page 12-13-6
12-13.B.3.c.2.a.	Distribution of Federal and State Funds	Page 12-13-8
12-13.B.3.c.2.b.	Responsibilities for Distribution of Federal and State Funds	Page 12-13-8
12-13.B.3.c.3.a.	Provision of Special Education Services to Students with Disabilities	Page 12-13-8
12-13.B.3.c.3.A.1.	Monitoring the Use of Special Education Funds	Page 12-13-9
12-13.B.3.c.3.B.1.	Preparation of Program and Fiscal Reports	Page 12-13-9
12-13.B.4.a.	Dispute Resolution	Page 12-13-10
12-13.C.1.a.1.	Inclusion of Charter Schools as LEA in the SELPA	Page 12-13-10
12-13.C.1.a.2.	Participation of Charter Schools in the Local Plan	Page 12-13-10
12-13.C.1.b.1.	Selection of Representatives for Development of the Local Plan	Page 12-13-10
12-13.C.1.b.1.A.	Selection of Special Education Teachers	Page 12-13-10
12-13.C.1.b.1.B.	Selection of General Education Teachers	Page 12-13-11
12-13.C.1.b.1.C.	Selection of Administrators	Page 12-13-11
12-13.C.1.b.1.D.	Selection of Charter School Representatives	Page 12-13-11

12-13.C.1.b.1.E.	Selection of Preschool Representatives	Page 12-13-11
12-13-C.1.c.1.	Development of Local Plan	Page 12-13-11
12-13.C.1.c.1.A.	Participation of Community Advisory Committee	Page 12-13-11
12-13.C.1.c.1.B.	Participation of Special and Regular Teachers	Page 12-13-11
12-13.C.1.c.1.C.	Participation of Parents	Page 12-13-11
12-13.C.1.c.1.D.	Participation of Administrators	Page 12-13-11
12-13.C.1.c.1.E.	Representatives of Charter Schools	Page 12-13-12
12-13.C.1.d.1.	Consultations for Policy and Budget Development	Page 12-13-12
12-13.C.1.e.1.	Community Advisory Committee (CAC)	Page 12-13-12
12-13.C.1.e.2.	Community Advisory Committee Membership	Page 12-13-12
12-13.C.1.f.1.	Public Participation	Page 12-13-12
12-13.C.2.a.	Regionalized Services and Operations	Page 12-13-12
12-13.C.3.1.	Responsibilities of Superintendents	Page 12-13-13

Section 14-15 **COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT/PERSONNEL STANDARDS**

14-15.A.1.	SELPA Participation in Comprehensive System of Personnel Development	Page 14-15-1
14-15.B.1.	Assurance of Qualified Personnel	Page 14-15-1
14-15.C.1.	Participation in the California Reading Initiative	Page 14-15-1
14-15.C.2.	Staff Development Opportunities in Literacy	Page 14-15-2
14-15.C.3.	Assurance of Full Access	Page 14-15-2

Section 16 **PERFORMANCE GOALS AND INDICATORS**

Certification of Participation, Compatibility, and Compliance Assurances	Page 16-1
--	-----------

Section 17 **PARTICIPATION IN ASSESSMENTS**

Certification of Participation, Compatibility, and Compliance Assurances	Page 17-1
--	-----------

Section 18 **SUPPLEMENTATION OF STATE, LOCAL AND OTHER FEDERAL FUNDS**

Annual Budget Plan	Page 18-1
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Section 19 **MAINTENANCE OF FINANCIAL EFFORT**

Annual Budget Plan	Page 19-1
--------------------	-----------

Section 20 **PUBLIC PARTICIPATION**

Governance	Page 20-1
------------	-----------

Section 21	SUSENSION AND EXPULSION RATES	
	Certification of Participation, Compatibility, and Compliance Assurances	Page 21-1
Section 22	PART C - INFANTS AND TODDLERS WITH DISABILITIES	
22.A.1.	Responsibilities of LEA and Regional Center	Page 22-1
22.A.2.	Coordination of Child Find	Page 22-1
22.A.3.	Coordination of Referrals	Page 22-1
22.A.4.	Assignment of Service Coordinator	Page 22-1
22.A.5.	Responsibilities for Completing Evaluations	Page 22-1
22.A.6.	Timely Exchange of Information	Page 22-1
22.A.7.	Availability of Contacts	Page 22-1
22.A.8.	Interagency IFSP Development	Page 22-1
22.A.9.	Provision of Services During School Vacations	Page 22-2
22.A.10.	Transition Planning Procedures	Page 22-2
22.A.11.	Procedures for Dispute Resolution	Page 22-2
22.A.12	Procedures for Surrogate Parent Assignment and Training	Page 22-2
22.A.13.	Procedures for Acceptance of Transfers	Page 22-2
	APPENDICES	
Appendix A	Individualized Education Program (IEP)	
Appendix B	Parent/Guardian Notification of IEP Meeting	
Appendix C	Least Restrictive Environment (LRE) Policy	
Appendix D	SELPA Charter School Policy	
Appendix E	Notice of Procedural Safeguards	
Appendix F	Local Plan Development	
Appendix G	Community Advisory Committee (CAC) Bylaws	
Appendix H	Interagency Agreement between Sonoma County SELPA and North Bay Regional Center	

SECTION 1

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Section 1

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

1.A.1. ASSURANCE OF PROVISION OF RELATED SERVICES

All special education and related services determined by the Individualized Education Program (IEP) team to be necessary for a student to benefit from education shall be listed on the IEP. A local education agency shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the service.

1.A.2. DETERMINATION OF ELIGIBILITY OR PROVISION OF SERVICES FROM OTHER AGENCIES

A determination that a student is in need of a service shall be based on an appropriate assessment(s). When the IEP team has determined and included on an IEP a statement that a student is in need of a service sometimes provided by another agency, the local education agency or agencies shall provide or pay for the service(s) pending the determination of eligibility by that agency or agencies, including during any delays in assessment or delays in implementing the assessment results by that agency. The local education agency, not the parents, is responsible for obtaining all services and service providers needed. The local education agency shall monitor the statutory timelines to ensure that services are provided without delays.

1.A.3. PROCEDURES FOR OBTAINING RELATED SERVICES PROVIDED BY ANOTHER AGENCY

If related service or services will not be provided by a local education agency (LEA) employee, the LEA may contract with a certified nonpublic, nonsectarian school or agency in accordance with the requirements of a master contract and individual services agreement. For mental health services or medically necessary occupational and physical therapy, employees, vendors or contractors of the State Departments of Health Services or Mental Health, or any designated local public health or mental health agency may provide related services in accordance with procedures outlined in the local interagency agreements.

1.B.1. ASSURANCE OF SERVICES WHEN ANOTHER AGENCY FAILS TO PROVIDE RELATED SERVICES

All special education and related services determined by the Individualized Education Program (IEP) team to be necessary for a student to benefit from education shall be listed on the IEP. A local education agency shall assure that each student with a disability is provided services in accordance with his/her IEP, regardless of which agency or contractor provides the service.

When another agency providing a related service fails to provide the service listed on the IEP, the local education agency is responsible and shall provide the service in accordance with an IEP unless otherwise provided by law, and without a disruption in service and at no cost to the parent.

SECTION 2

FULL EDUCATIONAL OPPORTUNITY

Section 2

FULL EDUCATIONAL OPPORTUNITY

2.A.1. PROVISION OF ALL IEP SERVICES TO SUSPENDED AND EXPELLED STUDENTS

Beginning on the eleventh cumulative day in a school year that a child with a disability is removed from his or her current placement, the local education agency shall provide those services that school personnel in consultation with the child's special education teacher determine to be necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the goals set out in the child's IEP.

Not later than 10 business days after removing a child with a disability for more than ten school days in a school year, the local education agency shall convene an IEP team meeting to develop a behavioral assessment plan if the agency has not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the child. If the child who is being removed for the eleventh cumulative school day in a school year already has a behavioral intervention plan, the local education agency shall convene the IEP team to review the plan and its implementation, and modify the plan and its implementation as necessary to address the behavior.

If the removal results in a 45-day placement in an alternative educational setting, the IEP team shall determine and the local education agency shall provide those services necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the goals set out in the child's IEP. In addition, the IEP team shall design and implement modifications with the intent that the precipitating misbehavior does not recur.

2.B.1. PROCEDURES FOR ENSURING THAT ALL IEP REQUIREMENTS FOR NONPUBLIC, NONSECTARIAN STUDENTS ARE MET

Each local education agency that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools on at least an annual basis as part of the annual IEP review. The local education agency representative shall review the master contract, the individual services agreement and the IEP to ensure that all services agreed upon and specified in the IEP are provided

2.B.2 PROCEDURES FOR EVALUATING PROGRESS OF STUDENTS IN NONPUBLIC, NONSECTARIAN SCHOOLS

Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the pupils to determine if they are making appropriate educational progress. The local education agency representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for measuring pupil progress. The

local education agency may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress.

SECTION 3

CHILD FIND

Section 3

CHILD FIND

3.A.1. IDENTIFICATION, LOCATION AND EVALUATION

The governing boards of the Sonoma County SELPA assure an ongoing effort to identify all individuals with disabilities including infants, children for whom English is not a primary language, students with low incidence disabilities, students attending private schools, highly mobile children, and children who are suspected of having a disability and in need of special education even though they are advancing from grade to grade.

The Sonoma County SELPA works closely with public agencies such as North Bay Regional Center, Easter Seals, Head Start, California Children's Services, Mental Health, Human Services and others as appropriate in the identification of individuals with disabilities. Materials are distributed to pediatricians, health care professionals, and other agencies within the SELPA.

Each local education agency within the SELPA has established procedures for the identification, location and evaluation of students who may require special education services. Information regarding child find activities is included in the annual notice that is distributed to parents of all children.

3.A.2. CONSULTATION WITH PRIVATE SCHOOL REPRESENTATIVES

The SELPA convenes a meeting annually to which representatives of all private schools are invited, in order to determine how to carry out the identification, location and evaluation of children enrolled in the private schools. Child find activities for private school children with disabilities are comparable to activities undertaken for children with disabilities in public schools.

3.B.1. WRITTEN REQUEST FOR REFERRAL

All referrals for special education and related services shall initiate the process to determine if an assessment is warranted and shall be documented. When a verbal referral is made, staff of the local education agency shall offer assistance to the parent or any other individual making a request in writing. The SELPA shall annually distribute information regarding child find activities to private schools for dissemination to parents.

3.B. 2. INFORMATION TO NON-ENGLISH SPEAKING PARENTS

Parents, whose primary language is not English, shall be informed of the need to file a written request when a verbal request is made. They shall be informed both verbally and in writing in their primary language, unless to do so is clearly not feasible.

SECTION 4

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Section 4

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

4.A.1. IEP COMPONENTS

The Sonoma County SELPA Individualized Education Program (IEP) is used by all local education agencies within the SELPA and includes all required components.

(See Appendix A for SELPA IEP)

4.B.1. PARENT NOTIFICATION PROCEDURES

Each local education agency shall make every reasonable effort to ensure that one or both parents of the child with a disability are present at the IEP meeting or are afforded the opportunity to participate, including notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend.

4.B.2. SCHEDULING OF IEP MEETING

Each local education agency shall make every reasonable effort to ensure that one or both parents of the child with a disability are present at the IEP meeting or are afforded the opportunity to participate, including scheduling the meeting at a mutually agreed on time and place. If neither parent can attend, the local education agency shall use other methods to ensure parent participation, including individual or conference telephone calls and other reasonable accommodations.

4.B.3. NOTICE OF IEP MEETING

The notice of IEP meeting shall indicate the purpose, time, and location of the meeting and who shall be in attendance.

(See Appendix B for Notice of IEP Meeting)

4.B.4. ATTENDANCE BY OTHER INDIVIDUALS

The notice of IEP meeting shall inform parents of their right to bring other people to the meeting who have knowledge or special expertise regarding the student with disabilities.

4.C.1 PARTICIPATION OF OTHER PUBLIC AGENCIES

Each local education agency shall invite a representative of any other agency that is likely to be responsible for providing or paying for services, including transition services to secondary or postsecondary programs. The invitation may be in person, by telephone or in writing. If an agency invited to send a representative to a meeting does not do so, the local education agency shall take other steps to obtain participation of the other agency in

the planning of any transition services. All efforts to include participation of agency personnel will be documented.

4.C.2. TRANSITION SERVICES IN THE IEP

For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), the IEP shall contain a statement of the transition service needs of the student that focuses on the student's courses of study.

(See Appendix A for SELPA IEP)

SECTION 5

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Section 5

LEAST RESTRICTIVE ENVIRONMENT (LRE)

5.A.1. ASSIGNMENT OF SPECIAL EDUCATION PROGRAMS

Special education programs, appropriate to student needs, are housed on regular school campuses and dispersed throughout the SELPA as equitably as possible to ensure that individuals with disabilities are served as close to home as possible and on a regional basis.

(See Appendix C for Least Restrictive Environment Policy)

5.B.1. PHYSICAL LOCATION OF PROGRAMS

Each local education agency shall make every effort to ensure that the physical location of the special education program is selected to facilitate continuing social interaction with non-disabled students. In some circumstances, such as preschool programs, where placement in classrooms that facilitate social interaction is difficult due to location in the community, every effort shall be made to provide interaction with non-disabled students in other ways.

(See Appendix C for Least Restrictive Environment Policy)

5.C.1. EQUAL ACCESS TO GENERAL EDUCATION ACTIVITIES

Each local education agency shall ensure that individuals with disabilities shall have equal access to regular education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs.

(See Appendix C for Least Restrictive Environment Policy)

5.C.2. IEP STATEMENT OF SUPPLEMENTARY AIDS AND SERVICES

The Sonoma County SELPA IEP form contains a statement of supplementary aids and services that the child with a disability needs to ensure his/her participation in the general education curriculum.

(See Appendix A for SELPA IEP)

5.C.3. IEP STATEMENT REGARDING REMOVAL FROM GENERAL EDUCATION ENVIRONMENT

The Sonoma County SELPA IEP form contains a statement of the extent, if any, to which the individual with a disability will not participate with non-disabled children in regular classes and extracurricular and nonacademic activities.

(See Appendix A for SELPA IEP)

5.D.1. COOPERATION OF ALL SCHOOL PERSONNEL

Each local education agency shall encourage the close cooperation of all school personnel to facilitate opportunities for social as well as academic interaction between individuals with disabilities and non-disabled individuals.

(See Appendix C for Least Restrictive Environment Policy)

5.E.1. MAXIMUM ACCESS TO GENERAL EDUCATION PROGRAMS

Each local education agency shall ensure that all students with disabilities are educated and participate with non-disabled students in academic, nonacademic and extracurricular activities and that removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The IEP shall include an explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in extracurricular and other nonacademic activities.

(See Appendix C for Least Restrictive Environment Policy)

5.E.2. SUPPORT TO SCHOOL PERSONNEL

Each local education agency shall provide school personnel the necessary support to ensure student success. The SELPA's funding allocation plan shall consider the distribution of resources to ensure that each local education agency can provide the necessary supports.

(See Appendix C for Least Restrictive Environment Policy)

The IEP shall contain a statement of the program modifications or supports for school personnel that will be provided for the child with disabilities to be educated and participate in activities with non-disabled children.

(See Appendix A for SELPA IEP)

5.F.1. UTILIZATION OF GENERAL EDUCATION RESOURCES

Each local education agency shall ensure that a pupil will be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. Such resources may

include, but not be limited to, Student Study Teams, early literacy programs and remedial programs.

5.G.1. DISTRIBUTION OF SPECIALIZED EQUIPMENT AND SERVICES

The Sonoma County SELPA administers an Adaptive Technology Center and the distribution of low incidence equipment. Specialized equipment and services are provided to each eligible student with disabilities at his/her school, thereby reducing the need to serve pupils in isolated sites. The SELPA shall distribute annually the procedures for accessing specialized equipment and services.

SECTION 6

PROCEDURAL SAFEGUARDS

Section 6

PROCEDURAL SAFEGUARDS

6.A.1. WRITTEN NOTIFICATION OF PROCEDURAL SAFEGUARDS

Each local education agency shall ensure that parents receive written notification of their procedural safeguards including their right to file a complaint or for a due process hearing. A copy of the procedural safeguards shall be given to the parents, at a minimum:

1. Upon initial referral for evaluation.
2. Upon each notification of an IEP meeting.
3. Upon reevaluation of the child.
4. Upon receipt of a request for a due process hearing.
5. Upon prior to graduation.

(See Appendix E for SELPA Notice of Procedural Safeguards in English and Spanish)

6.A.2. NOTICE TO NON-ENGLISH SPEAKING PARENTS

The notice of procedural safeguards shall be available in the primary language of parents whose primary language is not English, unless to do so is clearly not feasible. The written notice shall be in language easily understood by the general public and shall include the following:

1. The right to initiate a referral of a child for special education services.
2. The right to obtain an independent educational assessment.
3. The right to participate in the development of the IEP and to be informed of the availability of free appropriate public education and of all available alternative programs, both public and nonpublic.

Planning for the needs of non-English speaking parents shall include access to interpreters and translators, unless to do so is clearly not feasible.

SECTION 7

ANNUAL AND TRIENNIAL ASSESSMENTS

Section 7

ANNUAL AND TRIENNIAL ASSESSMENTS

7.A. ANNUAL ASSESSMENTS

Each local education agency shall conduct, on at least an annual basis, reviews of all IEP's. Procedures shall provide for the review of the child's progress and the appropriateness of placement and services, and the making of any necessary revisions. Assessments shall be conducted annually, as necessary, to provide the IEP team sufficient information to review the child's progress and the appropriateness of placement and services. Formal assessments shall require written parent consent.

7.B. TRIENNIAL ASSESSMENTS

Each local education agency shall conduct a reassessment of each child with a disability if conditions warrant a reassessment, or if the child's parent or teacher requests a reassessment, but at least once every three years. The determination of whether a child requires a reassessment shall be made in accordance with IDEA.

SECTION 8

CONFIDENTIALITY

Section 8

CONFIDENTIALITY

[See Form SED-LP-1 (Rev.6/99) for Certification of Assurances]

SECTION 9

TRANSITION FROM EARLY INTERVENTION SERVICE

UNDER PART C OF IDEA

Section 9

TRANSITION FROM EARLY INTERVENTION SERVICE UNDER PART C OF IDEA

9.A.1.a. NOTIFICATION TO PARENTS AND LEA OF RESIDENCE

The service coordinator, six months before the third birthday of the toddler receiving early intervention services shall do the following:

1. Notify the parent of a toddler who may be eligible for special education services under Part B of IDEA that transition planning will occur within the next three to six months.
2. Notify the local education agency where the toddler resides that there will be an Individualized Family Services Plan (IFSP) meeting requiring the attendance of an agency representative, before the toddler is two years nine months, or at the discretion of all parties, up to six months before the toddler turns three years old.

9.A.1.b. TRANSITION PLANNING MEETING

Within 30 days following the notification of the parent and the local education agency, the family, service coordinator and the local education agency shall agree on the date for the IFSP to specify transition steps necessary for movement into services under Part B of IDEA.

9.A.1.c. PARTICIPATION OF LEA OF RESIDENCE

A local education agency representative shall attend an IFSP meeting held by the time the child is two years, nine months of age. If the local education agency of residence is the preschool operator, it shall be responsible for assessments as necessary to determine eligibility for special education services. If services are provided by another local education agency, the assessments shall be determined and conducted collaboratively by the agencies.

9.A.2.a. OPPORTUNITIES FOR CONSULTATIONS WITH PARENTS

In addition to attending the IFSP meeting, a local education agency representative shall attend meetings with groups of parents of children in the transition process in order to provide consultations regarding services available when the child turns three years of age.

9.A.2.b. TRANSITION STEPS

At group meetings and at each IFSP meeting, transition steps necessary for movement into services under Part B of IDEA or other appropriate programs shall be outlined. A

written Transition Plan, covering each step of the process, shall be developed by the service coordinator.

9.A.2.c. INFORMATION ABOUT COMMUNITY RESOURCES

Parents shall be provided with information about community resources by the service coordinator when the Transition Plan is reviewed and at group meetings with the local education agency and community resources representatives. For a child who may not be eligible for Part B services, information shall be provided by the service coordinator to parents about community resources such as Head Start, Child Development Preschools, and private and public preschools.

9.A.2.d. IDENTIFICATION OF INDIVIDUALS RESPONSIBLE FOR CONVENING MEETINGS

The IFSP shall contain the identification of the people responsible for convening an IEP and final IFSP meeting. Those agencies and individuals responsible are also identified in the Transition Plan referenced above.

9.A.2.e. PROCESS OF REFERRALS AND ASSESSMENTS

All Part C program providers, with parental consent, shall transmit information about the child to the local education agency /preschool program operator. This information shall include evaluation and assessments and a copy of the IFSP, and is sent no later than the time the toddler is two years nine months old. The local education agency/preschool program operator shall then complete any additional assessments necessary to determine eligibility for special education services under Part B. These steps shall include sending a packet to the parent acknowledging the receipt of the referral and requesting a signed permission to assess.

9.A.2.f. TRANSMITTAL OF INFORMATION

All Part C program providers, with parental consent, shall transmit information about the child to the local education agency /preschool program operator. This information shall include evaluation and assessments and a copy of the IFSP, and is sent no later than the time the toddler is two years nine months old.

9.B.1.a. PARTICIPATION OF REGULAR EDUCATION PRESCHOOL TEACHER

If the toddler with disabilities may participate in a regular preschool education environment, the local education agency shall ensure the attendance of a regular education preschool teacher at the IEP/IFSP meeting.

9.B.1.b. INCLUSION OF REGULAR PRESCHOOL ACTIVITIES IN IEP

The IEP for a child aged three through five shall reflect developmentally appropriate activities, including goals and objectives to enhance the child's ability to access the normal activities for a preschool aged child. These activities may include play, self help skills, language development, social skills, and motor skills. Access to normally developing age peers shall be supported by the IEP whenever possible.

9.B.1.c. COMPLETION OF IEP AND PROVISION OF SERVICES

An IEP shall be scheduled by the local education agency of residence/preschool program operator to take place prior to the child's third birthday so that services under Part B may commence by that date or, if school is not in session, by the date that school is next in session, including Extended School Year. If scheduled by the preschool program operator, the local education agency shall be invited to the IEP meeting.

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center.)

SECTION 10

CHILDREN IN PRIVATE SCHOOLS

Section 10

CHILDREN IN PRIVATE SCHOOLS

10.A.1. CONSULTATION WITH PRIVATE SCHOOL REPRESENTATIVES REGARDING CHILD FIND ACTIVITIES

On an annual basis, the SELPA shall consult with appropriate representatives of private schools regarding how to carry out the activities of locating, identifying, and assessing all private school children with disabilities, including religious-school children residing within the SELPA. These activities shall be comparable to those undertaken for children with disabilities in public schools.

10.A.2. CONSULTATION WITH PRIVATE SCHOOL REPRESENTATIVES REGARDING SERVICES TO STUDENTS

On an annual basis, the SELPA shall consult with appropriate representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities.

Upon conducting the annual count of the number of private school children with disabilities and determining the amount of the SELPA's total sub-grant under section 611(g) of the IDEA to be expended on private school children, the SELPA shall consult with appropriate representatives of private school children, on an annual basis, on the following issues:

1. Which children will receive services.
2. What services will be provided.
3. How and where the services will be provided.
4. How the services provided will be evaluated.

10.A.3. CONSULTATION WITH PRIVATE SCHOOL REPRESENTATIVES PRIOR TO MAKING DECISIONS

The SELPA shall give appropriate representatives of private school children with disabilities a genuine opportunity to express their views regarding the issues listed above. Such consultation shall occur before the Superintendents' Council makes any decision that affects the opportunities of private school children with disabilities to participate in services offered by the public schools.

10.B.1. ATTENDANCE OF PRIVATE SCHOOL REPRESENTATIVES AT ANNUAL SERVICE PLAN MEETINGS

Each local education agency providing services shall initiate and conduct meetings to develop, review, and revise a services plan for a private school child with a disability who receives special education or related services from the local education agency. Each local education agency providing services shall ensure that a representative of the private school attends each meeting conducted to develop, review or revise a services plan and that the local education agency in which the student resides is invited to the meeting.

10.B.2. ASSURANCE OF PARTICIPATION OF PRIVATE SCHOOL REPRESENTATIVES AT ANNUAL SERVICE PLAN MEETINGS

If a representative of a private school cannot attend a meeting to develop, review or revise a services plan, the local education agency shall use other methods to ensure participation by the private school, including individual or conference telephone calls.

SECTION 11

COMPLIANCE ASSURANCES

Section 11

COMPLIANCE ASSURANCES

See Form SED-LP-1 (Rev. 02/00) for Certification of Participation, Compatibility, and Compliance Assurances.

SECTIONS 12-13

GOVERNANCE

Section 12-13

GOVERNANCE

12-13.B.1.a. GOVERNING BODY

The governing body of the SELPA is the Superintendents' Council. Members of the Superintendents' Council are responsible to the governing boards of the local education agencies in the SELPA.

12-13.B.2. GOVERNANCE

The SELPA's legal status is that of an unincorporated association. Each local education agency shall share in a pro-rata basis (allocated based on total enrollment) any liability for injury or loss to a third party that may arise out of the activities of the SELPA.

12-13.B.2.a.1.a. GOVERNANCE STRUCTURE AND ADMINISTRATIVE SUPPORT

The local education agencies within Sonoma County join together pursuant to Section 56195 of the California Education Code to adopt a plan in accordance with California Education Code 56200 to assure access to special education and services for all eligible individuals with disabilities residing in the geographic area served by these agencies, hereafter known as the Sonoma County Special Education Local Plan Area (Sonoma County SELPA). In adopting the Local Plan, each participating agency agrees to carry out the duties and responsibilities assigned to it within the plan. Participating agencies may enter into additional contractual arrangements to meet the requirements of applicable federal and state law.

12-13.B.2.a.2.A. RESPONSIBILITY OF PARTICIPATING AGENCIES

In adopting the Local Plan, each participating local education agency agrees to carry out the duties and responsibilities assigned to it within the plan. Each agency shall provide special education and services to all eligible students within its boundaries, including students attending charter schools where a local education agency of the SELPA has granted that charter. In addition, each agency shall cooperate to the maximum extent possible with other agencies to serve individuals with disabilities who cannot be served in the local education agency of residence programs. Such cooperation ensures that a range of program options is available throughout Sonoma County.

12-13.B.2.a.3.A. IMPLEMENTATION OF ADMINISTRATIVE FUNCTIONS

The Sonoma County Office of Education is designated as the Administrative Unit (AU) for the Sonoma County SELPA. It shall be responsible for functions such as, but not limited to:

1. Receipt and distribution of special education funds to district accounts for the operation of special education programs and services.
2. Receipt and distribution of special education funds to accounts exclusively designated for SELPA use.
3. The employment of staff to support SELPA functions.

The Sonoma County SELPA office is designated as the entity responsible for the administration of the Local Plan and assuring that the SELPA is in compliance with all applicable laws and regulations.

12-13.B.3.a.1. RESPONSIBILITIES OF LOCAL EDUCATION AGENCY BOARD MEMBERS

Local education agency boards shall:

1. Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency.
2. By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for purpose of delivery of regional services and programs.
3. Review and approve revisions of the Sonoma County SELPA Local Plan for Special Education.
4. Participate in the governance of the Sonoma County SELPA through their designated representative to the Superintendents' Council. The governing boards provide the Superintendents' Council with the authority to act as the board designee to approve and amend policies as necessary.

12-13.B.3.b.1. RESPONSIBILITIES OF LOCAL EDUCATION AGENCY ADMINISTRATORS

Local education agency administrators of special education are responsible for the coordination of special education service and programs within their agencies and for the implementation of the Local Plan. The administrators participate on the Steering Committee and the Finance Committee, which are given authority by the Superintendents' Council to implement policies and procedures.

Steering Committee

The duties of the Steering Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification and implementation of the Local Plan to the Superintendents' Council.
2. Develop and implement procedures for the identification, referral, assessment, IEP development and placement of individuals with disabilities as established by the Local Plan.
3. Develop forms, procedures and recommendations for programs and services for review, modification and approval by the Superintendents' Council.
4. Develop an annual budget for SELPA operations, including Regionalized Services and Program Specialist allocations for review, modification and approval by the Superintendents' Council.
5. Develop in-service/staff development programs, including parent education activities, for review, modification and approval by the Superintendents' Council.
6. Provide recommendations for membership for the Community Advisory Committee.
7. Develop the Annual Services Plan for approval by the Superintendents' Council.

The Steering Committee may be requested by the Superintendents' Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The Steering Committee meets on a regular basis according to Brown Act requirements as established on a yearly calendar. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

In addition to carrying out the responsibilities identified in the Local Plan, the Steering Committee may choose to form special subcommittees to focus on special issues. Such subcommittees shall report to the Steering Committee.

Voting membership on the Steering Committee is identified and approved by the Superintendents' Council and includes the following:

AREA I Sonoma Valley Unified School District

One voting member

- AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock, Waugh, Wilmar school districts
- Two voting members, one representing an elementary district and one representing the high school district
- AREA III Cotati-Rohnert Park Unified School District
- One voting member
- AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts
- Three voting members, two representing elementary districts and one representing the high school district
- AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts
- Two voting members, one representing an elementary district and one representing the high school district
- AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts
- Two voting members, one representing an elementary district and one representing a high school district
- AREA VII Sonoma County Office of Education
- Two voting members representing the County Office of Education Special Education program and the School and Community Services program
- AREA VIII Charter schools that have been approved to operate as their own local education agency for special education purposes
- One voting member
- CAC One voting member

Finance Committee

The duties of the Finance Committee include, but are not limited to, the following:

1. Provide information and recommendations for the development, modification and implementation of the SELPA funding allocation plan to the Superintendents' Council.
2. Review and make recommendations to the Superintendents' Council regarding decisions which impact the finances of local education agencies.
3. Develop the Annual Budget Plan for approval by the Superintendents' Council.

The Finance Committee may be requested by the Superintendents' Council to provide advice or assistance in other areas as needs are identified within the SELPA.

The Finance Committee meets on a regular basis according to Brown Act requirements as established on a yearly calendar. The SELPA Administrator serves as the chairperson of the committee and is responsible for providing timely written notice of the meeting and agenda, minutes for the meeting and additional documentation as needed to provide for informed decision making.

In addition to carrying out the responsibilities identified in the Local Plan, the Finance Committee may choose to form special subcommittees to focus on special issues. Such subcommittees shall report to the Finance Committee.

Voting membership on the Finance Committee is identified and approved by the Superintendents' Council and includes the following:

Superintendents	Five members selected by the Superintendents' Council
District Business Managers	Five members selected by the District Business Users Group (DBUG)
District Special Education Directors	Five members selected by the Steering Committee
Sonoma County Office of Education	One Special Education program representative, one School and Community Services program representative, and one Business Services representative selected by the County Office of Education
Charter Schools	One member selected by the charter schools approved to operate as their own LEAs for special education purposes in the Sonoma County SELPA (LEA Charter School)

Community Advisory Committee

One member selected by the CAC

SELPA Office

The SELPA Administrator and the SELPA
Fiscal Analyst

12-13.B.3.c.1.a. SELPA STAFFING

The governing boards of each of the participating local education agencies agree to invest the Superintendents' Council with the responsibility of designating an appropriate agency as the Administrative Unit (AU) for the administration of the Local Plan and its implementation. The boards assure that the Superintendents' Council shall identify the need for and designate positions necessary for the operation of the SELPA functions according to this policy.

SELPA Administrator

The fundamental role of the SELPA Administrator is to provide leadership and facilitate the decision making process. The SELPA Administrator's role includes the provision of information, specific services identified by the Superintendents' Council, technical assistance, leadership and arbitration. It is the SELPA Administrator's responsibility to represent the interests of the SELPA as a whole without promoting any particular local education's interest over the interest of any other agencies. In the event there are differences of opinions and/or positions on issues, it is the SELPA Administrator's responsibility to mediate a reasonable resolution of the issue(s).

The Superintendents' Council shall be responsible for the selection, direction, discipline and annual evaluation of the SELPA Administrator. The Superintendents' Council shall be assisted in the hiring and selection process by the Administrative Unit. It is understood that this responsibility includes responsibility for any allegations of violations arising under the federal and state equal employment law.

The SELPA Administrator is subject to the Administrative Unit's policies and procedures for day to day operations, but receives direction from, and is responsible to, the Superintendents' Council. The SELPA Administrator is evaluated by a joint committee comprised of the Chair of the Superintendents' Council, the Administrative Unit Superintendent, and one other superintendent from the Superintendents' Council and the evaluation is confirmed by a vote of the Superintendents' Council.

SELPA Staff

The Superintendents' Council shall be responsible for designating the staff to support the functioning of the SELPA. In reviewing and approving the SELPA budgets on an annual basis, the Superintendents' Council designates the staffing for the SELPA Office upon recommendation of the Steering Committee.

SELPA staff shall be employed by the Administrative Unit and supervised by the SELPA Administrator according to the Administrative Unit's policy and practices. The SELPA Administrator shall use a selection process that includes representation from the Superintendents' Council, the Steering Committee and the Community Advisory Committee. The final interview shall be conducted by the Chair of the Superintendents' Council and the SELPA Administrator. The candidate selected in the final interview shall be recommended to the Superintendents' Council for consideration and approval.

Program Specialists

The program specialists are employed by the Administrative Unit for employment purposes, and serve the SELPA under the direction of the SELPA Administrator. The Superintendents' Council designates the number and type of specialists upon recommendation of the Steering Committee and approves the SELPA budget for its expenditures.

The governing boards of the local education agencies identify the importance of employment of program specialists to provide unique and necessary services to the agencies and to pupils in the SELPA. Program specialists shall provide the following services:

1. Observe, consult with, and assist, in accordance with local education agency procedures, special education teachers and support staff.
2. Plan programs, coordinate curricular resources and share in the evaluation of the effectiveness of programs for children with disabilities.
3. Assist with local education agency staff development, program development and innovation of special methods and approaches.
4. Provide coordination, consultation and program development in one or more specialized areas of expertise.
5. Upon request, participate in and/or conduct IEP team meetings where technical assistance is needed.
6. Assist in mediation, due process hearings and compliance proceedings by providing expertise in knowledge of special education law and regulations as well as programs and appropriate interventions available throughout the SELPA.
7. Assist in developing training for parents and members of the Community Advisory Committee.
8. Provide in-service training and technical assistance for regular and special education teachers, administrators, support staff and parents.

9. Assist as a liaison to various community agencies such as Department of Mental Health, Department of Human Services, North Bay Regional Center, California Children's Services, and the Probation Department.

12-13.B.3.c.2.a. DISTRIBUTION OF FEDERAL AND STATE FUNDS

All federal and state special education funds shall be allocated to the SELPA Administrative Unit for distribution to local education agencies according to an approved Special Education Funding Allocation Plan. Any changes to the allocation of federal and state special education funds shall be made by the Superintendents' Council.

12-13.B.3.c.2.b. RESPONSIBILITIES FOR DISTRIBUTION OF FEDERAL AND STATE FUNDS

The governing boards of the local education agencies participating in the SELPA have agreed that students with disabilities will be provided with appropriate special education services. The Superintendents' Council has been designated the authority to determine the distribution of all federal and state special education funds in order for local education agencies to carry out their responsibilities. The Administrative Unit shall be responsible for the distribution of the funds according to an approved Special Education Funding Allocation Plan. The SELPA Administrator is responsible to ensure that the funds are distributed in accordance with the funding allocation plan.

The Finance Committee shall develop the Annual Budget Plan for review and approval by the Superintendents' Council. The Annual Budget Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval by the Superintendents' Council.

12-13.B.3.c.3.a. PROVISION OF SPECIAL EDUCATION SERVICES TO STUDENTS WITH DISABILITIES

It is the intention of the SELPA to provide a full continuum of services to students with disabilities, including students in charter schools, throughout the geographic region of the SELPA. Access to services is through each of the local education agencies. The referral, assessment and IEP process is utilized to identify the needs of each individual student with disabilities. The local education agencies have committed to policies and procedures to assure that students will have their rights to appropriate services provided in the least restrictive environment.

The Steering Committee shall identify on a regular basis any unmet needs for students within the SELPA. With the assistance of the SELPA Administrator, the Steering Committee identifies the resources within the SELPA that could provide the appropriate services. When services are required beyond the programs and services being provided by any local education agency, the Steering Committee shall develop a plan for consideration by the Superintendents' Council. Any plan having a fiscal impact on local

education agencies shall be reviewed by the Finance Committee prior to consideration by the Superintendents' Council.

The Steering Committee shall develop the Annual Services Plan for review and approval by the Superintendents' Council. The Annual Services Plan shall be distributed to the local education agencies and the Community Advisory Committee upon approval.

12-13.B.3.c.3.A.1. MONITORING THE USE OF SPECIAL EDUCATION FUNDS

It is the intent of the SELPA that the needs of students with severe disabilities as identified in the IEP shall be met.

Funds allocated for special education programs shall be used for services to students with disabilities. Federal funds under Part B of IDEA may be used for the following activities:

1. For the costs of special education and related services and supplementary aids and services provided in a regular class or other education-related setting to a child with a disability in accordance with the IEP for the child, even if one or more non-disabled children benefit from these services.
2. To develop and implement a fully integrated and coordinated services system.

The SELPA Administrator, with the assistance of the Steering Committee, the Finance Committee, and the Administrative Unit, shall be responsible to monitor on an annual basis the appropriate use of all funds allocated for special education programs. Final determination and action regarding the appropriate use of special education funds shall be made by the Superintendents' Council through the Annual Budget Plan process.

12-13.B.3.c.3.B.1. PREPARATION OF PROGRAM AND FISCAL REPORTS

The SELPA Administrator, with the assistance of the Steering Committee, the Finance Committee, and the Administrative Unit, shall be responsible to prepare all program and fiscal reports required of the SELPA by the state.

Amendments to the Permanent Section of the Local Plan

Changes or amendments to the permanent portion of the Local Plan may be considered during the annual service and budget plan process. The Superintendents' Council may adopt amendments to the permanent portion of the Local Plan on an interim basis, not to exceed one school year. Amendments approved in this manner shall become permanent upon subsequent approval by all local education agency governing boards and the State Board of Education.

Amendments to the Annual Service and Budget Plans

The governing boards of the local education agencies agree to designate authority to the Superintendents' Council to approve the SELPA-wide annual service and budget plans and any subsequent modifications.

12-13.B.4.a. DISPUTE RESOLUTION

In the event of a disagreement among local education agencies, local education agencies and the Administrative Unit, local education agencies and/or the Administrative Unit 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 policy is intended to resolve disagreements within a period of 45 days, but is not intended to undermine local authority.

If a local education agency disagrees with a decision or practice of another agency or the SELPA Office, that local education agency has a responsibility to discuss and attempt resolution of the disagreement with the party, or parties, directly involved. The parties involved will present the issues to their respective superintendents, or designees, who will attempt to resolve the matter. Either party may request the direct assistance of the SELPA Administrator, or his/her designee, or Chair of the Superintendents' Council or the services of a neutral mediator from outside the SELPA. In the event the issue has not been resolved, either party may request review by the Steering Committee or Finance Committee. If either party disagrees with the recommendation of the Steering Committee or Finance Committee, either party may request that the issue be placed on the Superintendents' Council agenda. If this process fails, the parties may pursue a hearing on the issues and resolution with the Superintendents' Council. The decision of the Superintendents' Council shall be final.

12-13.C.1.a.1. SELECTION OF REPRESENTATIVES FOR DEVELOPMENT OF THE LOCAL PLAN

The Local Plan shall be developed and updated cooperatively by a committee of representatives of special and regular teachers and administrators and representatives of charter schools selected by the groups they represent, and with participation by parent members of the community advisory committee, or parents selected by the community advisory committee to ensure adequate and effective participation and communication.

12-13.C.1.a.1.A. SELECTION OF SPECIAL EDUCATION TEACHERS

Special education teachers shall be selected by the Sonoma County Educators Council (SCED).

12-13.C.1.a.1.B. SELECTION OF GENERAL EDUCATION TEACHERS

General education teachers shall be selected by the Sonoma County Educators Council (SCEC).

12-13.C.1.a.1.C. SELECTION OF ADMINISTRATORS

General education administrators shall be selected by the Sonoma County Association of School Administrators (SCASA).

Special education administrators shall be selected by the Steering Committee.

12-13.C.1.a.1.D. SELECTION OF CHARTER SCHOOL REPRESENTATIVES

Directors of charter schools shall be requested to select a representative to serve on the Local Plan committee.

12-13.C.1.a.1.E. SELECTION OF PRESCHOOL REPRESENTATIVES

Representatives of preschool programs shall be selected by the SELPA Preschool Program.

12-13.C.1.b.1. DEVELOPMENT OF LOCAL PLAN

See Appendix F for documentation of development of the Local Plan, including required representation.

12-13.C.1.b.1.A. PARTICIPATION OF COMMUNITY ADVISORY COMMITTEE

See Appendix F for documentation of development of the Local Plan, including required representation.

12-13.C.1.b.1.B. PARTICIPATION OF SPECIAL AND REGULAR TEACHERS

See Appendix F for documentation of development of the Local Plan, including required representation.

12-13.C.1.b.1.C. PARTICIPATION OF PARENTS

See Appendix F for documentation of development of the Local Plan, including required representation.

12-13.C.1.b.1.D. PARTICIPATION OF ADMINISTRATORS

See Appendix F for documentation of development of the Local Plan, including required representation.

12-13.C.1.b.1.E. REPRESENTATIVES OF CHARTER SCHOOLS

See Appendix F for documentation of development of the Local Plan, including required representation.

12-13.C.1.c.1- 12-13.C.1.c.1.D. CONSULTATIONS FOR POLICY AND BUDGET DEVELOPMENT

All policy and budget development matters shall be reviewed by the Community Advisory Committee prior to action by the Superintendents' Council. Special education teachers, regular education teachers, administrators and parent members of the CAC shall participate in regular consultations regarding policy and budget development.

12-13.C.1.d.1. COMMUNITY ADVISORY COMMITTEE (CAC)

See Appendix G for CAC Bylaws.

12-13.C.1.d.2 - 12-13.C.1.d.4. COMMUNITY ADVISORY COMMITTEE MEMBERSHIP

See Appendix G for CAC Bylaws, pages 2-3.

12-13.C.1.e.1. PUBLIC PARTICIPATION

Members of the public, including parents or guardians of students with disabilities, may address questions or concerns to the governing boards of the local education agencies, the Superintendents' Council, the Steering Committee, the Finance Committee and any subcommittees of the above.

12-13.C.2.a - 12-13.C.2.a.17. REGIONALIZED SERVICES AND OPERATIONS

The SELPA Administrator shall serve on behalf of the member local education agencies and implement the Local Plan including the following regionalized services and operations:

1. Coordination of the SELPA and the administration of the Local Plan.
2. Coordinated system of identification and assessment.
3. Coordinated system of procedural safeguards.
4. Coordinated system of staff development and parent education.
5. Coordinated system of curriculum development and alignment with the core curriculum.

6. Coordinated system of internal program review, evaluation of the effectiveness of the local plan and implementation of a local plan accountability mechanism.
7. Coordinated system of data collection and management.
8. Coordination of interagency agreements.
9. Coordination of services to medical facilities.
10. Coordination of services to licensed children's facilities and foster family homes.
11. Preparation and transmission of required SELPA reports.
12. Fiscal and logistical support of the Community Advisory Committee.
13. Coordination of transportation services for students with disabilities.
14. Coordination of career and vocational and transition services.
15. Assurance of full educational opportunity.
16. Fiscal administration and the allocation of state and federal funds.
17. Direct instructional support provided by Program Specialists.

12-13.C.3.1. RESPONSIBILITIES OF SUPERINTENDENTS

The superintendents of each participating local education agency and executive directors of each LEA charter school shall be responsible for special education programs operated by the agency and for implementing all requirements of the Local Plan.

The superintendents shall select the representatives from the superintendents in each area to participate on the Superintendents' Council. These representatives shall be responsible for identifying the preferences and needs of the agencies within their area and for representing those views at the Superintendents' Council.

In areas in which there is more than one local education agency represented, members shall be selected by the superintendents within those areas. The County Superintendent of Schools shall be the representative for Area VII and shall represent the County Office Special Education program and the School and Community School program.

The areas for governing board participation in the administration of the SELPA are established as follows:

- AREA I Sonoma Valley Unified School District
- AREA II Cinnabar, Dunham, Liberty, Old Adobe, Petaluma Elementary, Petaluma High School, Two Rock, Waugh, Wilmar school districts
- AREA III Cotati-Rohnert Park Unified School District
- AREA IV Bellevue, Bennett Valley, Kenwood, Mark West, Piner-Olivet, Rincon Valley, Roseland, Santa Rosa Elementary, Santa Rosa High School, Wright school districts
- AREA V Forestville, Fort Ross, Gravenstein, Guerneville, Harmony, Monte Rio, Montgomery, Oak Grove, Sebastopol, Twin Hills, West Sonoma County Union High School districts
- AREA VI Alexander Valley, Cloverdale Unified, Geyserville Unified, Healdsburg Unified, Horicon, Kashia, West Side, Windsor Unified school districts
- AREA VII Sonoma County Office of Education
- AREA VIII LEA Charter Schools approved in the Sonoma County SELPA

The Superintendents' Council shall be responsible for the following areas of Local Plan administration:

1. Selection and annual evaluation of the SELPA Administrator.
2. Designation of participants for the Steering Committee and Finance Committee.
3. Establishment and promotion of a Community Advisory Committee.
4. Establishment of the number and type of SELPA office staff employed by the Administrative Unit for SELPA-wide services.
5. Review, approve, and monitor all budgets assigned to the SELPA.
6. Provide leadership to the SELPA regarding the development, revision, implementation and review of the Local Plan.
7. Review, approve, and monitor the allocation of special education funds to local education agencies.
8. Approval of all SELPA policies, standards and guidelines.

The Superintendents' Council shall meet on a regular basis according to Brown Act requirements and shall receive and act upon information provided by the Steering Committee, Finance Committee, Community Advisory Committee and the SELPA Administrator to assist in the administration of the SELPA.

The Superintendents' Council shall consist of twelve (12) superintendents and one (1) executive director of an LEA charter school. Area representation on the Council shall be as follows:

- AREA I Sonoma Valley superintendent
- AREA II One elementary and one high school district superintendent from local education agencies within the area
- AREA III Cotati-Rohnert Park superintendent
- AREA IV Two elementary and one high school district superintendent from local education agencies within the area
- AREA V One elementary and one high school district superintendent from local education agencies within the area
- AREA VI One elementary and one unified school district superintendent from local education agencies within the area
- AREA VII Sonoma County Superintendent of Schools
- AREA VIII One Executive Director of an LEA Charter School in the Sonoma County SELPA

Membership on the Superintendents' Council shall be for two years, and members may be re-appointed. The chairperson of the Council shall be elected from among the Council membership and shall serve for two years. He/she may be elected for additional terms.

SECTIONS 14-15

COMPREHENSIVE SYSTEM OF PERSONNEL

DEVELOPMENT/PERSONNEL STANDARDS

Section 14-15

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT/PERSONNEL STANDARDS

14-15.A.1. SELPA PARTICIPATION IN COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The SELPA shall participate as a member of Region 1's Regional Coordinating Council. The Regional Coordinating Council shall provide representation to the California System of Personnel Development Advisory Committee (CSPDAC).

14-15.B.1. ASSURANCE OF QUALIFIED PERSONNEL

The SELPA shall take steps to ensure that there is an adequate supply of qualified and adequately prepared special education, general education and related services personnel. Such steps shall include, but not be limited to, the following:

1. Widespread recruitment of teachers and support personnel.
2. Collaboration with the local Institute of Higher Education (IHE), Sonoma State University, in its teacher education program design and supervision of student teachers/interns.
3. Ongoing staff development activities for special education administrators, teachers, and support staff.
4. Ongoing staff development activities for general education administrators, teachers, and support staff.

14-15.C.1. PARTICIPATION IN THE CALIFORNIA READING INITIATIVE

Each local education agency shall ensure that all eligible children with disabilities will participate in the California Reading Initiative in order to improve their educational results. A comprehensive research-based approach to reading will be emphasized in the early grades which includes:

1. An organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader.
2. A strong literature, language and comprehension program that includes a balance of written and oral language activities.
3. An ongoing diagnostic system that provides a prescriptive basis for instruction.

4. Assessment that measures student progress and program accountability
5. Early intervention activities for children at risk of reading failure.
6. Techniques for meeting the needs of diverse learners.

14-15.C.2. STAFF DEVELOPMENT OPPORTUNITIES IN LITERACY

Each local education agency shall provide opportunities for special education instructional personnel to participate in staff development activities in the area of literacy that includes:

1. Information about current literacy and learning research.
2. State-adopted standards and frameworks.
3. Increased participation of students with disabilities in statewide student assessments.
4. Research-based instructional strategies for teaching reading to a wide range of diverse learners in order to increase the percentage of children with disabilities who are literate.
5. Participation in California Department of Education statewide training on literacy.

14-15.C.3. ASSURANCE OF FULL ACCESS

Each local education agency shall ensure that students with disabilities will have full access to the following unless otherwise provided in a student's IEP:

1. All required core curriculum including state adopted core curriculum textbooks and supplementary textbooks.
2. Instructional materials and support in order that students with disabilities attain higher standards in reading.

SECTION 16

PERFORMANCE GOALS AND INDICATORS

Section 16

PERFORMANCE GOALS AND INDICATORS

See Form SED-LP-1 (Rev. 02/00) for Certification of Participation, Compatibility, and Compliance Assurances.

SECTION 17

PARTICIPATION IN ASSESSMENTS

Section 17

PARTICIPATION IN ASSESSMENTS

See Form SED-LP-1 (Rev. 02/00) for Certification of Participation, Compatibility, and Compliance Assurances.

SECTION 18

SUPPLEMENTATION OF STATE, LOCAL AND OTHER
FEDERAL FUNDS

Section 18

SUPPLEMENTATION OF STATE, LOCAL AND OTHER FEDERAL FUNDS

See Annual Budget Plan.

SECTION 19

MAINTENANCE OF FINANCIAL EFFORT

Section 19

MAINTENANCE OF FINANCIAL EFFORT

See Annual Budget Plan.

SECTION 20

PUBLIC PARTICIPATION

Section 20

PUBLIC PARTICIPATION

See Sections 12-13, Governance.

SECTION 21

SUSPENSION AND EXPULSION RATES

Section 21

SUSPENSION AND EXPULSION RATES

See Form SED-LP-1 (Rev. 02/00) for Certification of Participation, Compatibility, and Compliance Assurances.

SECTION 22

PART C - INFANTS AND TODDLERS WITH DISABILITIES

Section 22

PART C--INFANTS AND TODDLERS

22.A.1. RESPONSIBILITIES OF LEA AND REGIONAL CENTER

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, pages 1-12)

22.A.2. COORDINATION OF CHILD FIND

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 2)

22.A.3. COORDINATION OF REFERRALS

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, pages 3-4)

22.A.4. ASSIGNMENT OF SERVICE COORDINATOR

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 4)

22.A.5. RESPONSIBILITIES FOR COMPLETING EVALUATIONS

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 5)

22.A.6. TIMELY EXCHANGE OF INFORMATION

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, pages 3,4,7)

22.A.7. AVAILABILITY OF CONTACTS

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 4)

22.A.8. INTERAGENCY IFSP DEVELOPMENT

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 5)

22.A.9. PROVISION OF SERVICES DURING SCHOOL VACATIONS

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 6)

22.A.10. TRANSITION PLANNING PROCEDURES

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, pages 6-9)

22.A.11. PROCEDURES FOR DISPUTE RESOLUTION

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, pages 10-11)

22.A.12. PROCEDURES FOR SURROGATE PARENT ASSIGNMENT AND TRAINING

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 9)

22.A.13. PROCEDURES FOR ACCEPTANCE OF TRANSFERS

(See Appendix H, Interagency Agreement between Sonoma County SELPA and North Bay Regional Center, page 6)